

Motivation and the event-driven curriculum

Steven F. Martin, Kaoru Mita, Mika Shirao, Yuko Hatagaki

Jissen Women's Junior College, Tokyo, Japan

Gary Dendo

Rissho University, Tokyo, Japan

Reference data:

Martin, S., Mita, K., Shirao, M., Hatagaki, Y., & Dendo, G. (2006). Motivation and the event-driven curriculum. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.) *JALT2005 Conference Proceedings*. Tokyo: JALT.

This initial study of student motivation is a mixed design approach drawing on research procedures taken from ethnography, case studies, and action research. Through an Event-Driven Curriculum (henceforth EDC), we will describe an attempt to raise student motivation and foster autonomous learning through task-based classes preparing students to perform or demonstrate in English at events such as a speech contest, culture festival, and open-class presentation week. Within an experiential learning and the socio-cultural model, we are adapting a recent model of motivation that is situational and dynamic. The effect on students after having participated in an event has the potential to foster the development of a self-sustaining feedback loop of self-confidence, motivation, and willingness to communicate, and has a potentially profound effect on the individual as a person.

本研究はエスノグラフィ、事例研究、アクションリサーチの調査法に基づいた学生のモチベーションに関する初期調査である。スピーチコンテスト、文化祭、オープンクラスウィークなどの機会に英語で発表する内容を授業の中で準備する「イベントドリブンカリキュラム」の試みを紹介する。研究モデルとしては、社会教育学的なアプローチの中の状況的・動的なモチベーションモデルを用いている。学生は発表の機会に参加することにより、コミュニケーションすることの自信や積極性が生まれ、それが次の発表準備への動機付けにつながるという好循環が生まれており、長期的には自立した学習者の育成や人間的成長の効果が期待される。

In a study of young adult learners in Japan, Berwick and Ross (1989) demonstrated that a primary motivation for studying English is to pass college level entrance examinations, and that once this goal is achieved there is little motivation to continue to study. A recent survey conducted by the Ministry of Education, Science, and Technology showed that more than half of Japanese high school students indicated little hope for the future and a corresponding lack of desire to study hard for that future. Clearly, a need

exists for a reorientation of students' motivation for studying English at the tertiary level.

For some time now, Jissen Women's Junior College, Tokyo, Japan has tried to anticipate some of these motivational problems and deal with them at the institutional level. A research team was formed to share insights to determine what approaches appear to create a positive change in student behavior. It was agreed that students had a strong desire to integrate with the general foreign community through English. Yashima (2002) has coined this motivation as "International Posture" and has defined it in terms of interest in foreign affairs, willingness to work in another country, and willingness to communicate with non-Japanese, and other similar parameters. There was also agreement upon the importance of authentic communication in front of a "real audience" and many students' preference for becoming more autonomous through a collective, rather than as individuals, as also shown in China by Fang and Warschauer (2004).

One observation that native English speakers are usually quick to bring out concerns the nature of classroom dynamics in Japan. Students, particularly those in communications departments, generally have a high degree of interest in being able to communicate with non-Japanese in English. On the other hand, in a Canadian study of French immersion learners, MacIntyre and Charos (1996) have shown that similarly interested students often do not have a similarly high "Willingness to Communicate". Japanese high schools emphasize college entrance examinations as the purpose of most classroom instruction in English. Students are often at a loss when first placed in a classroom which is

student-centered, where the student has to take much of the responsibility for setting their short-term educational goals and tasks, and where communication rather than knowledge is stressed (Wen & Clement, 2003).

Theoretical basis

Humanistic psychology and experiential learning

A humanistic approach to learning, from two superficially contradictory directions, provides the theoretical framework of an EDC (Event-Driven Curriculum): the cultivation of personal identity through goal-oriented autonomy (Hamachek, 1977), and the consolidation and validation of that same self-awareness through a confirmation of the here and now (Campbell, 1988). Carl Rogers (1982) suggests the following when adopting such an approach.

1. Provide optimum conditions for individualized and group learning of an authentic nature to take place.
2. Foster a sense of freedom and a counterbalancing sense of responsibility.
3. Provide a learning experience of personal consequence and have the learner assume responsibility for evaluating the degree to which he or she is personally moving toward knowledge.

Motivation and relevant others

Noels (2001) emphasizes the important role of relevant others in nurturing the needs described above. Relevant others, in the context of our study, include teachers, members

of the L2 community, and peers. Feedback from these relevant others throughout the learning process can facilitate and nurture learners' motivation. Implicit in this concept is the impact of the learning context on motivation. Clement and Kruidenier (1983) identified several factors that could affect motivational orientations. Particularly relevant to our study was the opportunity for immediate sociocultural contact with members of the L2 community, especially in uni-cultural settings. Gardner and Lambert (1972) also suggest that the presence of members of the L2 group in the learning environment could influence motivational orientations when there exists "an urgency about mastering a foreign language" (pg. 141).

Goal-setting theory

Tasks based on Goal-Setting Theories have long been recommended as promoting persistence and increased effort (Oxford & Shearin, 1994; Dornyei, 1994). However, EFL practitioners have not been quick to embrace such activities; one reason being that the extra burden of students having to mediate the unnatural and protected environment of the classroom by pretending that many of those tasks are more authentic and relevant than they actually are. The EDC (Event-Driven Curriculum) seeks to address these issues by minimizing the differences between the classroom and the real world, and having the students engage in authentic communication with an authentic audience.

Oxford & Shearin (1994) noted that "goal setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal setting"

(pg. 19). Alison (1993) strongly recommends goal setting-strategies for motivating reluctant learners who have absolutely no goals tied in with learning a second language. For these types of students, goal setting provides an immediate, valid purpose for their language learning.

When working toward a long-term goal such as mastering a foreign language, the use of short-term subgoals could be a powerful motivational tool (Dornyei, 2001). Dornyei offers the following goal-setting principles for effective implementation of this motivational strategy.

1. Goals should be clear and specific, measurable, challenging and difficult, and realistic.
2. Goals should have a stated completion date.
3. Both short-term and long-term goals should be set.
4. Teachers should provide feedback that increases the students' capability of and confidence in obtaining the goal.

Facilitating anxiety and raising motivation

Over the past few years, L2 instructors have become aware of the need to lower students' level of anxiety and the importance of establishing a pleasant and supportive classroom atmosphere. However, a possible problem, particularly in Japan, is that the pendulum can swing too far in the other direction. According to Takeo Doi (1971), Japanese have a tendency of depending on the indulgence of a superior. Students, for example, can be too relaxed and familiar with the instructor and not be ashamed to complain, postpone, and underperform in general.

In the application of the EDC, it is our position that the learner not be coddled. Instead, the teacher should expect and encourage results while providing a supportive learning environment. The EDC thus shifts the focus from lowering anxiety to raising motivation. Some stress can be a positive, energizing motivation for optimum student performance. Most instructors intuitively realize that a certain amount of stress is needed to gain optimum performance from students, and achievement tests have been the traditional way of providing that stress. However, we propose that the traditional testing approach fails to tap into the deeper, more profoundly effective psychology of the learner. Performing in a public forum which includes strangers is one way of getting away from the indulgence-seeking underperformer. This social distance adds a rich and new dimension to the information gap. Unfamiliarity with the audience helps reinforce self-discipline in the student, but the mere presence of an expectant audience is a powerful invitation for the student to bridge that gap.

What is an “event”?

In the context of this paper, we have not yet operationalized “event” beyond its conversational definition. Some relevant aspects of its definition include:

1. A socially defined activity at a relatively specific time and place.
2. An identity that differs from the sum of its component individuals.
3. A concentration of affect and cognition beyond the typical demands of daily interactions.

Within the field of life sciences, ‘phenology’ is the study of reoccurring natural phenomena, particularly, the annual cycles of plants and animals and how they respond to changes. Our concept of EDC presupposes that human behavior similarly responds to reoccurring cycles of the socio-cultural calendar, for example, the beginning of a new school year, anticipation of summer vacation, and graduation. An event serves as a climactic (near) end of the semester and a focus for communication that shifts an emphasis from lowering anxiety to raising motivation. The annual Jissen Speech Contest seemed to be an important motivational tool for the students, and was an Event-Driven class long before the idea was formalized. Another preliminary attempt at raising motivation involved making presentations to local foreign residents on how to cook Japanese dishes. Other experimental applications of an EDC concept included demonstrations of Japanese martial arts and calligraphy at the annual school festival. Encouraged by the success of these events, other activities and classes based on the event concept were planned and instituted

The events

The Jissen Speech Contest

The annual Jissen Speech Contest is held at the end of the spring semester. All students who enroll in the public speaking course participate in the contest which is held in front of the entire student body of the Communications Department and judged by three professors.

Presentation week

In order to integrate the concept of an event into the regular oral communication courses, the department instituted an open presentation week scheduled for week 8 of the semester. Students in these classes spend two weeks preparing presentations. On presentation day, students from three classes meet in a large classroom to give and hear presentations. The students are thus giving presentations in front of students and teachers that they are not accustomed to seeing every day.

Cooking presentations

Two cooking class demonstrations of Japanese cuisine and Philippine dishes were held during the 2004 spring semester. The students were participants but had no part in implementing the demonstration. In the following fall semester, an additional two workshops on Japanese cooking and German desserts were given. During the fall workshops, students took complete responsibility for planning, preparation and implementation of the demonstrations. These demonstrations have led to a course called “Cross Cultural Exercise” in which students will introduce non-Japanese residents from the local community and nearby college campuses to various aspects of Japanese culture.

The writing contest

Students write a one-page essay on a topic chosen by the Communications Department. Open to all students, the contest is judged by a guest non-Japanese resident with prizes awarded to the winning essays. The winning essay was also included in the Jissen Magazine Project.

Open house presentations

Most university open houses feature demonstration classes given by the professors. The Communications Department has expanded this into an event where students make presentations or carry out some type of English performance in front of prospective students, thereby providing another venue for students to communicate in front of a real audience.

The Jissen Magazine (writing workshop project)

This is an example of a task-based course with an event theme. The objective of this workshop class is to produce a student magazine by the end of the semester. Students are free to choose topics that interest them and write their articles after conducting research in the library and on the Internet. They take part in peer editing and correction, and exchange opinions on their articles. The course culminates in the campus-wide distribution of a school magazine at the end of the semester.

The Halloween party

The Halloween party sprang from a simple desire to have a theme party to raise the students’ spirits. Student volunteers promoted the party with posters and advertisements in English, invitations to local primary school students, and designing and carrying out the major activities of the party – teaching English through games to the children who came to the party. Over 140 people, including 80 primary school students came to the first costume party held in 2004. The Halloween party was also held in 2005 and the school is planning to continue this annual party.

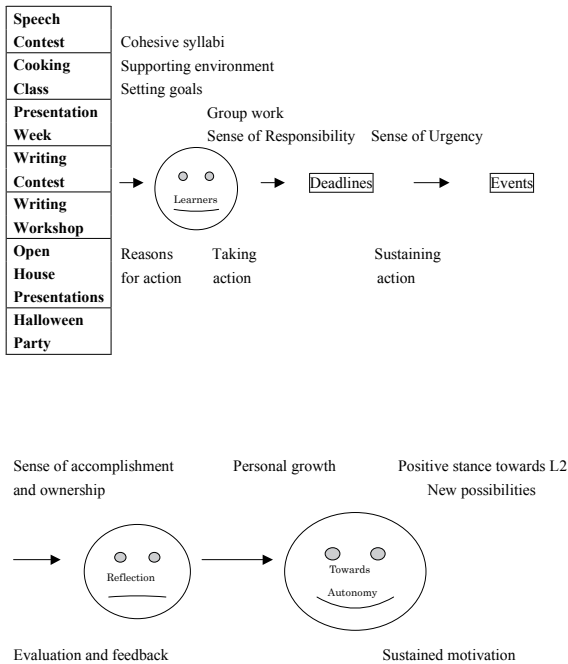


Figure 1. Mechanism of the event-driven curriculum (EDC)

Mechanism of the event-driven curriculum

This section will take up the mechanisms which drive the EDC. The EDC serves as a “stage” for the motivational strategies that follow in its execution. The teacher’s role here includes establishing a proper class environment conducive to learning. These include establishing good teacher/student relationships, a pleasant atmosphere, and cohesive learner groups (Dornyei, 2001).

Reasons for action

In this phase, a clear goal is set through an assigned task. Students are given the opportunity to maximize their developing autonomy by giving them choice of topic and responsibility for task management, with the instructor intervening only if necessary. The teacher explains what the task involves, what is expected from the students, and a step-by-step plan of action that will ensure that the students will be successful in the completion of the task. In addition, learners are shown the value of carrying out a challenging task.

Taking action

The students are involved in both individual and group work. Deadlines for collecting information, general preparations, outlines, first drafts, and so forth are utilized to keep students focused on the task. A sense of responsibility is instilled as the group works toward a shared goal.

Sustaining action

Williams and Burden (1997) state that while a learner may be motivated to begin learning a foreign language, sustaining that motivation can be quite another story. The concept of performing a communicative task in front of a real audience provides the impetus for sustaining action. A sense of urgency builds as the event approaches with motivation peaking on the day of the event. The instructor becomes a resource to be used at the students' request, and as the event draws nearer, the quantity and quality of student-initiated communication with the instructor increases dramatically.

Evaluation and feedback

In our efforts to move away from traditional testing and evaluation, we may turn to the work of Reuven Feuerstein as described in Williams and Burden (1997). Feuerstein introduced the concept of “dynamic assessment” in which assessment and learning are viewed as interconnected processes. Assessment is carried out through a dialogue between teacher and student in which they discuss the positive aspects of his/her performance and ways to improve upon that performance. The feedback provided by the teacher combined with introspection on the learner performance will likely result in personal growth and serve to sustain motivation as the learner moves toward autonomy.

The positive effects of an EDC are summarized as follows:

1. The student-teacher relationship exhibits a high degree of involvement and intimacy.
2. Presentations serve not only to increase motivation, but also provide an opportunity for students to

express themselves and reinforce their identities in the classroom.

3. Presentations and projects create immediate and sustainable relevance for learners by creating urgency for action.
4. Presentations and projects result in a feeling of ownership in a tangible finished product.
5. Members of a group develop a sense of belonging to a team.

Survey and discussion

A survey of 131 first-year students was administered at the end of the semester (See Appendix: End of Semester Questionnaire). Rather than using a research design to measure a treatment, our procedures were more along the lines of an on-going research project. In order to verify some assumptions and uncover new relationships, we attempted to construct a communication model based on Yashima's (2002) approach with covariance structure analysis using Amos (Analysis of Moment Structure) software. We also hoped to acquire a better understanding of relationships between motivational factors regarding communicating in English. A four-point scale was used rather than a five-point scale to eliminate the middle, non-committal responses meaning neither yes nor no.

After checking correlations between each variable, those that exhibited both similar content and high correlations were grouped together and labeled. The following four areas were extracted from the data: 1) Positive Stance Towards L2;

2) Sociability/Extroversion in L1; 3) Cooperative Problem Solving Skills in L1; 4) Future Relevance with L2 (See Figure 2: Survey Results).

The questions were grouped as follows:

Positive Stance Towards L2

ET9: I talk to foreigners without worrying about grammatical mistakes.

ET11: I try my best to answer in English when I'm asked directions by a foreigner.

ET13: When speaking to a foreigner, I try to use what vocabulary I have and keep the conversation going.

Sociability/Extroversion in L1

ET31: I can become friends with people right away.

ET40: I can actively start a conversation with somebody I have just met.

Cooperative Problem Solving Skills in L1

ET37: I like to achieve goals by working with others.

ET39: I'm able to settle confrontations between people.

ET43: I like to discuss the matter thoroughly in case of a misunderstanding.

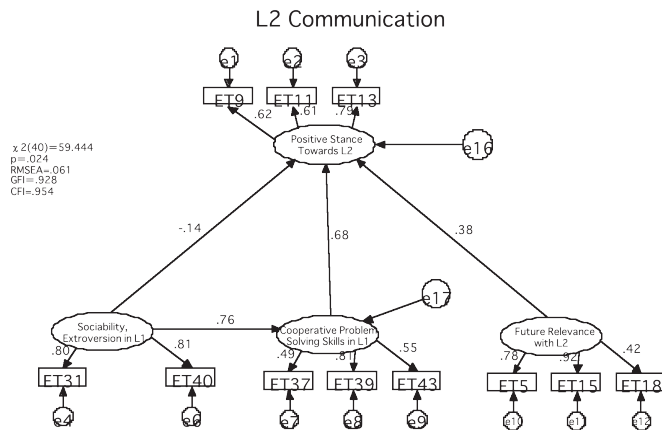
Future Relevance with L2

ET5: I want a job where I can use English.

ET15: I want to be involved with English after graduation.

ET18: The ability to speak English will open up a new world for me.

Building a Positive Stance Towards L2 Survey Results



ET=End of Term Question

e1, e2, ...=Figures automatically put on all variables by the Amos software for statistical purposes

Figure 2. Survey results

Based on classroom observations of our students, there was an initial consensus that there was a strong correlation between students' characters and their willingness to communicate in English, that is, Sociability, and Extroversion in L1 would have a strong correlation with a Positive Stance Towards L2. The analysis unexpectedly indicated almost no correlation (-.14) between these two areas. However, the results indicated a very high correlation (.76) between Sociability/Extroversion in L1 and Cooperative Problem Solving Skills in L1 which in turn had a high correlation (.68) with Positive Stance Towards L2. Future Relevance with L2 showed a weak correlation (.38) with Positive Stance Towards L2. These results led us to the following arguments:

- 1) The high correlation between Cooperative Problem Solving Skills in L1 and Positive Stance Towards L2 strongly suggests that group work can be very effective in nurturing a Positive Stance Towards L2. This result seems to verify our intuition of the viability of an EDC in which group work and negotiation play an integral part. This indicates that the educational emphasis be placed on Cooperative Problem Solving Skills in L1 rather than Sociability and Extroversion in L1.
- 2) Though there was no direct correlation between Sociability/Extroversion in L1 and Positive Stance Towards L2, there was a strong correlation between Sociability/Extroversion in L1 and Cooperative Problem Solving Skills in L1. Based on this finding, we suggest that Sociability/Extroversion in L1 could indirectly affect Positive Stance Towards L2 and warrants further investigation.

The significance of Cooperative Problem Solving Skills in L1 has important implications for how language teaching and learning can be approached. Rather than expecting all students to begin the task of L2 acquisition from the outset, our results suggest that it might be worthwhile to put an initial focus on providing opportunities for teamwork and developing negotiation skills in the L1, for example, with the kinds of warm-up exercises one might find in corporate training classes.

On a more controversial note, the traditional practice of dividing students into classes based on the results of a standardized proficiency test seems to be unnecessary, perhaps even counterproductive for an EDC. In fact, if students are to be segregated at all, survey results present a compelling argument for considering personality profiles as the basis for class division. This seems to parallel a trend in the U.S. corporate community to prioritize personality assessments when considering applicants for positions within the company.

Future directions and conclusions

Current and future directions of our research include a longitudinal study spanning the two years of junior college students' academic career, an expansion of the communication model to tap into possible issues concerning nationalism and ethnocentrism, and research on instructors' attitudes towards the EDC and curriculums in general. An important issue not addressed in this preliminary study is measuring the autonomy that we claim the EDC promotes. The longitudinal study includes plans for measuring autonomy by examining learner behavior through classroom

observation, pre- and post-treatment surveys, interviews, and learning plans and portfolios. Another important issue that provides challenging research possibilities is measuring gains in language learning in the context of an EDC. According to Benson (2001), though “proficiency gains can be measured using standard testing instruments, they may not capture the kinds of improvement that are to be expected with the development of autonomy, where gains in proficiency may be uneven or not immediately apparent” (p. 190). Benson suggests “establishing proficiency criteria and assessment tools relevant to autonomous learning and documenting the ways in which the development of autonomy and proficiency interact (p. 192). In the meantime, we will hedge our bets and still attempt to measure language proficiency gains by using a standardized test (SLEP) which should be more sensitive than the currently used TOEIC to the expected proficiency range of our students.

The willingness to communicate in front of a real audience has generated a surprising quality of positive effect on the students that has ramifications on L2 acquisition as well as the more global aspects of identity and interpersonal relationships. This important area of social psychology is beginning to be applied to dynamic L2 communication models such as Dornyei and Otto’s Process model (Dornyei, 2001). This implies that effective language instructors must be ‘people instructors’, and include in their repertoire many of the same skills found in good managers and counselors. The pursuit of a heuristics that makes use of such a global orientation can provide a rewarding multi-disciplinary arena for the student as well as the instructor.

There is much to be gained from the process of preparing to place oneself in the spotlight, and from the performance itself. During the performance of a speech or presentation, it is the student alone who must marshal all of their practice and learning into those moments in which they are the “hero” of the show . . . fully awakened to the surroundings, unconditionally in the moment, a verification of life. Students are first and foremost people. And it is the whole person’s cognitive and affective aspects that must be understood in order to facilitate efficient learning.

Our concept of EDC begins with current mainstream attitudes about motivation, but then proceeds to expand the frame through which we see motivation. We are attempting to foster student autonomy by directing our focus to longer stretches of time that only a curriculum can address. And we are attempting to enhance that autonomy by directing our sensitivities to a more inclusive concept of the learning community, which the Event-Driven Curriculum seeks to address.

Steven F. Martin is a full-time faculty member at the Department of English Communications, Jissen Women’s Junior College. He is a doctoral candidate in TESOL from Temple University Japan.

Kaoru Mita is an associate professor at the Department of English Communications, Jissen Women’s Junior College. She has a Master’s Degree in English Education from Tsukuba University, Japan, and is currently ABD (all but dissertation) for her Doctoral degree in Linguistics at Dokkyo University Japan.

Mika Shirao, Ph.D. is an associate professor at the Department of Human Nutrition, Jissen Women's Junior College. She graduated from Tokyo Medical and Dental University.

Yuko Hatagaki is a professor at the Department of English Communications, Jissen Women's Junior College. She has a Master's Degree in Literature, specializing in Comparative Literature, from Tokyo University. She has recently served as Dean of the Junior College and Chairman of the English Communication Department.

Gary Dendo is a full-time faculty member of the English and American Literature Department of Rissho University in Tokyo. He has a Master's Degree in TESOL from Anaheim University.

References

- Alison, J. (1993). *Not Bothered? Motivating Reluctant Language Learners in Key Stage 4*. London: CILT.
- Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. Essex: Pearson Education Limited.
- Berwick, R & Ross, S. 1989. Motivation after matriculation: Are Japanese learners of English still alive after exam hell? *Jalt Journal*, 11, 193-210.
- Campbell, J. (1988). *The Power of Myth* (pp. 5-6). New York: Anchor Books.
- Clement, R. & B.G. Kruidenier. (1983). Orientations in second language acquisition: The effects of ethnicity, milieu and target language on their emergence. *Language Learning*, 33, 272-291.
- Doi, T. (1973). *The Anatomy of Dependence* (pp 8-9). Tokyo: Kondansha Ltd.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78/3, 273-284.
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. Essex, England. Pearson Education.
- Gardner, R. C. & W. Lambert. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley Mass.: Newbury House Publishers.
- Fang, X. & M. Warschauer. (2004). Technology and Curricular Reform in China: A Case Study. *TESOL Quarterly*, 38 (2), 317.
- Hamachek, D.E. (1977). Humanistic psychology. Theoretical-psychological framework and implications for teaching. In D.J. Treffinger, J. Davis and R.E. Ripple (Eds.), *Handbook on Teaching Educational Psychology*. New York: Academic Press.
- Long, R.W. & G. Ross. (1999). Looking back: Student attitudinal change over an academic year. *The Language Teacher*, 23, 17-27.
- MacIntyre, P.D. & C. Charos. (1966). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15, 3-26.
- Noels, K.A. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic and integrative orientations. In Z. Dornyei & R. Schmidt (Eds.) *Motivation and second language acquisition* (pp. 43-68). Honolulu, HI: University of Hawaii Second Language Teaching and Curriculum Centre.

- Oxford, R. L. & J. Shearin. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78, 12-28.
- Rogers, C. (1982). *Freedom to learn for the 80s*. Columbus, Ohio: Charles Merrill.
- Wen, W.P. & R. Clement. (2003). A Chinese Conceptualization of Willingness to Communicate in ESL. *Language, Culture, and Curriculum*, 16, 22-23.
- Williams, M. & R. Burden. (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.
- Yashima, T. (2002). Willingness to Communicate in a Second Language.: The Japanese EFL Context. *The Modern Language Journal*, 86, 57-62.

Appendix

End of Semester Questionnaire

The following questionnaire will be used to improve the quality of our English classes. Thank you for your cooperation.

Please circle the number that you think best describes your English level.

1. I can't or hardly can express what I want to say.
2. I can't come up with the right word and often have a hard time communicating my thoughts.
3. I sometimes have some difficulty but I can usually express what I want to say.
4. I usually have no problems speaking with foreigners and can express myself freely.

Please read the following questions and circle the number that you think best describes your feelings.

1 (I don't agree at all) ~ 4 (I totally agree)

(Example) I think cats are cute.

I don't agree at all	I don't agree that much	I agree to some degree	I totally agree
1.....	2.....	3.....	4.....

Questionnaire

1. I want to speak a lot of English with foreigners.
2. I'm embarrassed to speak English with native instructors in my school.
3. I like to watch foreign movies.
4. I like to listen to western music.
5. I want a job where I can use English.
6. I get nervous when I'm with foreigners and can't carry on a conversation smoothly.
7. No matter how much I study English, it ends up being of no use most of the time.
8. I regularly listen to English language courses on the radio or television.
9. I talk to foreigners positively without worrying about grammatical mistakes.
10. I have the goal of becoming an English professional.

11. I try my best to answer in English when I'm asked for directions by a foreigner.
 12. I want a part-time job at a restaurant frequented by foreigners.
 13. When speaking to a foreigner, I try to use what vocabulary I have and keep the conversation flowing.
 14. Studying English is useful for me.
 15. I want to be involved with English after graduation.
 16. My English doesn't improve despite all the time I spend studying, so it's a waste of time.
 17. I want to live in a foreign country in the future.
 18. The ability to speak English will open up a new world for me.
 19. If I don't know a word when speaking to a foreigner, I'll use body language and gestures to communicate meaning.
 20. It is necessary to know about Japanese culture to interact with foreigners.
- From question 21., please answer how you feel in your daily life.
21. I can express myself clearly.
 22. I positively take part in new projects.
 23. I like to take care of children.
 24. I stick to my own opinion without being effected by what everybody else thinks.
 25. I like to communicate with others.
 26. I'm very cautious and hesitate to join a new activity right away.
 27. I usually become the leader in a working group.
 28. I tend to be negative and reserved.
 29. I act in pursuit of a goal.
 30. I am often sensitive to other's eyes and moods.
 31. I can become friends with people right away.
 32. I like to entertain others.
 33. I like to participate in volunteer work.
 34. I'd rather cooperate as a regular member of a group than being the leader.
 35. I like to plan events and be part of it.
 36. I can take such steps as the occasion demands in an unexpected situation.
 37. I like to achieve goals by working with others.
 38. I'm interested in new and rare things.
 39. I'm able to settle confrontations between people.
 40. I can actively start a conversation with somebody I just have met.
 41. I'm rather bashful in front of strangers.

42. I like to joke.
43. I like to discuss the matter thoroughly in case of a misunderstanding.
44. I can make friends right away even in a new environment.

Please let us know how you feel compared to the beginning of the semester.

45. I feel a stronger need to study English than before.
46. I like English more than before.
47. I am more conscious of foreigners than before.
48. I feel like talking to foreigners more than before.
49. I feel like participating in international events more than before.
50. I want to study English conversation more than before.
51. I feel a stronger need to study Japanese culture than before.
52. I am interested in foreign culture more than before.
53. I feel the importance of being thoughtful to others than before.
54. I felt that there is more to communication than just language.

Thank you for your cooperation.