Shared Identities: Our Interweaving Threads

Helping students repack for remotivation and agency

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This exploratory study invited 285 Japanese university students studying English as a foreign language (EFL) to reflect on what demotivated and remotivated them. Students charted the ups and downs of their English learning histories and then completed a questionnaire in which they explained the causes of their demotivation and the pathways, unintentional or intentional, by which they became remotivated. This data was analyzed in terms of the affective and attitudinal conditions which students brought with them into the classroom. Students with positive antecedent conditions were found to have experienced fewer periods of demotivation in the past and exhibited more dynamic use of a wide range of strategies in their attempts to remotivate themselves. There is evidence to suggest that these learners also had more exposure to such strategies in use. Based on this hypothesis, we compiled and returned the strategies they reported to seed their self-motivational practices.

この調査研究では、外国語としての英語（EFL）を学ぶ285名の日本人学生に、学習意欲の減退と回復の要因を省察するように求めた。参加者は自分の英語学習歴における学習意欲の上昇と下降を図で示し、次に質問票に答えて意欲減退の原因と、故意の場合と故意ではない場合の両方で、意欲を回復した道筋を説明した。このデータは、学生が教室に携えてきた情動的、態度的条件という観点から分析された。より前向きな先行条件を持つ学生は過去に意欲減退を経験した時期が少なく、自ら意欲を回復する試みにおいても幅広い方策を活動的に用いたことが分かった。またこれらの学習者は、そのような方策により多く触れる機会があったことを示す形跡もある。我々はこの仮説に基づいて、自主的な動機付け行為を播種するために、学生が報告した方策をまとめて学生にフィードバックした。

Baggage claim: What learners arrive with

Ample research has documented that English teachers and students in Japan view lack of motivation as a serious problem (e.g., Suzuki, Arai, & Yanai, 1999; Yanai, Shiina, Ishii, & Nozawa, 2003; Japan Universities Association for Computer Education, 2008), but often absent from these reports are the voices of the students. What do *students* actually say about their own experiences coping with demotivation or attempting to maintain motivation? Our study investigates the processes of recovery from demotivation to remotivation in English language learning as well as the maintenance of motivation. The participants were 285 Japanese university students studying English as a foreign language (EFL). Students charted the ups and downs of their past motivation, wrote their English learning histories and then completed a questionnaire about the causes of their demotivation and the pathways, unintentional or intentional, by which they became remotivated. By researching what learners have to say about these processes, we hope to go beyond past research which has examined the reasons students fail or become demotivated by now focusing on how they've managed to come this far and this successfully in their language learning journeys.

The traditional view of motivation as a stable student trait that should be increased by teacher controlled strategies for motivating classes only reinforces "the message that motivation is externally regulated and beyond the control and agency of learners themselves" (Ushioda, 2007, pp. 23-24). A more nuanced view reconceptualizes motivation as situation-specific and dynamic (Dörnyei, 2005), that it is permeable and co-constructed through an ongoing dialectic among the members of a classroom. Ushioda (2008) asserts that both teachers and students need to see students as agents who regulate their own learning, as makers of their own motivation, rather than relying solely on the motivating strategies of the teacher. In such a perspective, the individual differences of learners, their beliefs, and formative experiences are made explicit (Kalaja & Barcelos, 2003), challenging us to adopt a more ecological approach to both our research and teaching (Lantolf & Poehner, 2008; van Lier, 2004).

Antecedent conditions of the learner (ACL)

Learners arrive in our classrooms at various stages in their language learning journeys, each with individual histories and goals. In a study that compared student motivation and demotivation (Christophel & Gorham, 1995), the two factors that had the most negative impact on these students' motivation were teacher behaviors, both verbal and non-verbal, and students' own affective and attitudinal "baggage," also known as antecedent conditions of the learner (ACL). Gorham and Millete (1997) describe ACL as a conglomeration of psychological variables, including goal orientation, expectations of success, attitude and

value toward the subject, and self-concept. Students' emotional baggage is filled with their past experiences, positive and negative, which they carry into the present. These experiences help create their present attitudes and beliefs which in turn predict their future selves, if nothing is changed. To help students maintain motivation, teachers should keep in mind how these affective states that students bring into the classroom can influence their academic attitudes, beliefs, self-regulation, and learning outcomes.

Participants and methods

In this study, 285 Japanese university students from four universities in the Tokyo area, and nineteen majors—including English, German, French, Business Administration, Management, International Law, Engineering—were invited to complete a motivation timeline (Appendix 1), write their language learning histories, and complete a questionnaire (Appendix 2) that included the four open-ended questions that will be the focus of this discussion (N.B. Items 1 through 4 below refer to Items (g), (k), (j) and (p) in the questionnaire, respectively).

Questionnaire items

1. What periods in your education did your motivation go down? Why did it go down?

2. If you unintentionally became remotivated, please explain in detail what happened to you.

3. If you intentionally tried to remotivate yourself, please explain in detail what you did.

4. What are you doing now or planning to do to keep motivated in your English learning?

These items were designed to elicit student attributions to the causes of motivational fluctuations in their English study. Our method was exploratory in the sense that categories emerged organically from the data in the coding process.

To identify the ACL of students in the present study (i.e. the emotional baggage they carry with them from the past to the present), we turned to a previous large-scale study (Falout, Elwood, & Hood, 2009) that showed internal demotivational factors predicted proficiency better than external factors. From a 49-item questionnaire, five discriminatory items were found to best separate students by proficiency when rated on a 6-point Likert scale. We used these items for the present study to make our five ACL questions (see (a) to (e) in Appendix 1) that divided learners into three ACL groups: negative (N = 78), low positive (N = 99), and high positive (N = 108). These groups were used in comparison of responses to the open-ended questions.

Unpacking the baggage: The good and the bad

To provide students with a contrastive frame of reference, they were first asked to consider their language learning histories holistically. Asking learners when they lost their motivation and what demotivated them allowed us to explore how their past experiences formed their present beliefs and attitudes toward language education, and how coping with their difficulties further contributed to these formative experiences.

Figure 1 shows the timeline of the fluctuations of in-class motivation reported by our three groups, that is, negative, low positive, and high positive ACL groups. Unlike students in the negative and low positive groups, students in the high positive group didn't report experiencing a drop in motivation in junior high school, and have subsequently maintained motivation all the way into college. On the other hand, many of those in the negative group reported losing motivation in junior high school and then remained demotivated throughout the following years of formal education. This suggests that early learning experiences play a critical role in motivation, a finding supported by previous research (Falout & Falout, 2005).
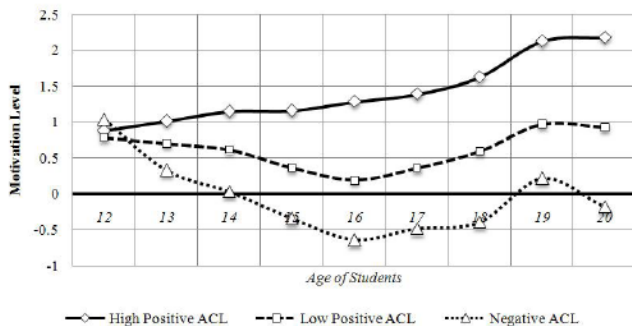

Figure 1. Comparison of in-class motivation timelines by ACL groups

On average, the negative ACL group first began losing motivation when they were in the second year of junior

high school. One of the top-ranking reasons for this drop is represented by one comment from the questionnaire, "In the first grade of junior high school, English was easy and all we did was practicing conversation and playing games in English and I liked it. But in the second grade, we didn't have so many of these activities and grammar got more complicated. That's why [my motivation] went down." Many similar comments indicate that students would have found more relevance with grammar instruction which was integrated into authentic language use and meaningful practice. Other reasons for demotivation were elicited by the first open-ended item of the questionnaire:

Questionnaire Item 1:

What periods in your education did your motivation go down? Why did it go down?

In responding to this item, many students noted specific factors that lead to their demotivation at various periods in their language learning. The seven factors most frequently mentioned by students were, listed in order:

1. difficulty of classes/low comprehension—29.82% (85)
2. dissatisfaction with teaching method (grammar translation/rote memorization of vocabulary)—18.25% (52)
3. dissatisfaction with teacher (in general or personal terms) —17.19% (49)
4. boredom with lessons—13.68% (39)

5.   entrance exam focus (high school or university)—12.28% (35)

6.   negative feelings regarding ability to learn/competence—8.77% (25)

7.   lack of relevance or lack of interest in topic—7.02% (17)

The largest factor of demotivation reported by students was that they didn't understand the lessons or they found the level inappropriately high. While some students tend to blame themselves in such situations, it is interesting to note that the next three largest factors are all directly related to their teachers, with students commenting on the method of instruction, the interest level of the lessons, or simply that they did not like their teachers. This corresponds to other studies showing teachers to be the main factor in student motivation (Chesebro & McCrosky, 2002; Guilloteaux & Dörnyei, 2008).

Other students seem to have been demotivated by an excessive focus on high school or university entrance exams, and a substantial number of students stated that they simply weren't interested in the subject or found it irrelevant. Indeed, language study for practical purposes is remarkably lacking in the Japanese context (Falout, Murphey, Elwood, & Hood, 2008). While many students attributed their demotivation to factors beyond their control (teachers, methods, exams, etc.), some students saw themselves as the problem, negatively evaluating their ability to learn languages. But in their responses, factors were often interrelated, influencing each other and leading to vicious cycles of demotivation. For example, the method

of instruction or the focus on exams coupled with feelings of inadequacy may lead a learner to defensively dismiss the whole subject as irrelevant. As one student said,

> My motivation started to decrease gradually since the third year of junior high school. I didn't like memorizing things. I couldn't keep up with the class and my motivation decreased. I thought the English I learned at school was only for entrance exams. It was useless.

Caught in cycles of demotivation, failure, and further demotivation, students may construct a negative self-image of their abilities (Ryan & Brown, 2007). Figure 2 shows the percentage of students in each ACL group that reported the influence of these factors in their demotivation. The most striking contrast seems to be the difficulty level experienced by students in the negative and low positive ACL groups compared to the high positive ACL group. This contrast may indicate a more developmental or incremental theory of learning among the high positive group of learners, whereas learners with a static, entity theory of learning may attribute lack of understanding to a personal lack of talent or ability (Dweck, 2000). But again, the interrelated nature of these factors makes it difficult to pinpoint any one factor as primary.

Factors of unintentional remotivation

The motivational timeline (Figure 1) illustrates the dynamic nature of motivation. Both the negative and low positive ACL groups first began losing motivation in their second or third year of junior high school and experienced their lowest motivational points in the middle period of high school. For
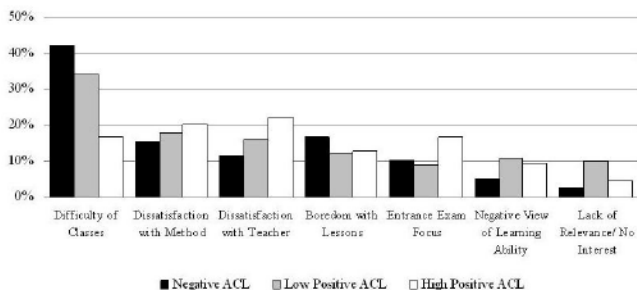
Figure 2. Factors of demotivation

many in the negative group, this means actual demotivation (indicated by dropping below the zero line on the motivation timeline), and after a brief run of remotivation in their first year of college, they often experienced demotivation again by their second year. These findings are consistent with other studies in Japan (e.g. Kowalski, 2002; Falout & Maruyama 2004; Sawyer, 2008). The dynamic nature of these timelines suggests that most students have both negative and positive experiences that contribute to the formation of their present attitudes, beliefs, and image of their future selves.

To have students reflect on the times when they felt their motivation increase without their own volition and to identify conditions and strategies which they might later use to avoid demotivation and embark upon remotivation, we asked the following question:

Questionnaire Item 2:

If you unintentionally became remotivated, please explain in detail what happened to you.

From the 285 surveys collected, the top five unintentionally remotivating factors that students reported were teachers, exposure to authentic media, improved study skills, interactions with English-speaking foreigners, and competition with or the positive influence of peers (for a complete list of reported factors, see Appendix 3). Some of these factors turned out to overlap with the demotivation factors. For example, teachers play a strong role in both demotivation and remotivation for these learners, accounting for 11.54% of the remotivating factors. On the other hand, looking at the factors of remotivation, the related influences of peer groups and communities of practice to which students might imagine themselves someday belonging emerge as salient features. When students wanted to perform in English better than their friends and when students were inspired and influenced by their peers, they became more motivated.

A comparison of these factors by ACL groups reveals quantitative and qualitative differences in the remotivating factors experienced by these groups. The two positive groups more often attributed unintentional remotivation to factors associated with social relationships (see Figure 3). Teachers, interactions with English-speaking foreigners, peer influence, and support from family and friends are all factors that mediated motivation for these learners. On the other hand, students with negative baggage, the negative ACL group, mostly attributed their remotivation to exposure to authentic media and studying for exams and the TOEIC test, factors often devoid of social interaction. Such findings support the view that motivation is often a socially situated, co-constructed phenomenon (Ushioda, 2008).
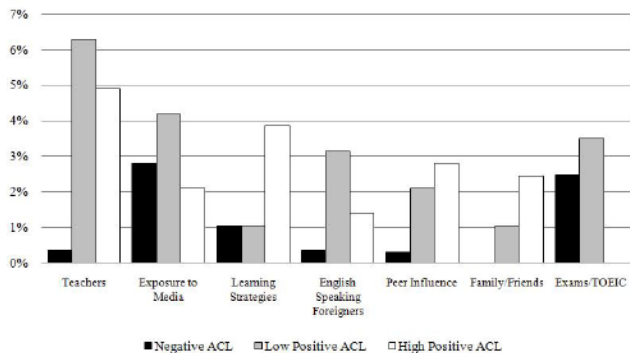
Figure 3. Unintentional remotivation factors

Intentionally applied remotivation strategies

We have unpacked some of the experiences, both negative and positive, that our students brought with them to our classes. These factors have strongly influenced our students and at least in part are responsible for the antecedent conditions which learners arrive with. However, in addition to these factors, learners also arrive with some useful tools in their baggage, the explicit remotivation strategies they have used in past attempts at remotivation. To examine these tools, we asked students the following question:

Questionnaire Item 3:

If you intentionally tried to remotivate yourself, please explain in detail what you did.

This question is similar to the preceding question (Item 2), but here students are asked to recall their own acts

of agency and volition in their motivation journey, the specific pathways they took in their attempts to regain their motivation after periods of demotivation. Analyzing the 243 responses we received to this question, we uncovered 24 different strategies which we grouped into five basic categories (for a complete list of these strategies, see Appendix 4). The categories are as follows:

- Out-of-class self-regulated action

- Cognitive/affective modification

- In-class self-regulated action

- Goal focus

- Demotivator avoidance

- Negative answer indicating no experience remotivating by their own volition

The three ACL groups demonstrated sharp contrasts in the amount and distribution of strategies reported (see Figure 4). The positive ACL groups possess a greater variety of tools in their baggage and seem to use them at a higher frequency, especially in out-of-class contexts, showing agentive use of self-regulation in a wider range of social contexts than just the classroom. This suggests that learners with positive baggage were more prolific and dynamic in their application of strategies than students with negative baggage. Sociocultural theory predicts that the social contexts of teachers, family and peers would play a key role in remotivation (Ushioda, 2007). Although in the volitional data, relationships and social networks seem to play only a secondary role, the positive ACL groups reported that social networks (referred
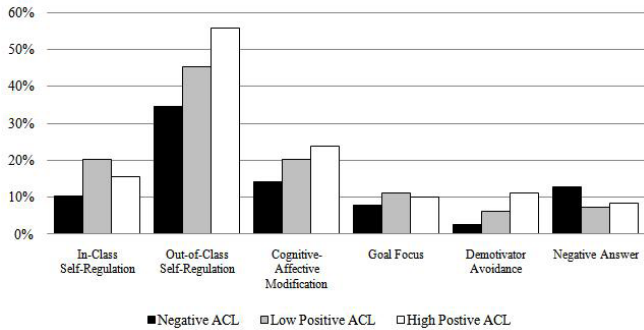
Figure 4. Intentionally applied remotivation strategies

to by Bourdieu, 1985, as "social capital") were often strong factors in their unintentional remotivation. That these same learners are more dynamic in their explicit strategy use may be due to their engagement in social networks in which motivational pathways and agentive thinking have been modeled (Murphey & Arao, 2001; Murphey & Carpenter, 2008).

Some students did report accessing social networks as part of their explicit strategy set, such as studying with friends, competing with peers, or seeking authentic contexts for practice, but this feature was not nearly as prominent as the related factors reported for unintentional remotivation. While students may recognize the value of their social networks in their past experiences, these experiences do not necessarily translate into explicit strategies of remotivation. Agentive thinking emerges when environments are rich in meaningful interaction where learners may be exposed to multiple

and dynamic uses of strategies as modeled by their peers. Interaction and positive relationships in peer and student-teacher interactions are crucial to creating a social ecology in which positive group dynamics can be cultivated and meaningful learning supported. Such environments, where meaningful interaction is encouraged in the classroom, can make room for students to develop agency (van Lier, 2008), leading to intentional remotivation.

Repacking the baggage: The journey continues

Asking participants what they thought about the questionnaire gave them an opportunity to reflect and affirm their plans for action, and could also promote the processes to remotivate and sustain heightened motivation. Having opened their emotional baggage and reviewed their own histories of motivation, demotivation, and remotivation, many seemed determined to repack their bags more efficiently for future excursions on the language learning journey.

Questionnaire Item 4:

What are you doing now or planning to do to keep motivated in your English learning?

The responses to Item 4 elicited 384 pathways for motivation maintenance, and occasionally remotivation, which our students were using or planning to use at the time they completed the questionnaire. These responses were then grouped into 25 categories and ranked for frequency (see Appendix 5). The top seven categories accounted for 215 of these pathways or 56% of the total. There is a substantial overlap between these strategies and the remotivation

strategies reported above. When positive ACL and negative ACL groups are compared, their respective use of strategies to maintain motivation again showed that emotional baggage matters. Students with more positive past experiences were more likely to use a greater variety of strategies to maintain motivation. Students with more negative past experiences have fewer strategies to self-regulate their motivation, and are less likely to do so. Their negative ACLs suggest they are helpless in an EFL environment.

Sharing pathways and enriching agency

After analysis of the data, we presented students with an array of useful strategies comprised of those they themselves had reported. We gave our students a scrambled list of their top 20 most frequently cited ways to keep motivated. They were asked to guess the most frequent items and to mark which ones they were apt to use. Then we distributed a debriefing sheet that summarized the results (as in Appendix 5), which ranked the strategies and provided frequency data. With the goal of helping them mark their own ways of positive learning behaviors and success and to acknowledge that there are indeed many pathways to remotivation and continued motivation, we included a small note at the bottom of the page saying, "Whatever you are doing, if it works, keep doing it!"

Discussion

The great variety of experiences, remotivation strategies, and motivation maintenance strategies reported by our students, and the co-constructed nature of their motivational histories,

leads us to conclude that there are no universal high roads to motivation. Perhaps it is more important to honor and confirm students' unique ways of developing strategies that form the pathways of self-motivation. If so, the lesson for overzealous researchers looking for the El Dorado of motivation is that there is no one-size-fits-all motivational strategy package suitable for the students who arrive in our classrooms carrying their unique baggage, packed with various experiences, attitudes and beliefs about their language learning journeys. Therefore teachers can be more helpful by guiding students through dialectics that support groups in unpacking their collective baggage, noticing how motivation is modeled by their peers, and repacking it for greater usefulness and agency in the future. By providing environments rich in meaningful interaction with the goal of exposing learners to multiple and dynamic uses of strategies as modeled by their peers, teachers may facilitate the emergence of agentive thinking.

Through critical reflection, students can open pathways to conscious control of their motivational practices as agents of their own lifelong learning. This assumption was often confirmed by students responding to a final item on the questionnaire:

> *What did you think of the questions on this survey? Do you have any other comments about your English learning experiences?*

Many reported they had never before reflected on what had demotivated them in the past or on how they might remotivate themselves. Many explicitly commented on the value they placed on the raised awareness that the questionnaire gave them. Forty percent of the participants

responded to this question, stating it was a good opportunity to reflect upon their educational experiences and beliefs. Some reported it was helpful to learn how other students dealt with difficulties in learning English.

In other words, research has effects on the researched, and can be used as a tool to heighten awareness of the possibilities for change. By participating in our study, the students amassed a variety of strategies to remotivate themselves that they reported to be valuable. Baggage is seldom see-through, and is often locked in our unconscious minds. The act of reflecting about our past experiences and attributions of success and failure can help to analyze perceptions of past education—and allow students the agency to repack their baggage by discarding useless beliefs and strategies, and packing more useful ones for the future.

Conclusions: Points of departure

The findings in this study support past research suggesting that the initial stages in formal English education influenced the way EFL students feel about learning years later. Students with positive experiences more often develop a sense of agency by which they are able to control their learning motivation by engaging in active learning and applying adaptive coping strategies marked by diversity, flexibility, and frequency of use. On the other hand, students with negative experiences could not respond as adaptively or proactively. Instead they tended to withdraw and remain helpless when facing difficulties in their learning.

To help students form positive attitudes toward language education, it is critical that we as teachers be sensitive to the learning environments and individual experiences of our students. It is never too late for any student to embark upon better paths toward lifelong learning. By critically reflecting on past educational experiences and sharing these with peers, students can encourage and guide each other toward useful, adaptive pathways of learning. We feel it is important for teachers to recognize the strong positive influence they can have on the emerging agency of their students by shaping the social and educational environments of the classroom and validating individual acts of agency. By walking these roads with them and sharing their explorations we can help them pack for long and motivating language learning journeys.

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We encourage you to help your students repack their baggage. We also welcome duplication studies from interested researchers. For PDFs of the Language Learning Motivational Timeline Chart, the Remotivation Questionnaire, and a complete list of references, please visit the following address: <www.kuis.ac.jp/~murphey-t/Tim_Murphey/Welcome.html>

Appendix 1

Remotivation questionnaire

Language learners naturally have moments when they feel motivated, and moments when they don't feel motivated. Sometimes people or other things can motivate or demotivate us. Sometimes there are things we can do to help ourselves. We have ups and downs like a roller coaster. Below we ask you to tell us what are the things that cause you to sometimes have less motivation and the ways you become more motivated, or remotivated. Your information is valuable to us and could help many other students.

This research is to help you and others become more motivated. The information you provide will not be used with your name and your privacy will be respected. No answers will affect your grade. Please answer honestly.

Please answer the following questions about your English learning. Circle the level of your agreement with the statements.

(1 = Strongly disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Slightly agree; 5 = Agree; 6 = Strongly agree)

(a) *Generally, I think that I enjoy learning English in class.*
1 2 3 4 5 6

(b) *Generally, I think that I enjoy learning English out of class.*
1 2 3 4 5 6

(c) *I like studying English now.*
1 2 3 4 5 6

(d) *Even if English was not a compulsory subject, I would choose to study it.*
1 2 3 4 5 6

(e) *I am confident in learning English now.*
1 2 3 4 5 6

Please think about your English experiences from the beginning until now and answer the following

(f) What were your early experiences with English in or out of school?

(g) Please look at your Motivational Timeline. What time periods in your education did your motivation go down? Why did it go down?
Please circle the items that have been true for you and add others if you like.

(h) When I was demotivated, I did not like . . .

(h-1) . . . English

(h-2) . . . my teacher

(h-3) . . . my friends

(h-4) . . . my classmates

(h-5) . . . my school

(h-6) . . . the activities in the lessons

(h-7) . . . textbooks

(h-8) . . . my life

(h-9) . . . myself

(h-10) . . . English-speaking foreigners

(h-11) . . . other

Please answer the following questions about your English learning. Circle the level of your agreement with the statement.

(1 = Strongly Disagree; 2 = Disagree; 3 = Slightly disagree; 4 = Slightly agree; 5 = Agree; 6 = Strongly agree)

(i) When I wanted to become motivated again, I tried to change . . .

(i-1) . . . the way that I participated in class.

(i-2) . . . the way that I thought or concentrated in class.

(i-3) . . . the way that I felt in class.

(i-4) . . . the way that I did homework or prepared for class.

(i-5) . . . the way that I thought or felt about English.

(i-6) . . . other things that I thought, felt or did.

(j) If you intentionally tried to remotivate yourself, please explain in detail what you did.

(k) If you unintentionally became remotivated, please explain in detail what happened to you.

(l) How important were other people in your efforts to remotivate yourself (for example, teachers, friends, relatives, movie stars, singers, etc.)? Please explain.

(m) When you were demotivated in the past, who and what could have helped you to revive or remotivate you?

(n) When you were demotivated in the past, what could you have done to revive or remotivate yourself? I could have . . .

(o) If your friend is losing motivation to study English, what would you advise?

(p)   What are you doing now or planning to do to keep motivated in your English learning?

(q)   What did you think of the questions on this survey? Do you have any other comments about your English learning experiences?

Appendix 2

Language learning motivation timeline

Instructions: How has your motivation to learn English changed over time? Please draw your "Motivation Line" on the chart below. Start the line at the age when you first began learning English. End it today. If your motivation to learn English outside of school was different from in school, draw a dashed line (----) to indicate your motivation out of school.
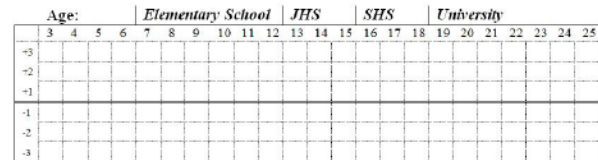
(+3 = Loved English! +2 = Liked it a lot; +1 = A little interested; -1 = Didn't care; -2 = Disliked it; -3 = Hated it!)

Appendix 3

Top factors of unintentional remotivation

	Ranked factors or unintentional remotivation	Percentage of total responses
1.	Teacher-related factors	11.54% (33)
2.	Exposure to Authentic Media (reading books, hearing English music, TV, movies, etc.)	9.09% (26)
3.	Improved study skills (learned more effective learning strategies)	5.59% (16)
4.	Interactions with English-speaking foreigners (having, witnessing and desiring)	5.24% (15)
5.	Competition with / Influence of peers	5.24% (15)
6.	New, better environment (new classroom, school or going abroad)	4.55% (13)
7.	From experience of being understood in English, or understanding English	4.20% (12)
8.	Encouragement/support from family and friends	3.50% (10)
9.	Test scores and grades (positive and negative assessment)	3.50% (10)
10.	Speaking in English	3.50% (10)
11.	Through entrance exam or TOEIC preparation	3.15% (9)

Appendix 4

Intentionally applied remotivation strategies

Strategies grouped by categories	Percentage by category and individual strategy
1. Out of class self-regulation:	**46.50% (133)**
• Became more diligent in self-regulated study	*14.34% (41)*
• Sought out authentic contexts of practice	*6.29% (18)*
• Sought out supplemental formal instruction	*4.55% (13)*
• Accessed intrinsically motivating media	*21.33% (61)*
2. Cognitive/affective modification:	**19.93% (57)**
• Thought of instrumental value	*3.85% (11)*
• Thought of social value	*1.75% (5)*
• Imagined a future-self	*1.40% (4)*
• Reflected on past success	*1.75% (5)*
• Reflected on past failure (or neg. future conseq.)	*2.10% (6)*
• Consulted with friends, family or teachers for emotional support, encouragement	*3.85% (11)*
• Unspecified (e.g. "I made myself like English.")	*5.24% (15)*
3. In-class self-regulation:	**15.73% (45)**
• Became more diligent with teacher-regulated tasks	*7.69% (22)*
• Became more engaged in class	*5.24% (15)*
• Developed stronger relationships in class	*1.75% (5)*
• Studied with friends	*0.35% (1)*
• Competed with friends for fun	*0.70% (2)*

4. Goal focus:	**9.79% (28)**
• *Focused on short term goals (quizzes, tests, etc)*	*2.45% (7)*
• *Focused on long term goals (entrance exams, etc.)*	*4.90% (14)*
• *Focused on personal long term goals*	*2.45% (7)*
5. Demotivator avoidance:	**6.99% (20)**
• *Engineered present environment*	*0.70% (2)*
• *Changed environment*	*0.35% (1)*
• *Took a break from study*	*2.80% (8)*
• *Try not to think about it*	*1.40% (4)*
• *Unspecified*	*1.75% (5)*

Appendix 5

Ways to maintain your motivation or to remotivate (debriefing sheet)

What are you doing now or planning to do to keep motivated in your English learning?

These are in reverse order of importance. 14 through 20 accounted for 56% of all the answers. The percentages above do not add up to 100% because students often listed more than one activity to stay motivated.

1. Writing in English. 1.25%

2. Going to a conversation school. 1.25%

3. Talking to myself in English. 1.56%

4. Communicating online with the internet with communities and email. 1.87%

5. Taking a rest from study and relaxing. 2.49%

6. Making friends who study together and help each other. 2.49%

7. Talking to foreigners. 2.80%

8. Study for TOEIC or other tests. 3.74%

9. Listening to spoken English. 3.74%

10. Traveling to foreign countries. 4.05%

11. Exposing one's self to lots of English. 4.36%

12. Learning new vocabulary. 4.67%

13. Doing activities to learn EVERY DAY with persistence. 6.54%

14. Talking in English to friends and classmates, improving pronunciation. 7.79%

15. Enjoy learning English in many ways. 7.79%

16. Have a clear goal or dream for my use of English. 8.10%

17. Study hard, do my homework, and attend classes regularly. 8.41%

18. Watch movies or TV shows. 9.97%

19. Reading newspapers, magazines, books and online. 11.84%

20. Listening to English songs.   13.08%

There were many more ways that students listed—too many to list here—and it helped us understand that many different things can work for many different people.

IF IT WORKS FOR YOU, JUST DO IT!