

Holistic Timing and Group Framing of Motivation

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This study connects social psychology in theory with pedagogy in practice through a framework we call present communities of imagining (PCOIz). Students' voices will be included in this paper to show how classroom PCOIz helped them develop as language learners. We quantitatively measured factors of motivational mind time frames, past experiences, present investment, and future aspirations, of over 400 students' reported beliefs relating to learning English, beginning and end of semester. We then shared their own data by looping it back to them, getting their interpretations of it. Findings indicate that motivations to learn English increased through engagement in student-centered activities, community formation, and aspiration contagion. Showing students their own data brought out their voices and critical feedback on the study, and also helped students further reflect on the ways of learning in the present as a means to work toward their aspired-to English-speaking future selves.

この研究は我々が「今ここにある想像をめぐらす共同体 (PCOIz)」と呼ぶ枠組みを通して、社会心理学の理論を教育の現場に関連付けるものである。この論考においては、教室のPCOIzがどのようにして学生の言語学習者としての進歩に貢献したかを示すために、学生の声を示されている。我々は400名を超える大学生が述べた英語学習に関する考え方の、学習意欲における過去の経験、現在の投資、将来の希望についての時系列的枠組みの要素を、学期の開始時と終了時に量的に測定した。その後、学生のデータを還元して学生と共有し、学生たち自身にその意味を解釈させた。分析の結果が示すところによれば、学生を中心に据えた活動に参加し、共同体を形成し、将来の希望を用いて感化し合うことによって、英語を学びたいという意欲が高まった。学生自身のデータを示すことにより、この研究に対する学生の声や批判的フィードバックがもたらされ、学生が希望する英語を使用する自分の将来像に向かって努力する手段として、現在におけるより優れた学習方法についてさらに考えを深める一助ともなったのである。

PRESENT COMMUNITIES of imagining (PCOIz) is a theory developed by Murphey (2009) to describe how the many groups we happen to be in, by accident or by design, influence us dynamically. Hearing this, you may instantly think of group affiliations with relatives, classes, and researchers. We mean PCOIz to also encompass the accidental groups we flow through and the chance encounters with people in public places such as trains, libraries, cafés, and so on. We hypothesize that these many obvious and not-so-obvious groupings can potentially stimulate our senses of imagining to varying degrees and in varying ways, from negative to positive. Our imaginings are not necessarily shared among the members in the groups, and indeed our partners in imagining need not even be present or alive, as we can imagine having conversations with people not present and even with those who have lived centuries before us. Quinn (2010) calls this *imagined social capital*—“the benefit that is cre-



ated by participating in imagined or symbolic networks” (p. 68). Thus the mind, with its imaginings, is a complex adaptive system open to adjusting and being adjusted by its immediate environmental partners as well as those it imagines interacting with, which even could be animals, objects, and the greater environment itself. This PCOIs theory will not sound odd if we remember that Einstein jumped on a beam of light and flew it into outer space to grasp relativity.

This study incorporates interpretations and hypotheses about student motivation we drew from students, hypotheses that we then ask the students themselves to criticize, evaluate, and expand upon (Murphey & Falout, 2010). The process of involving students directly in the research also helps our PCOIZ framework to fulfill the requirements for being a scientific concept in Vygotskian terms (Swain, Kinnear, & Steinman, 2011): it is *conscious*, it looks *systematically* at the holistic timing and multiple PCOIZ, and entails a reflective layer of potentially *generalizable* conclusions. This paper focuses on developing two properties of PCOIZ—*holistic timing* and *group framing of motivation*—that can help render the idea of PCOIZ into a scientific concept, due to its systematic and generalizable potential, for promoting motivational developments in classrooms.

Holistic Timing

In our use of classroom PCOIZ, we invited students, who took our college English courses, to access their three mind time frames—their pasts, presents, and futures in relation to learning English—with their present classmates, their PCOIZ (Figure 1). They reflected on their language learning histories (past), and their present engagement of their English-learning inside and outside the classroom (present), and they imagined their English-related future selves (future). The type of class activities offered in each of our classes to promote the students’ imagination were varied depending on the level of the students’ English

abilities (Fukada, Fukuda, Falout, & Murphy, 2011). We find that we teach better by knowing about (1) their pasts and what kind of baggage they are bringing into the classroom, (2) their presents, in terms of their opinions about present activities or reflection of their present engagement in English-learning inside and outside the classroom, and (3) their futures in terms of their English-related expectations and aspirations.

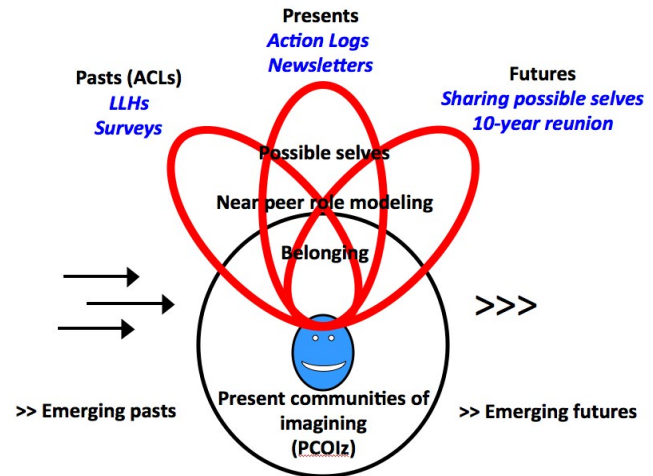


Figure 1. Present Communities of Imagining (PCOIZ)

Holistic timing refers to how one’s own three mind time frames (perceptions, visions, imaginations of their English-related past, present, and future) relate to each other and change continually through living and learning. Reflecting on and sharing these three mind time frames with classmates seems to help students identify better who they are individually and who they might become, particularly in relation to learning a second lan-

guage (L2). Covering all three of the different mind time frames is important to help students synthesize their various identities related to learning an L2, reframe these views of three time frames and find new meanings about themselves in relation to the L2, and build hope in the present and for the future. While we are far from doing any of these things optimally, we suspect that we have tapped into some valuable sources of student and teacher learning by looking at all mind time frames in our lives and realizing that they are all changing every day as we move on and make new meanings.

Group Framing of Motivation

As students enact holistic timing, the bonding, socializing, and identifying with each other's stories, present conditions, and futures have a unifying influence upon their individual identities and motivations. This phenomenon is group framing of motivation, i.e., when students influence each other to such a degree that it becomes difficult to describe individual motivation without referring to the influences of the others, especially those proximal in terms of physical location, emotional care, and personal identity.

The psychological mechanisms involved in group framing of motivation are numerous and complex. Emotional contagion (Hatfield, Cacioppo, & Rapson, 1994) is the phenomenon seen when people catch each other's feelings, and the feelings spread rapidly across groups of people. Likewise, aspiration contagion and group agency (Murphey, 2009; Fukuda, et al., 2011) seem to be involved, the former term reflecting a similar spread of hopes and inspirations, and the latter term reflecting the purposeful way of grasping understandings of what might be possible and taking action in that direction. Finally, near peer role modeling (NPRMing) involves the powerful influence of social learning, particularly with those who are seen to be very similar to one's self (Murphey & Arao, 2001).

We are hypothesizing this group framing of motivation after taking individual data from students at the beginning and end of a semester and finding that their motivations seem to be resonating more together; students see their pasts as more positive, invest more effort towards their learning *now*, and understand and hope more about their futures—changes that seem to be occurring simultaneously across intrapersonal and interpersonal domains (Fukuda et al., 2011). By interacting imaginatively within their classroom groups, individuals start seeing similarities, accepting and learning from differences, and generally start resonating with the group and feel a sense of belonging.

Methods

In the first stage of the study, in order to investigate the changing PCOIZ within our EFL classrooms, we administered a Likert-scale-based questionnaire (see Fukuda, et al., 2011) at the beginning and again at the end of the spring semester to attain quantified measures of individuals' three motivational mind time frames—pasts (antecedent conditions of the learner—ACLs), presents (present investments in English inside and outside the classroom), and futures (English-related possible selves). Our analysis of pre- and post-semester data from whole-class memberships can be classified as a type of growth-curve model, specifically a multilevel model applied to repeated measures of individuals, which entails checking group means across one or more time intervals (McGrath & Altermatt, 2001). We choose this approach because it can be used to capture the dynamic processes of social systems across various stages in time. This is like observing a series of snapshots of groups in action, which can provide only a part of the entire socio-dynamic processes within a given period. The advantages of using this approach with PCOIZ, especially as their memberships can change over time (i.e., different memberships at the beginning and end of one semester), is that the model could “accommodate data

that is both collected over several periods of time and nestled within groups” and bring “potential use of individual- as well as group-level variables” (McGrath & Altermatt, 2001, p. 546). Therefore our analysis followed between-groups variations, i.e., PCOIz at the beginning and end of one semester. The common teacher, classroom, and course could satisfy the data dependence requirement (i.e., establish the link) between the pre- and post-semester groups (Sadler & Judd, 2001). Four hundred and sixty-six students participated in this first stage of the study. Each of us explained the purpose of this study to our students and asked for permission to collect data from them to present at conferences and publish in papers, leaving them the option to reject participation.

In the second stage, to help us better understand the socio-dynamic processes involved in the positive motivational changes, we looped the pre- and post-semester data, compiled into tables, back to the students in the following (fall) semester of the academic year for them to reflect upon, comment, and support or refute our preliminary assumptions, with our six questions (see Appendix A). This procedure, called Critical Participatory Looping (CPL), is useful as a means to bring greater understanding of motivational processes and greater validity to classroom-based research studies (Murphey & Falout, 2010). The use of CPL in the present study can be likened to showing the students pre- and post-semester snapshots of themselves with their classmates’ in action—sharing their pasts, presents, and futures with English—for them to explain what was happening in the pictures and during the interim between them. We choose this approach because it can help the students to describe the socio-dynamic processes involved with the classroom PCOIz across the semester. Two hundred and twenty-three students participated in this CPL stage of the study, including 189 who were originally from the semester when the first stage of the study was conducted, and 34 students who had entered our classes in the following semester.

Praxis relates to the interface, reconciliation, and integrated mixture of theory and practice. A key aspect of the research methods is that they are an integral part of the learning in the classroom. Students not only participate in learning at their discretion but with the explicit knowledge that their voices will be heard in publications and presentations. Their ensuing enthusiasm stems from the curiosity about themselves and their classroom peers, and from the knowledge that their opinions matter. Having a voice in the research process is another way to increase motivation and sense of agency (Murphey & Falout, 2010).

Results

First Stage: Summary of the Pre- and Post-Survey Results

Pre-Survey Results

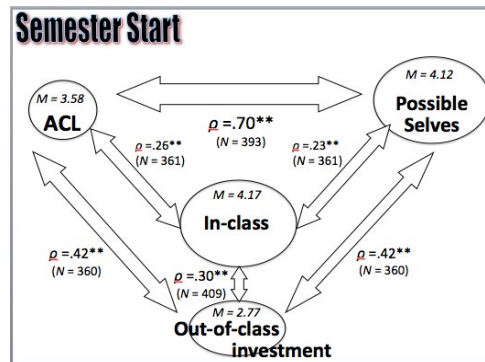
From the results of the pre-survey administered at the beginning of the first semester (Fig. 2), we found that many of our students had clearly-envisioned English-related possible selves (Possible selves: $M = 4.12$), which indicates that many of them were able to visualize relatively well how they would be using their English skills in their future careers and everyday lives even at the beginning of the semester. Their perceptions of English formed in their past English-learning experiences were moderately positive (ACL: $M = 3.58$). We also recognized that the students felt that they participated moderately in our class activities (In-class investment: $M = 4.17$), though they felt that they were not learning English autonomously outside the classroom at the beginning of the semester (Out-of-class investment: $M = 2.77$).

Among these three motivational time-frame factors, we found strong correlation between the students’ ACL and L2 possible selves, which indicates that the students with positive past

perceptions of English tend to visualize with greater clarity and positivity using English in their future careers and everyday lives. We also found that the students who had positive perceptions of their past English learning or who visualized clear L2 possible selves were inclined to use English autonomously outside the classroom, though they did not necessarily do so inside the classroom. That is, even if the students had positive perceptions of English or clear L2 possible selves, they still might participate passively or even negatively inside the classroom because of some possible class-related factors, including types of class activities and characteristics of the classroom members (Carpenter, Falout, Fukuda, Trovela, & Murphey, 2009; Fukuda, 2009).

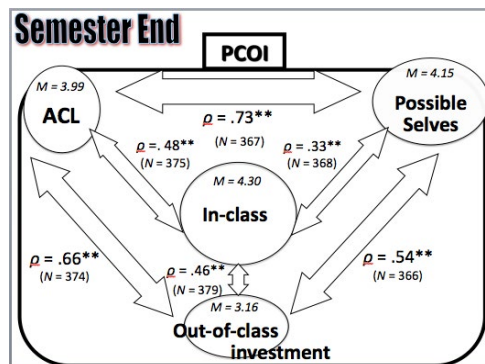
Post-Survey Results

We found from the results of the post-survey, which was administered at the end of the semester, that many students formed more positive perceptions of past and emerging English experiences. They also increased the extent of their participation in our classes and of autonomous English-learning outside the classroom after socially interacting with each other in English. We recognized from the Wilcoxon rank order test that the increases of these factors were statistically significant. The relatively high rate of their English-related possible selves increased slightly, although a statistical significance was not confirmed (Table 1). Concomitantly, the interrelationships between these motivational mind time frames became much stronger, resonating with each other (Figures 2 & 3).



** Correlation is significant at $\rho < .01$

Figure 2. Semester start measurements of ACLs, present investments, and possible selves (ρ = significance level; N = number; M = mean)



** Correlation is significant at $\rho < .01$

Figure 3. Semester end measurements of ACLs, present investments, and possible selves (ρ = significance level; N = number; M = mean)

Table 1. The Change of our Students' ACLs, In-Class and Out-of-Class Investments, and Possible Selves, Throughout the Semester (ρ = significance level; N = number; M = mean; Z = Z value; r = effect size; Md = Median; $Std. Dev.$ = Standard Deviation)

	Descriptive Statistics			Wilcoxon Rank Order test		
	Pre-survey	Post-survey	Difference	Z	p	r
ACL						
<i>M</i>	3.58	3.99	0.41	-9.36	<.01	.34
<i>Md</i>	3.67	4.00	0.33			
<i>Std. Dev.</i>	1.15 ($N = 400$)	1.13 ($N = 378$)				
In-Class Investment						
<i>M</i>	4.17	4.30	0.13	-2.37	.02	.08
<i>Md</i>	4.50	4.50	0.00			
<i>Std. Dev.</i>	1.20 ($N = 412$)	1.16 ($N = 382$)				
Out-of-Class Investment						
<i>M</i>	2.77	3.16	0.39	-7.96	<.01	.28
<i>Md</i>	2.75	3.00	0.25			
<i>Std. Dev.</i>	1.19 ($N = 409$)	1.19 ($N = 381$)				

	Descriptive Statistics			Wilcoxon Rank Order test		
	Pre-survey	Post-survey	Difference	Z	p	r
Possible selves						
<i>M</i>	4.12	4.15	0.03	-0.98	.33	.04
<i>Md</i>	4.25	4.25	0.00			
<i>Std. Dev.</i>	1.25 ($N = 401$)	1.28 ($N = 371$)				

The results suggest that (1) individual student's English-related perceptions of their emerging pasts, present investments in learning, and possible selves, are all strongly correlated with each other, (2) individual student's English-learning motivations can be influenced by holistic timing, and (3) numerous students' English-learning motivations can be strengthened within positive PCOIZ, which they create with their classmates, through group framing of motivation.

Second Stage: Looping the Survey Results to the Students

We looped these survey results back to our students at the end of the second semester. We presented in a handout the purpose of our study, explanations of the key concepts adopted in our research, the summary of the results, our own interpretation of the results, and several questions prepared to elicit the students' own interpretations (Appendix A). The students answered individually or in groups. Again, we asked for their permission to use their responses for our research before starting the looping session. We introduce in the following sections the students' own interpretations that specifically related to holistic timing and group framing of motivation.

Students' Views of Holistic Timing

We had hypothesized that positive motivational changes across the past, present, and future mind time frames came through focusing on these areas in our classroom activities (Fukada, et al., 2011). Then we looped the quantitative data displaying these increases in motivation and asked the students for their interpretations of the change responding to six questions (Appendix A).

In Q1, we asked why the views of the past became more positive, and in Q3, why they thought the perceptions of their past, present, and future became more closely connected. We categorized the students' comments, and found that many comments elicited from both questions pointed toward the influence of their past English-learning experiences on their present investment in English, and on their use of English in the future (Q1: 40.70%, n = 70; Q3: 29.68%, n = 48). Below are sample replies to Q1 and Q3 made by the students, with relevant parts underlined. Tim's students answered in English, but all the other comments were translated from Japanese.

I think students learn why they have [sic] to learn English in the past. In addition, they realized the past experience with English must be useful now. (Q1: Tim's students)

Because they learn that they can get a variety of jobs by learning English, and also now they know their past is related to their current English ability. (Q3: Joe's students)

Other students commented that their motivational changes across past, present, and future areas came from present investment in English learning. 12.79% of the responses to Q1 (n = 22) and 6.45% to Q3 (n = 10) were categorized here.

Because we came to like English by using English in class. (Q1: Joe's students)

Because, the all students in the class were affected by Mr. Murphey's creative and interesting class. (Q3: Tim's students)

At the same time, some students wrote their motivational changes across past, present, and future areas came from clearer images of themselves using English in the future. In Q1, 37.79% of the comments (n = 65) entered into this category, and in Q3, 26.45% (n = 41) were also in this category.

I think it's because we were able to realize by communicating with others that English will be a necessary skill in the future. (Q1: Yoshi's students)

Because more people associate what they have learned in English classes with their future [career]. (Q3: Joe's students)

These reflections show that the students think that the changes in their views on their own past English learning were related to the other mind time frames: present and future. They also see close connections among their past learning, present classes, and future images of themselves. These results indicate that the students have come to see their English learning by incorporating the mind time frames holistically.

Students' Views of Group Framing of Motivation

We had also hypothesized that positive motivational changes occurred through the classroom PCOIz that formed through social interactions and collaborative work (Fukada et al., 2011). With the looped data, we received answers from the students that provide evidence that positive PCOIz indeed formed.

In Q4 we asked the students directly if they thought they were able to form a community to share dreams of learning English.

Their answers showed that many did feel they were able to develop communities within their classrooms. Of the 171 semantic segments elicited, 85.96% (n = 147) of the comments were categorized as “Yes, I think the classroom became a community,” while 14.04% (n = 24) were categorized as “No, I don’t think the classroom became a community.” We found many comments from Q4, and some from the other questions, that could be related to group framing of English-learning motivation. Here are some examples, with relevant parts underlined.

Yes. We think it was because we were able to strengthen our motivation together through group work.
(Q4: Joe’s students)

They found friends who can speak English with them. It makes them motivated to speak English.
(Q2: Tim’s students)

I think we became a community. I think it’s because we enjoyed being able to speak and understand English, even if we don’t have much knowledge of basic English grammar or English vocabulary.
(Q4: Yoshi’s students)

Some students’ comments pointed to various ways peers can inspire them to further learn English. The first way is through sharing similar learning backgrounds. For example, hearing about similarly strong motivations or interests regarding English strengthened their own interests and motivations, as displayed in the following comments:

Yes, because we actually do. And we all have high motivation for [sic] study English, and share it, and make them higher [sic] interactive.
(Q4: Tim’s students)

Yes. Unlike at high school, there are students who share the same ideas about learning English at college, so we can stimulate each other.
(Q4: Tetsuya’s students)

The second way to become inspired is through social interactions in which they learn about differences between one’s self and peers. Some students stated that they were inspired through interacting with their peers who acquired higher English communication skills or whose English-related future visions were clearer.

In KUIS [Kanda University of International Studies], people gradually can speak English so if I can’t speak English, I envy everyone. So I want to study more and more.
(Q4: Tim’s students)

Yes, we talked about our future dreams in medium of [sic] English, and I was inspired from [sic] my partners’ dream. It made me think I need to do more learning like him!!
(Q4: Tim’s students)

The looping data introduced in this section indicated that students’ L2 learning motivations and their L2 social interactions can be promoted by further reflecting on data from diverse groups. Multiple positive PCOIz can work well when open to diversity in their memberships.

Discussion

We believe that if students can find greater importance and meaning of their language learning in the past, they can also find greater importance and meaning in their present leaning of English. Also, if they can envision using English successfully in their future careers and lives, they can become more motivated to learn English now. To summarize, the three concepts of time are closely related to each other, and we believe our students

became better learners of English, at least partly because they became more aware of the connections across motivational mind time frames. In turn, we the teacher-researchers gained deeper appreciation that students' past images of themselves as L2-users matter to them, and that holistic timing can be incorporated in the classroom as a way of challenging poor images of the self in order to create more-able images of past, present, and future L2-using selves.

Through looping their own data back and asking their opinions, we found that many students felt they were able to form communities with their classmates. Some of them specifically commented that their motivation was strengthened through the interactions and personal relationships they enjoyed with their classmates. Other students also pointed out that interacting with their peers of both similar and different communication abilities, and with both similar and different images of L2-related possible futures, increased their motivations. Students exhibiting admirable English abilities or well-imagined L2-related possible selves can become other students' near peer role models (NPRMs), as discussed in previous research (Murphey & Arao, 2001). Our present research using student voice brings more evidence for the power of NPRMs—by socially interacting with NPRMs, students can get motivated to learn and to develop identities as L2-users with high abilities and goals. When reflecting together on these positive effects of social processes on individual learning, students can meta-cognitively appreciate that the diversities within a learning community can bring positive possibilities through their group dynamics. In sum, looping the data and collaborating on interpreting it increased social awareness and group framing of motivation.

These findings are relatively consistent with Wenger's (1998) theory that more competent old-timers support less competent newcomers in their learning of skills and knowledge necessary to work fully within their communities of practice (CoPs). Simi-

lar to the social interactions between newcomers and old-timers, more competent students in the communities are expected to scaffold (Bruner, 1975) less competent students by exchanging messages in their L2 in peer-to-peer social interactions (Ohta, 2000). Additionally, we note that each student brings their own special blend of skills, knowledge, and other abilities to the PCOIz so that all members learn and benefit in some way from each other.

Whereas CoPs relates to shared goals and purposes of a practicing group, PCOIz embraces multiple perspectives, purposes, and directions within any social interaction. Our classrooms involve sharing both similar and dissimilar past experiences, present investments, and future possible selves. The commonalities within our classroom PCOIz were the effects of generating more positive perceptions of English and accumulating positive experiences of nurturing imaginations about L2-related possible selves. Students in positive PCOIz can increase their motivations within three motivational mind time frames by explicitly accessing and sharing these motivations for proactive investments in learning, and for intrapersonal and interpersonal growth.

Conclusion

Our data and the students' perceptions of it have shown that holistic timing and group framing of motivation, conceptualized within PCOIz, are viable ways of looking at motivation, belonging, and aspiration. Our looping data, the focus of this paper, has especially validated our attempts at (1) involving students in researching and reflecting on themselves, (2) understanding their qualitative views of our research, and (3) practicing our praxis, i.e., giving students relevant material from their lives to work on for language learning.

Teacher-researchers can find more about the activities for holistic timing and group framing of motivation in our previ-

ous paper (Fukada et al., 2011), plus we include a recommended reading list in Appendix B. For future research, we intend to investigate changes in students' perceptions of their sense of community with Likert-scale measures, and loop the results back to them. From the findings in our present study, we believe our classroom PCOlz helps us and our students to consciously look at how students are learning English, to systematically investigate these understandings together, and generalize these newfound understandings for developing the agency and potential within us individually, among those in our classrooms, and throughout the wide world of L2 learning communities.

Bio Data

Tetsuya Fukuda is an English teacher at International Christian University, Tokyo, and is also a researcher of English education and linguistics. His current interest is in the socio-cultural and political aspects of language learning in Japan, especially factors that motivate students to learn and use English and how students perceive varieties of English in and out of the classroom.

Yoshifumi Fukada is Professor in the Department of International Studies at Meisei University, Tokyo. His research interests include L2 learners' and users' dynamic identities, their agency in their English-learning and social interactions (in and out of class), and their use of English as a Lingua Franca (ELF) in international communities.

Joseph Falout researches, publishes, and presents about developmental motivational variables of language teachers and learners in English as a Foreign Language (EFL) sociocultural contexts. He edits for the *OnCUE Journal*, published by the JALT College and University Educators Special Interest Group (CUE SIG), and for the *Asian EFL Journal*.

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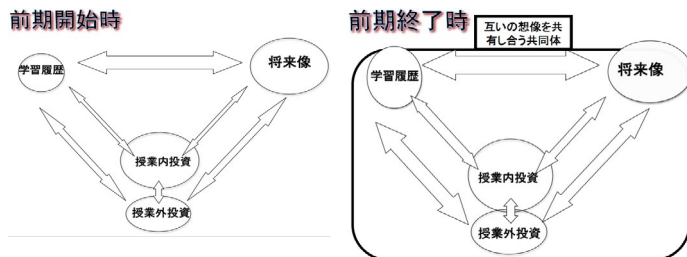
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Appendix A

The Questionnaire for Looping the Data Results Back to the Students

英語学習における学習履歴、授業内外の活動、将来像の相互関係



学習履歴 → 過去の英語に関する経験に対する見方
(これまでどのように英語学習をしてきましたか?)

将来像 → 将来の英語使用に対する見方

(将来の仕事や日常生活で英語をどれくらい使うでしょうか?)

授業内投資 → 授業内での英語学習への取組み

(英語の授業の中でどのように英語学習に取り組んでいますか?)

授業外投資 → 授業外での英語学習への取組み

(英語の授業以外でどのように英語学習に取り組んでいますか?)

互いの想像を共有し合う共同体 → 英語修得に関わる希望を共有する共同体

(共に英語を学習していこうという仲間たち)

解説

2010年の1学期の開始時と終了時で、英語と英語学習の努力に対する学生の見方には変化が見られた。1学期中に学生は英語使用に関する将来像についての意見を交換した。以下が学期終了時における興味深い調査結果である。(1) 過去の英語に関する経験に対する見方がより肯定的になった。(2) 学生の英語を学ぼうという努力が授業内でも授業外でも増した。(3) 過去の英語に関する経験に対する見方、将来の英語使用に対する見方、授業内外での英語学習への取組みという要素間の関係が、全てにおいて強まった。(4) 研究グループは、教室内で学生たちは、英語修得に関わる希望を共有し合う共同体になった、と仮説を立てた。

Explanation

Students' views about English and their efforts to learn English changed between the beginning and end of the first semester in 2010. During the semester, students shared their views of their future using English. At the end of the semester, there were some interesting results: (1) Students' views of past experiences with English became more positive; (2) students' in-class and out-of-class effort to learn English increased; (3) the relationships became stronger among all variables—view of past experiences with English, view of future experiences using English, and in-class and out-of-class effort to learn English; (4) the researchers hypothesize that the students in the classroom became a community to share dreams of learning English.

研究グループから学生への質問 Research group's questions to students

1. 過去の英語に関する経験への学生の見方がより肯定的になったのはなぜだと思いますか。Why do you think students' views of past experiences with English became more positive?
2. 学生の英語を学ぼうという努力が授業内でも授業外でも増したのはなぜだと思いますか。Why do you think students' in-class and out-of-class effort to learn English increased?
3. 過去、現在、未来の要素間の関係が全てにおいて強まったのはなぜだと思いますか。Why do you think the relationships became stronger among all variables?
4. 学生達は教室で、英語修得に関わる希望を共有する共同体になったと思いますか。またそれはなぜだと思いますか。Do you think the students in the classroom became a community to share dreams of learning English? If "yes," why? If "no," why not?
5. 英語学習意欲を維持するためにあなたが現在行っていること、これからやってみようと思っていることは何ですか。What are you doing now or planning to do to keep motivated in your English learning?
6. この研究に関してのあなたの意見／感想を聞かせて下さい。What do you think of this research?

スペースが足りなければ、裏面にも書いてください Please write on the back side if you need more space.

どうもありがとうございます Thank you very much!

Appendix B

Recommended Reading List

- *Alternative approaches to second language acquisition*, edited by Atkinson, D., is a collection of six articles on recent socially oriented theories of L2 acquisition with a closing chapter by Ortega proposing epistemological diversity.
- *Emotional contagion*, by Hatfield, E., Cacioppo, J. T., & Rapson, R. L., describes and discusses how emotions and moods are communicated to others using both observational and laboratory evidence.
- *Learning communities and imagined social capital: Learning to belong*, by Quinn, J., argues that people create their own communities using imagined social capital (people they may never actually physically meet) provoking us to rethink education as a cultural practice.
- *Communities of practice: Learning meaning, and identity*, by Wenger, E., presents a theory that learning is a process of social participation, arguing that people form communities of practice through participation in activities.
- *Strategic language learning: The roles of agency and context*, by Gao, X., reports on an inquiry into Chinese university students' learning experiences, revealing dynamic interaction between students' agency and learning context.