

Japanese EFL Students' Motivation: Before and After TBLT

Erika Tavesa

Kyoto Sangyo University

Adam Radmall

Kyoto Sangyo University

Reference Data:

Tavesa, E., & Radmall, A. (2026). Japanese EFL students' motivation: Before and after TBLT. In B. Lacy, M. Swanson, & H. Yoder (Eds.), *LanguageS: Learning, Teaching, Assessing – JALT 50 Years – Challenges and Perspectives*. JALT. <https://doi.org/10.37546/JALTPCP2025-11>

This study examines the effects of Task-Based Language Teaching (TBLT) on the motivation of second-year Japanese non-English major university students in learning English, using self-determination theory as a framework. It investigates how TBLT impacts autonomy, competence, relatedness, intrinsic motivation, identified motivation, external motivation, and amotivation over a 14-week semester. Data were collected through pre- and post-questionnaires administered in the second and twelfth weeks. The study seeks to determine whether TBLT enhances engagement and fosters positive attitudes, particularly among students with low initial motivation. Findings aim to inform pedagogical practices, providing valuable insights into motivation-focused approaches in second language acquisition.

本研究は、自己決定理論(Self-Determination Theory)を理論的枠組みとして、タスク基盤型言語教育(Task-Based Language Teaching: TBLT)が英語を専攻しない大学生の英語学習における動機づけに及ぼす影響を検討することを目的とする。具体的には、14週間の学期を通して、TBLTが自律性、有能感、関係性、内発的動機づけ、同一化的動機づけ、外発的動機づけ、および無動機の各側面にどのような影響を与えるのかを分析する。データは、第2週および第12週に実施した事前・事後質問紙調査によって収集された。本研究は、特に学習開始時に動機づけが低い学生に着目し、TBLTが学習への関与を高め、肯定的な学習態度を促進するかどうかを明らかにすることを目的とする。本研究の成果は、第二言語習得における動機づけ重視の教授実践に対して、有益な示唆を提供することが期待される。

Some Japanese university students may treat English as a required academic subject without expecting to use it for communication (Yanagi & Baker, 2016). Studies show that English courses lack personal significance for non-English majors, which can contribute to lower minimal student motivation (Chairat, 2015; Chen, 2017; Pratiwi, 2019). In addition, the education system has traditionally focused on entrance examination requirements that emphasize grammatical precision, vocabulary memorization, and translation abilities (Moore, 2015).

Recognizing these limitations, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has promoted communicative approaches to English teaching, including policies encouraging senior high school English classes to be conducted primarily in English (MEXT, 2009, 2018). However, implementing these reforms has proved challenging, and concerns remain about how to create classroom environments that successfully encourage meaningful communication while supporting learners' needs. These challenges suggest that policy reform alone is unlikely to improve students' motivation or communicative competence.

One instructional approach that addresses these concerns is Task-Based Language Teaching (TBLT), in which learners develop language through the completion of meaningful communicative tasks (Ellis, 2017). Because TBLT emphasizes collaboration, learner participation, and purposeful communication, it has the potential to create classroom conditions that foster greater engagement than more traditional teacher-centred approaches. Self-Determination Theory (SDT; Ryan & Deci, 2000) provides a useful framework for examining these effects by explaining how learning environments support motivation through the satisfaction of learners' psychological needs for autonomy, competence, and relatedness.

This study examines the effects of TBLT on second-year Japanese non-English major EFL university students' motivation during a 14-week semester. Drawing on pre- and post-questionnaires adapted from Agawa and Takeuchi (2017), this study examines changes in the three basic psychological needs (autonomy, competence, and

relatedness) and four types of motivational regulation (intrinsic, identified, external, and amotivation). The following three research questions guided the study:

- RQ1. How do students' experiences of autonomy, competence, and relatedness change after participating in TBLT-based English lessons?
- RQ2. How does TBLT affect the types of motivation (intrinsic, identified, external, and amotivation) in non-English major university students?
- RQ3. What aspects of TBLT are most likely to lead students to perceive that learning English is worthwhile for their personal and academic goals?

Literature Review

English Education in Japan

Research on English education in Japan has traditionally identified an emphasis on grammar, translation, and test preparation driven by the university entrance examination system (Allen & Tahara, 2021; Paxton et al., 2022). One well-documented example is *yakudoku*, a method centered on English-to-Japanese translation that prioritizes grammatical accuracy over communication competence (Noda & O'Regan, 2019; Paxton et al., 2022). As a result, many Japanese university students struggle to sustain everyday conversation despite six or more years of formal English instruction (Moore, 2015). Classroom observations, however, have shown that interactive, peer-based activities increase learner engagement and motivation (Kanno, 2020; Kato et al., 2015; Tokunaga et al., 2021).

Motivation in Japanese EFL Classrooms

Self-Determination Theory (Ryan and Deci 2000) Provides a useful framework for understanding motivation in second language learning. Rather than viewing motivation as something learners either have or lack, SDT frames motivation as a continuum ranging from amotivation (no motivation) to externally regulated and intrinsically motivated behaviour. The theory argues that more self-determined forms of motivation develop when learners' psychological needs for autonomy, competence, and relatedness are supported, whereas controlling learning environments may reduce motivation and increase disengagement. These needs have often been insufficiently supported in traditional Japanese EFL classrooms, where teacher-centred instruction limits learner autonomy and meaningful participation (Dubin, 2019; Nakanishi, 2021).

Research in EFL contexts in Japan supports the relevance of SDT. McClelland (2013) found that autonomy-supportive communicative activities increased learner engagement, and Agawa and Takeuchi (2017) validated an SDT-based questionnaire for Japanese university students, demonstrating that autonomy, competence, and relatedness effectively explain motivational differences in this context.

TBLT as a Student-Centered Approach

TBLT is built around the principle that language is learned most effectively through meaningful communication rather than the explicit study of grammatical forms alone (Ellis, 2017). In TBLT, learners use English to achieve a non-linguistic outcome, such as solving a problem, making a decision, or completing a project. Language functions as the tool for completing the task rather than as the primary object of study. This differs from traditional approaches where grammar is introduced first and communication is expected to follow.

A further characteristic of TBLT is its emphasis on interaction. Through pair and group work, learners negotiate meaning, request clarification, and modify their language in response to communication difficulties. These interactional processes are considered central to second language development because they provide opportunities to notice language, receive feedback, and refine linguistic performance (Long, 2016; Ellis, 2017).

TBLT also differs from traditional presentation-practice-production models because successful task completion, rather than grammatical accuracy, becomes the primary objective. While attention to language form remains important, it is generally addressed before or after the communicative task rather than dominating the lesson itself (Ellis, 2017). This allows learners to develop linguistic knowledge through purposeful language use while still receiving opportunities for focused language instruction.

Research in Japanese university EFL contexts has also reported positive outcomes associated with task-based instruction. Kanno (2020) found that collaborative tasks increased students' classroom participation and engagement by providing more opportunities for interaction. Similarly, Cutrone and Beh (2024) reported that learners developed greater confidence and willingness to communicate after participating in task-based activities. Together, these findings suggest that TBLT can create classroom conditions that support both language development and learner motivation.

Bringing It Together: SDT and TBLT

Although communicative English courses have become more common in Japan, many students enter higher university after years of grammar-focused instruction, and that continues to shape their motivation and classroom participation (Moore, 2015; Dubin, 2019; Nakanishi, 2021). SDT provides a useful framework to explain how TBLT may address these challenges by supporting learners' needs for autonomy, competence, and relatedness. While previous research has examined SDT and TBLT separately, few studies have investigated how TBLT may promote the motivational processes described by SDT among Japanese non-English majors. This study addresses that gap.

Methodology

Design

This study examined changes in student motivation and perceptions of English learning across one academic semester. Data were collected in Week 2 (pre-test) and Week 12 (post-test) using a survey instrument originally created and validated by Agawa and Takeuchi (2016). The study investigated how TBLT influenced students' autonomy, competence, relatedness, and motivational orientations. Responses were collected using Microsoft Forms, exported to Excel and analysed in Jamovi. A five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree) was treated as interval data to permit the calculation of means and the use of parametric statistical tests (Bishop & Herron, 2015).

Participants

The participants were 286 second-year non-English majors (aged 19-20) enrolled in compulsory intermediate-level English communication classes at a large private university in Japan. Intermediate corresponds to CEFR B1 within the university's four-level English programme.

Students were drawn through convenience sampling from the researchers' intact classes. Participation was voluntary, and institutional approval was obtained.

The research was conducted in regular classroom settings. Lessons were part of the existing communicative English curriculum and included TBLT. In each lesson, the three main stages of the TBLT cycle were followed: pre-tasks, task, and post-task.

Instruments

The survey instrument used in this research was based on Agawa and Takeuchi's (2016) questionnaire that was specifically developed to measure motivation among Japanese university students. The authors also demonstrated that their scale offered higher validity and reliability than earlier motivational measures widely used in the field.

For this study, the questionnaire was translated from the original English into Japanese. Two bilingual English and Japanese speakers independently confirmed the translation, resolving any discrepancies through discussion. The finalized version given to the students can be seen attached in Appendix A.

Procedures

This study was conducted across a 14-week semester. The pre-test survey was administered in Week 2 after course orientation, and post-test following 10 weeks of TBLT instruction.

Each 90-minute class followed a consistent TBLT cycle, beginning with a pre-task phase involving warm-up activities and communicative tasks designed to activate background knowledge and engage with the vocabulary from the textbook (the textbook can be characterized as a four-skills textbook that incorporates task-like speaking activities, rather than a fully task-based textbook). This led into the main task cycle, where students designed and presented personalized skits in pairs to solve real-life problems relevant to the chapter theme (e.g., choosing a movie to watch, asking for help with technology, or making a travel plan). Finally, a post-task phase was used to introduce specific grammar points which students then incorporated into their skits to demonstrate a concrete understanding of the target language. Selected groups presented their work to the class. This routine ensured that students repeatedly experienced the TBLT cycle with the intention of building confidence through predictability.

Data Analysis

Data were analysed using Jamovi (Şahin & Aybek, 2019). To address the impact of TBLT on students' basic psychological needs (autonomy, competence, and relatedness) and motivational regulations (intrinsic, identified, external, and amotivation), we compared pre- and post-test mean scores. Likert items representing each construct were averaged to form composite means. Because the questionnaires were collected anonymously, preventing the direct matching of individual pre- and post-test responses,

an independent-samples t-test design was necessary (Malmia et al., 2019). These analyses determined whether significant differences in students' perceptions and motivation types emerged following exposure to the TBLT approach.

Subsequently, to determine which specific aspects of TBLT made learning appear worthwhile for students' personal and academic goals, a repeated-measures ANOVA was conducted. This test allowed for the examination of within-subject changes across multiple dependent variables simultaneously. For this analysis, questionnaire items were grouped into four categories based on established TBLT principles: learner-centered approaches for autonomy (Ellis, 2009; Nunan, 2004), language competence growth via task repetition (Skehan, 1998; Long, 2016), meaningful communication for building relatedness (Ellis, 2009, 2017), and authentic tasks linking learning to individual objectives (Nunan, 2004; Long, 2016). This provided insights into which classroom practices were most effective in fostering relevant and meaningful learning experiences.

Limitations in Data Analysis

Because the questionnaires were anonymous, individual pre- and post-test responses could not be matched, requiring the use of independent-samples rather than paired-samples t-tests. Consequently, some participants may have completed only one survey, introducing additional variability despite the large sample ($N = 286$). The study also lacked a control group, making it difficult to attribute motivational changes solely to TBLT rather than normal semester effects. Furthermore, all classes were taught by one instructor, so teacher effects could not be separated from the instructional approach. Finally, the motivational gains observed may partly reflect the novelty of TBLT rather than lasting changes in learner motivation.

Results

RQ1

The results showed that all three needs demonstrated better performance from the beginning to the end of the course. First, the mean score for *Autonomy* increased during the study period. Independent samples *t*-test results also showed that this change reached statistical significance at $t(286) = 2.17$ and $p = .031$. Secondly, the results from *Competence* also showed a substantial increase at $t(286) = 2.16$ with $p = .031$. Thirdly, *Relatedness*' needs showed the largest statistically significant change, with a *t*-value of 3.60 and a *p*-value below .01.

RQ2

The results indicated that amotivation levels decreased substantially after students received TBLT-based instruction. The pre-intervention group scored 2.02 ($SD = 0.869$) in amotivation but the post-intervention group scored 1.76 ($SD = 0.827$). The *T*-value reached -2.585, the degrees of freedom (*df*) at 286, and the *p*-value at 0.010.

RQ3

This question was answered using repeated measures ANOVA to analyze student ratings of TBLT principles through composite variables. It was done by combining questionnaire items from each category. The analysis showed where students rated the four categories differently because $F(3, 858) = 77.1$ and $p < .001$. This shows that students demonstrated distinct preferences between the four TBLT dimensions. (See Appendix B).

To further elaborate, according to post hoc pairwise comparison results, *Learner-Centered* approach received the highest overall ratings from students. The *Learner-Centered* approach received higher ratings than *Authentic Tasks* (mean difference = 0.126, $t = -2.84$, $p = .005$) and focus on *Meaning Communication* (mean difference = 0.543, $t = 14.22$, $p < .001$) and integration of *Language Skills* (mean difference = 0.305, $t = 8.74$, $p < .001$).

The second most popular feature among students was the emphasis on *Authentic Tasks*. This can be seen in how they evaluated *Authentic Tasks* as more important than *Meaning Communication* ($t = 11.92$, $p < .001$) and *Language Skills* ($t = 4.23$, $p < .001$) by 0.417 and 0.179 points respectively. The third group rated was the integration of *Language Skills*. The mean difference = 0.237, $t = -7.62$, $p < .001$. This was less than *Authentic Tasks* and *Learner-Centered*.

The lowest rating among the four categories was received by the focus on *Meaning Communication*.

Discussion

Changes in Autonomy, Competence, and Relatedness

The most significant improvement occurred in relatedness, with students reporting a perception of stronger peer bonds alongside classroom support. Within this case, students' self-reports suggest that the course was associated with increased involvement, growing self-confidence, and stronger social connections.

This research supports earlier studies of TBLT motivational effects through Self-Determination Theory (Ryan & Deci, 2000) within Japanese EFL learning environments. The current study's results concerning relatedness growth match Nishimura and Sakurai (2017) who discovered that Japanese university students participated more in classroom English activities after developing social connections with their peers. Regarding autonomy and competence development, the current study's results match McClelland (2013) because students became more active when teachers provided autonomy support through student choice and structured communicative activities that built competence. The research findings demonstrate that task-based instruction fulfills all three fundamental needs through activities which promote decision-making, peer work, and goal-directed communication.

This study was able to benefit from using the validated questionnaire developed by Agawa and Takeuchi (2016) because it links this research to existing SDT-based studies conducted in Japan. Agawa and Takeuchi have shown that autonomy, competence, and relatedness remain vital factors which can be measured in the Japanese university English learning environment. This research extends their work by showing that task-based instruction leads to measurable motivational changes throughout a complete semester of consistent task-based teaching. Thus, these findings support SDT as an explanatory framework in EFL contexts by demonstrating that semester-long TBLT courses can enhance autonomy, competence, and relatedness, with collaborative, socially oriented tasks.

Affecting Intrinsic, Identified, External, and Amotivation

The results of this study thus confirm previous research by showing that TBLT leads to decreased amotivation ($p = 0.010$) because it creates meaningful interactive classroom activities that boost student participation (McClelland, 2013; Nishimura & Sakurai, 2017). The SDT framework (Ryan & Deci, 2000) states that students develop amotivation whenever their activities fail to provide them with feelings of competence, autonomy, or value. This study has demonstrated that TBLT succeeds in increasing motivation through communicative tasks and peer collaboration which fulfill students' psychological needs through relatedness and contextualized learning experiences. Specifically, communicative tasks through TBLT have provided students with various opportunities to make decisions, to express their own ideas, and to solve problems in a collaborative setting. This is supported by the ideas of McClelland (2013) and Nakanishi (2021) on the importance of successful task completion and meaningful language use to help strengthen students' sense of competence, thus increasing student autonomy.

Peer collaboration contributes to relatedness by fostering supportive interactions among classmates (Kanno, 2020).

Despite the observed reduction in amotivation, results showed no significant growth in intrinsic motivation and identified regulation. The identified regulation scores showed a minimal increase from 4.08 to 4.13, but this change was not statistically significant ($p = 0.485$). Despite the communicative nature of TBLT to increase willingness of student participation, it failed to make students value English learning at a deeper level for future purposes. The intrinsic motivation scores, which measure student interest in English learning, showed no change throughout the study ($p = 0.614$). These results match previous studies by Chairat (2015), Chen (2017), and Pratiwi (2019), which demonstrated that non-English majors maintain low motivation when English serves only as an academic requirement instead of a practical communication tool. The study duration of 14 weeks, together with insufficient feedback and reflection time, might explain why students did not develop more autonomous motivation. This could be seen from their external regulation scores, which remained stable at $p = 0.82$, thus indicating that students maintained their focus on grades, teacher expectations, and exam performance, regardless of the teaching approach.

The result for RQ2 provides limited evidence about TBLT effectiveness in student motivation development. The TBLT intervention reduced student amotivation, but it failed to establish self-determined motivation in students. Future instructional designs need to include reflective activities and feedback mechanisms, and tasks that link to students' personal interests to develop internalized motivation in students.

Worthwhile Aspects for Personal Goals

The research findings from RQ3 reveal student opinions about TBLT principles in relation to their academic and personal objectives. Students showed the strongest interest in learning environments that provide learner autonomy and teacher responsiveness among the four investigated principles which included the *Learner-Centered* approach, emphasis on *Authentic Tasks*, focus on *Meaning and Communication*, and integration of *Language Skills*. The study confirms previous research (McClelland, 2013; Kanno et al., 2020), which demonstrates that autonomy-supportive teaching practices boost student motivation in Japanese EFL classrooms.

Firstly, the Learner-Centered approach received the highest ratings. This category was composed of items assessing students' perceptions of teachers' respect for their opinions, openness to classroom dialogue, and clarity in explaining task meaning.

These results match Self-Determination Theory (Ryan & Deci, 2000) as students achieve higher motivation when their autonomy, competence, and relatedness needs receive support. The study results also align with Nishimura and Sakurai (2017) who argued that Japanese EFL students become more motivated in class when teachers show support and create student-focused learning environments. Agawa and Takeuchi (2017) argued that Japanese EFL students perform better when teachers create spaces for student voices and establish a supportive emotional classroom environment. This research supports previous studies by demonstrating that these learning conditions are associated with enhanced student motivation in the classroom.

Next, students ranked *Authentic Tasks* as their second most important feature, reflecting their desire to connect language learning to real-world situations. The high scores in this category show that students valued activities which related to their future careers, everyday life, and personal growth. These results validate TBLT principles, which emphasize that students prefer tasks with authentic communication situations (Ellis, 2009). The research results confirm Chairat (2015) and Chen (2017) who found that Japanese students lose interest in English when it is taught as an academic subject without practical applications.

The third highest rated category was the integration of *Language Skills*. The results indicated that while students do understand the importance of skill integration for long-term proficiency development, they tend to focus on specific task objectives rather than skill development. The lowest rated category was the focus on *Meaning* and *Communication*, even though it stands as a fundamental element of TBLT. The results align with previous studies that showed students do not value peer-based communicative activities unless they have direct connections to real-world objectives or specific learning outcomes (Im, 2025; Pratiwi, 2019). The results confirmed that Japanese students appreciate teacher guidance and specific learning objectives to understand the value of meaningful interaction for language development (Long, 2016).

Therefore, these results indicated that students found learner-centered support and real-world application to be the most important elements of TBLT. These results back up previous research which promoted teaching methods that move beyond traditional textbook exercises to create interactive learning experiences tailored to individual students and their learning objectives. TBLT achieves dual benefits: first, developing students' language abilities; and second, boosting their motivation through the fulfillment of their psychological needs and career ambitions.

Conclusion

This study set out to investigate how TBLT influences the motivation of non-English major Japanese university students within the framework of SDT. Across the three research questions, the findings consistently demonstrate that task-based lessons have a measurable impact on students' motivational orientations and perceptions of their English learning.

The results of RQ1 demonstrated that TBLT lessons satisfied students' psychological needs for autonomy, competence, and relatedness, which resulted in higher classroom participation levels. The research supports earlier studies by McClelland (2013), Nishimura and Sakurai (2017), and Agawa and Takeuchi (2016, 2017) which demonstrate that students become more motivated to speak English when tasks promote peer interaction and set realistic targets.

Next, RQ2 studied TBLT's influence on student motivation types and showed positive results in the decrease of amotivation levels, although the results concerning intrinsic and identified motivation types didn't reflect the same degree of positivity. These results showed that TBLT implementation over time leads students to lose their negative feelings towards English.

Lastly, RQ3 highlighted that students placed the most importance on TBLT's learner-centered approach. In addition, authentic tasks, language skill integration, and meaningful communication also contributed to the boost of their motivation. This emphasizes that students achieve their best learning results when teaching methods honour students' needs, provide assistance, and maintain an approachable classroom environment.

Taken together, these findings suggest several practical implications for EFL instructors working with Japanese non-English major university students. First, the strong preference students showed for the learner-centered approach indicates that even small, low-cost changes—giving students more say in how tasks are carried out, checking in with them about task instructions, and remaining open to classroom dialogue—may do more to sustain motivation than adding new materials or technology. Instructors working within fixed textbooks or curricula, as in the present study, may still be able to build in this kind of responsiveness without redesigning the course itself. Second, the fact that amotivation dropped while intrinsic and identified motivation remained largely unchanged points to a specific, actionable gap in how TBLT was implemented here. TBLT appears well-suited to reducing disengagement, but on its own it may not be enough to help students internalize why English matters to them personally.

Instructors hoping to move students beyond simply “not minding” English lessons and toward genuinely valuing them might consider building in brief reflection or goal-setting components alongside the task cycle—for example, having students briefly connect a completed task to a real situation in their own life or future career, rather than relying on the task’s authenticity to make that connection on its own.

These findings also point to directions for future research. A logical next step would be a study that incorporates a control group taught through more traditional methods over the same period. This would allow the motivational effects of TBLT to be isolated more confidently from other factors, such as the simple passage of time in a semester. Researchers might also extend data collection across a full academic year, or across multiple institutions and proficiency levels, to see whether the patterns observed here—particularly the resistance of intrinsic and identified motivation to change—hold more broadly or are specific to this context. Given that the largest gains in this study appeared in relatedness, future work could also usefully explore which specific classroom practices (e.g., pair versus group task structures, task repetition, or peer feedback routines) are most responsible for that shift, since the present study was not designed to isolate individual TBLT components in this way. Finally, pairing self-report questionnaires with classroom observation or student interviews would help address the self-report limitations of the current design and offer a richer picture of what is happening in students’ motivational experience session to session.

Bio Data

Erika Tavesa is an English instructor at Kyoto Sanyo University with interests in applied linguistics. Her teaching and research focus on English language education, particularly on learner motivation. With a passion for communicative language learning, her research explores how various classroom practices can support student engagement and motivation. <etavesa@cc.kyoto-su.ac.jp>

Adam Radmall is an English Teacher at Kyoto Sangyo University. His research interests include task-based language teaching, learner motivation, and English language education in Japanese university contexts. <a.radmall@yahoo.com>

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Appendix A

Student Motivation Questionnaire (Adapted from Agawa & Takeuchi, 2017)

年齢:

学部:

Autonomy

- 英語の授業では、先生は私たちの授業に関する意見を尊重してくれていると思う。
- 英語の授業で教師は、活動や課題の価値や意義を説明してくれる。
- 英語の教師は、学生の気持ちを理解していると思う。
- 英語の教師は、私たちの英語の学習について励ましてくれる。
- 英語の授業で教師は、私たちの視点を考慮してくれていると思う。
- 英語の教師は、質問しやすい雰囲気を持っていると思う。

Competence

- 英語の授業では、自分の努力が実ったという充実感が得られることがあると思う。
- 英語の授業では、「できた」という達成感が得られることがあると思う。
- 英語の授業での自分の頑張りに満足している。

Relatedness

- 英語の授業では、和気あいあいとした雰囲気があると思う。
- 英語の授業では、同じ教室の仲間と仲良くやっていると思う。
- 英語の授業のグループ活動・ペアワークでは、協力し合う雰囲気があると思う。

Intrinsic

- 英語に接すること自体が好きなので勉強する。
- 英語を勉強することで、初めて気づくことがあると嬉しい。
- 英語を学ぶことに刺を感じるので勉強する。
- 解らなかった英語が解るようになるの楽しいので勉強する。
- 私が英語を学ぶのは、英語が話されているのを聞くのが心地よいからだ。
- 私が英語を学ぶのは、英語を話していると気持ちがよいからだ。

Identified

- いろいろな場面で英語は役立つと思うから勉強している。
- 英語を使える人になりたいから勉強している。

21. 英語を使えないと、将来困りそうだから勉強している。
22. 私が英語を学ぶ理由は、英語が自分の成長にとって役立つと考えるからだ。
23. 自分の将来のためには、英語は大である。
24. 自分の進路のためには大切な科目だから勉強する。

External

25. 英語を勉強するのは、テストがあるので、しかたなく。
26. 単位を取るために英語を勉強している。
27. 勉強しろと言われるので英語をやっている。

Amotivation

28. 英語の学習は時間の無駄であるという感覚がある。
29. 英語を学んでも何にもならないと思う。
30. なぜ英語を学ぶ必要があるのか、理解できない。
31. とにかく英語の勉強はもうしたくない。
32. 自分にとっての英語を字意義がわからない。

Appendix B

Student Motivation Questionnaire (Translated from Agawa & Takeuchi, 2017)

Autonomy

1. I think my English teacher respects our opinions about the class.
2. In English class, the teacher explains the value and purpose of the activities and assignments.
3. I think my English teacher understands students' feelings.
4. My English teacher encourages us in our English learning.
5. I think my English teacher takes our perspectives into consideration during class.
6. I think my English teacher creates an atmosphere where it is easy to ask questions.

Competence

7. In English class, I sometimes feel a sense of accomplishment because my efforts pay off.
8. In English class, I sometimes feel a sense of achievement when I realize, "I can do it."
9. I am satisfied with the effort I put into my English class.

Relatedness

10. I think there is a friendly and relaxed atmosphere in English class.
11. I think I get along well with my classmates in English class.
12. In group work and pair work during English class, there is a cooperative atmosphere.

Intrinsic Motivation

13. I study English because I enjoy being exposed to the English language.
14. I feel happy when studying English helps me discover something new.
15. I study English because I find learning English interesting.
16. I study English because it is enjoyable when I understand English that I could not understand before.
17. I learn English because I enjoy listening to people speaking English.
18. I learn English because speaking English feels enjoyable.

Identified Regulation

19. I study English because I think it will be useful in many situations.
20. I study English because I want to become someone who can use English.
21. I study English because I think I will have difficulties in the future if I cannot use English.
22. I learn English because I believe it is beneficial for my personal growth.
23. English is important for my future.
24. I study English because it is an important subject for my future career or educational goals.

External Regulation

25. I study English because I have to take tests.
26. I study English to earn course credits.
27. I study English because I am told that I have to.

Amotivation

28. I feel that studying English is a waste of time.
29. I think learning English is pointless.
30. I do not understand why I need to study English.
31. I simply do not want to study English anymore.
32. I do not understand the significance of English for myself.