

The Ideal Self as Motivation in Language Learning

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Abstract

Language teachers frequently face the challenging task of attempting to address the numerous individual goals and goal orientations of a wide variety of students. However, the majority of those students share very similar concepts concerning their ideal selves doing tasks that the students view as realistic and comparable to those that native speakers of a similar age would carry out in a similar context. A multi-year study was conducted in order to determine what L2 English first-year university students might find beneficial or inspiring in their reading and writing classes, preparing them for an all-English degree program. The initial focus on a trend in goal orientations shifted once multiple surveys indicated that the trend was actually related to how the students saw themselves succeeding in their program and completing those native-like tasks.

Keyword

Motivation, L2/FL Acquisition, Language Teaching, Ideal Self

Introduction

English teachers in Japan and other foreign language contexts often struggle with motivating students and, equally as important, keeping them motivated. There is a substantial amount of literature devoted to creating generalizations about student groups as a whole, which is flawed in that each student is not a mere statistic to be lumped into a broad generalization. Each student is an individual with their own background, personality, desires, and abilities. However, as a teacher, one needs to be able to have concrete goals and a unified approach while providing those individual learners with course content and assessments that are relevant to each of them. It would be unrealistic to expect teachers with large numbers of students to create personalized courses for each individual learner and to simultaneously teach countless variations of the material at one time, so how does one unite large groups of individual language learners while ensuring that their individual learning needs are met?

That question is the foundation of this ongoing study, which has evolved considerably with every twist and turn. Since 2018, a yearly survey has been conducted in order to understand what second language learners of English, specifically first-year university students, may find helpful or motivating in their reading and writing courses preparing them for an all-English degree program. Based on what the students said about themselves in this study, their preferences, living situations, social lives, and means were all different. While the students were similar in age, nationality, and university major, that was where the possible generalizations that bound them together ended.

The initial hypothesis of this study was that while students are indeed individuals, perhaps there is some aspect to the learners' backgrounds and goals that teachers could generalize and utilize to improve course content and student assessment activities. The survey included questions trying to categorize the goal orientations of the students to see if there isn't a box that a majority might fit in. However, much like the futility of herding felines, fitting uniquely individual students into boxes is a fruitless endeavor. A student may fit into multiple boxes during the same survey, depending on their unique situation and perspective. As Dörnyei (2005) stated, it would be rather convenient if everyone were exactly the same so that we could fit everyone into neat archetypes and generalizations, but that is not how humanity works with all its individuality and originality. Individuality and originality are some of the qualities many teachers strive to encourage in their students, yet how can they do so with techniques formed from generalizations about individuals yet aimed at groups? First, we need to go back to the drawing board and figure out what can be generalized, because the students themselves certainly cannot be.

In spite of the desire to teach students based on the students' individual needs and abilities, teachers of groups often are required to aim at teaching the group rather than the individual, especially when

employment or funding is contingent upon the success of the majority of students in a group. However, perhaps there is a more unifying factor that students share regardless of their individuality. This study initially set out to grasp what that factor might be, specifically focusing on motivation through goal orientation. Even after the first year of data collection, a curious pattern became apparent, and it seems each student's motivation is not limited to the four main goal orientations. In fact, the resulting variety and overlap of goal orientations hints that something else is at play.

It is important to identify what is at play and what works in practice in spite of student differences so that techniques can be fine-tuned to individual needs and abilities. When the initial hypothesis that goal orientation was a potential unifier was proven incorrect, it opened up new lines of investigation related to the collected data. If goal orientation was in fact a sign of student individuality, then the patterns shown in the unified student satisfaction related to certain tasks over others were indicative of the tasks themselves being evidence of some psychological unifier related to those tasks. Considering the tasks were native-level activities that were marketed to students as being tasks that native-speaking students of the same age would do as part of their own programs, one factor that could be proposed is that the students are seeing themselves doing and completing tasks that their ideal selves, the ones that can do native-speaking tasks with ease, would be able to do. A unified dream of an ideal self doing native-level foreign language tasks with ease could give the students the motivation and pride indicated in the surveys and could also give teachers a single target to aim for when creating course content.

What the Literature Says

In order to understand language student motivation and its relationship with goal orientation, as well as why this study has meandered quite a bit, one must delve into a vast array of sub-disciplines within the realm of psychology, including social psychology, educational psychology, psycholinguistics, and even organizational psychology. Each specialty has its own theories, studies, and literature surrounding motivation, with very few specialists making broader connections outside their specialty, with the exception of Zoltán Dörnyei.

The ideas behind the current understanding of goal orientation stem from the work of Gardner and Lambert (1972) concerning instrumental and integrative motivation, though they focused on integrative motivation due to their context of being in a multicultural environment in Canada. In the case of Gardner and Lambert (1972), instrumental motivation is based on a desire to learn for a practical reason or goal, such as an academic goal or test score, whereas integrative motivation is based on a desire to integrate with a specific community that uses the learned knowledge, in this case, a target language.

In the context of Gardner and Lambert (1972), instrumental and integrative motivation were observable parts of their language teaching context. However, in a Japanese university context, these concepts do not work. Integrative motivation does not seem to correlate with Japanese university students studying English as a foreign language within Japan. There is no English-speaking community influencing the students and motivating them to learn. Furthermore, instrumental motivation is linked to motivation for passing tests and academic endeavors. While this may suit some of the students, it is not an overwhelming part of the motivation for all students. Gardner and Lambert (1972) also claimed that learners who are driven by integrative motivation are more likely to learn their L2 than those who are motivated by instrumental motivation, but that seems problematic when considering the existing motivation shown in L2 English language learners in Japan. It is extremely unlikely that every single highly motivated L2 English learner in Japan is subject to instrumental motivation and is only concerned with tests, grades, and the linguistics of the target language.

The instrumental and integrative dichotomy was expanded upon in the 1980s with the work of Deci, Nicholls, and Dweck. Each proposed a new dichotomy such as task versus ego, intrinsic versus extrinsic, and finally learning goal orientation versus performance goal orientation (Nicholls, 1984; Deci, 1985; Dweck, 1986). Ames and Archer (1988) added performance and mastery divisions to both the learning and performance goal orientations. By the late 1990s, performance goal orientation was also divided by organizational psychologist VandeWalle (1997) into avoidance and prove divisions. This resulted in the creation of the modern take on goal orientation theory with four goal orientations, as seen in Figure 1. There is a performance-approach orientation where one is motivated by trying to look competent, a performance-avoidance orientation where one is motivated by not looking incompetent, a mastery-

approach orientation where one is motivated to learn for the sake of learning, and a mastery-avoidance orientation where one is motivated so that they may avoid misunderstandings (Schunk et al., 2014).

	Approach (Prove)	Avoid
Mastery	Wants to learn for learning's sake	Doesn't want to fail
Performance	Wants to look good	Doesn't want to look foolish

Figure 1. The modern theory of goal orientation.

A more modern approach to these divisions can be found with the emergence of the ideal L2 self as posed by Dörnyei (2009), though the concept emerged from the many generalized boxes students were futilely placed into. Individual differences of learners, as discussed by Dörnyei (2005), have a very high impact on L2 acquisition in spite of being rather frustrating for researchers hoping to generalize and conclude from uniform data.

Individual differences illustrate the importance of considering a broad spectrum of goal orientations when creating learning content to engage and motivate students. If the content provides a clear and accomplishable task and a structured path to complete it while also allowing students to exercise their own individuality within the parameters of the task, then the students may remain motivated to complete the tasks even if their orientations differ from one another. If the person a student wants to become speaks English with ease as their second language, that concept of self would be a strong incentive to learn the language because students have the desire to lessen the disparity between their real and ideal selves, according to Dörnyei (2009). This is entirely based on a student's perception of their desired future as opposed to a reflection back into the past on the things they may have previously accomplished. The concept of an ideal language learning self is focused on what someone wants to become or achieve in the future rather than on what they have already done (Dörnyei, 2009).

While it might be difficult for students to imagine the sort of English speaker they want to be when faced with tests, grades, and scores, there may be ways in which teachers can challenge their students to see a glimpse of the students' ideal English-speaking selves. The concept of approaching the future ideal self can serve to guide the student even when the past or present pose difficulties.

In relation to goal orientation, some students may want to do better than others; some may want to do well enough to make their family proud; some may want to simply learn; and others may simply want to avoid looking bad, but all the students may be able to achieve their goals through a task that is perceived as being in line with their ideal L2 self, who in this context can function in English as close to a native speaker as possible. Therefore, one could hypothesize that giving tasks that a native speaker of the same age range could complete, even if the specific content could be completed faster and with far more ease by a native speaker, could help keep students motivated, independent of their goal orientation.

Methodology

The Learning Environment

The initial part of this study, and the focus of this paper, was conducted in 2018 in order to judge how much goal orientation and related concepts were a factor in student motivation. There were two different university English courses included in the study: a reading course and a writing course. In 2019, the study was continued using the same courses and surveys (see Appendices A and B). The process was repeated in order to have a larger sample size and to see the patterns between different groups of first-year students. The lesson content and assessments were the same each year, apart from any teachable moments that may have occurred. In 2020, the survey was not given on account of the worldwide pandemic and a shift to online learning. While online learning was continued for the reading course into the 2021 school year, the 2021 writing course reverted to in-person lessons. An online variation of the survey was conducted for the reading class, but as in 2020, it was thought that students would not benefit from surveys during class mode transitions. In 2022, the same online variation was conducted in the reading class. While it is important to note that this is a continuing study, the focus of this paper is on the initial data collected in 2018.

The surveys were given to all of the first year students preparing for their English-medium university degree in communication. All first-year students are required to take the reading and writing courses included in the study, which totaled four classes of about 16–18 students each. Students were grouped into

those four classes by TOEIC score, with scores generally ranging from the 200s to the 600s. Students were divided into their class groups by TOEIC score, with the class rosters changing from the third quarter to reflect their most current TOEIC scores. Therefore, the surveys were considered by collective course and year rather than by leveled class group since the rosters change halfway through the year. The actual students within the year do not change, with the exception of students who withdraw from the program. Initial generalizations by level showed very little difference between the entire sampled group, so for the sake of this study, the data was considered as a whole rather than divided by English level.

The first course included in the survey was a first-year reading course in the second quarter of the 2018 school year, and the second course included was a first-year writing course in the fourth quarter of the same year. Both courses are taught every year as part of a first-year preparatory program for an all-English degree program. Both classes are based around a task that would be considered common for an American native English speaker of approximately the same age. Specifically, the students had to read an unabridged novel and write a 3–5 page expository paper based on rudimentary research.

At the beginning of each quarter-long course, the students were introduced to the final projects. The projects were marketed to the students as tasks that native-speaking students of roughly the same age would also be doing. It is unclear if these introductions had a significant impact on the students' perceptions concerning the tasks. Specifically framing tasks in such a way as to convince the students of the tasks' legitimate use and their relation to the students' ideal selves could be what has a significant impact on how motivated students become in relation to the tasks.

The Reading Course

For the reading class in the early summer, the students were tasked with reading *The Giver* by Lois Lowery (1993). While the 208-page novel can be read by ambitious elementary school-aged native English speakers based on vocabulary alone, many of the themes and deeper meanings require a more mature audience to grasp or analyze the text. This makes the novel ideal for intensive reading in L2 English that engages first-year university English learners without completely overwhelming them with challenging vocabulary.

While the initial vocabulary of *The Giver* can be daunting and require a large amount of dictionary work, the story's cast is limited to a small group of reoccurring characters, and the common vocabulary words used in the book are repeated often. In fact, many of the repeated words have a slightly different nuance or meaning in the context of the book, and even lower-level students can grasp that these words are used in a unique way based on the way characters use them.

Since the reading course consists of 23 lessons of 60-minute duration that meet three times a week and there are 23 chapters in the book, students were assigned one chapter for homework for each lesson during the week and two chapters over each weekend. In 2018, each class was devoted to reviewing and discussing the chapters in detail with an open-book quiz to help gauge understanding. Each lesson also introduced new reading techniques and included 10-15 minutes for an extensive reading cool-down. At the end of the course, students created timeline projects about the story to gauge if they understood the important points of the story and plot.

The Writing Course

For the writing class in the winter, the students were tasked with selecting a city that interested them enough for them to spend the entire quarter writing a 3-5 page expository essay about that city. While changing cities was allowed, students would have to redo all the previous parts of the project while continuing on the project schedule. Due to the work involved, only students who desperately needed to change chose to do so. The majority of students continued researching the same city throughout the quarter. As part of the project, students had to find their city's tourism board website and write an email in English to the board asking detailed questions based on what they wanted to write about in their essays. The composed emails and contact information were checked by the instructor to ensure the students had valid contact information.

While students were not graded on whether they received a reply, the best efforts were made to ensure most students received a reply, though some students expressed their disappointment that they did not get a reply

after several attempts. In 2018, many of the tourism boards still had email contact methods. However, in recent years, more tourism boards have entirely switched to social media with no direct contact option. Due to the trend toward a lack of direct contact, the email activity will need to be revised and modified in order to continue to be relevant as a natural native-speaking task.

The students had to find at least 5 credible sources and submit each of their 5 paragraphs for preliminary grading over the length of the course to ensure the students were pacing themselves and not leaving work to overwhelm them at the end of the course. Due to the lack of paper-writing in Japanese grade schools, this project is often the first full-length paper for many of the students, let alone the first paper in English. The first few paragraphs are generally marred with plagiarism and other beginning writer mistakes that have to be addressed. The preliminary grading system allows students to make mistakes and learn from them. If the students correct their mistakes, they can reclaim some of the points that they had previously lost. However, the students are warned that significant plagiarism will give them a zero for the preliminary grade and that only a small number of points can be regained. Therefore, it is in the best interest of the student to avoid plagiarism of any kind. By dividing the project into paragraphs, potential zeros for plagiarism factor into the total grade, rather than being the total grade themselves. This allows the students to realize the seriousness of plagiarism while not automatically failing their entire final assignment.

Classes provided the framework for each writing task. Lectures addressed such topics as writing emails, finding credible sources, outlining papers, using the American Psychological Association (APA) style guide, and formatting papers in APA format. There was extensive peer revision, peer editing, and one-on-one teacher consultations.

The 2018 Survey

At the end of the reading course in the second quarter and the writing course in the fourth quarter, the students were given a double-sided, A4-sized, mostly Likert scale survey (see Appendices A and B) in English to gauge student satisfaction with the course content while also collecting data on individual differences and perceived goal orientation. The survey was very broad in its scope in order to not only make determinations about goal orientation but also collect information on student behavior and thoughts concerning motivation. While the survey was optional, student participation only varied by one student between the two 2018 surveys, with 62 respondents for the reading class and 61 for the writing class.

Both surveys had identical socio-economic sections at the top of the survey asking about family life, economic means, and how social the students view themselves. This was done in order to see if background had any correlation with goal orientation or motivation. The next 15 Likert scale questions were based on student opinions about education, their academic interests and preferences before and after the class, and how they viewed their performance. Most questions had some relevance to the four types of goal orientations. Each of the 15 questions had 5 options for students to select from, including strongly agree, slightly agree, neutral, slightly disagree, and strongly disagree. The only differences between the 15 questions in the first and second surveys were the words reading in the first reading class survey and writing in the second writing class survey, as well as specifying the long-term projects, such as intensively reading the giver and writing the paper project, and the short-term projects, such as extensive reading and shorter writing activities. The last 2 questions allowed students to write out their opinions about what they liked or didn't like about the courses.

All students were asked to check a box on the survey confirming their consent to use their surveys in anonymous data sets; otherwise, their data was not counted in the study. Completed student surveys that indicated consent were assigned identifier numbers to safeguard any personal information that may have been initially included on the original paper survey such as name and specific birthdate that had been used to confirm student identities and that only one survey was completed for each student.

Results and Analysis

In the identical socio-economic section of both surveys, students self-reported that they came from a wide variety of contexts. All possible answers were selected at least once, with the exception that none of the students considered themselves wealthy. While the subjective nature of the question renders it unusable for a true economic evaluation, the responses still allow for insight into student self-perception.

There was only minor variation between the answers reported between the first and second surveys, and that consistency seems to indicate that students were not selecting random answers or that there were extensive problems with a lack of student comprehension regarding the English language. While the possibility of student misunderstanding certainly exists and cannot be discounted, the consistency likely hints at accuracy rather than persistent errors. After initial data consideration, there were no outright obvious correlations between the socio-economic responses and the goal orientation questions. While the socio-economic data and its correlations with certain student responses might be looked at more closely in the future, the data was considered in this study to merely point to the wide variety of individuals of different backgrounds who participated.

The Likert scale questions and final course-specific questions were compiled in spreadsheets and totaled to see overall trends in answers. The answers to the questions showed a wide variety of student goal orientations, including some conflicting responses between questions that were intended to indicate performance orientations and questions that were intended to indicate mastery orientations. These orientations are in opposition to each other, yet as can be seen in Figure 2, a vast majority of students strongly or slightly agreed that they enjoyed studying.

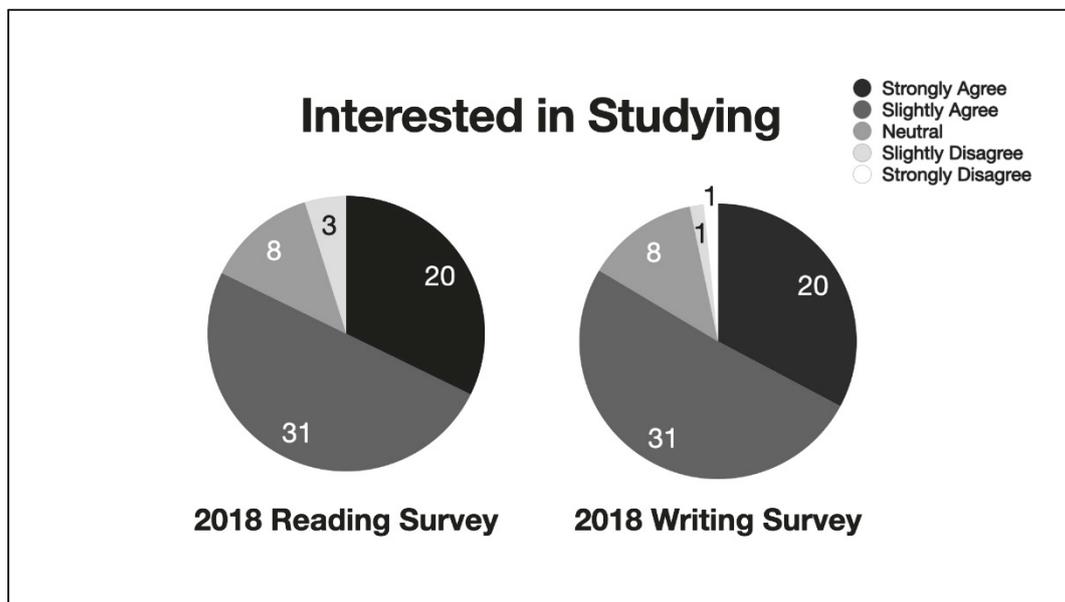


Figure 2. Student responses to both surveys in regard to the fourth Likert scale question, “I want to study and improve because it interests me.”

If there was truly a strict dichotomy between mastery and performance orientations, we should see that the overwhelming majority of mastery-oriented students either slightly or strongly disagree with the desire to impress others. However, as in figure 3, the desire to impress others held a substantial amount of total slight and strong agreement at 29 students in the reading survey to a majority of 33 in the writing survey. This indicates that there was indeed overlap between the answers and that the divide between mastery and performance is not as clear or strict as one might expect.

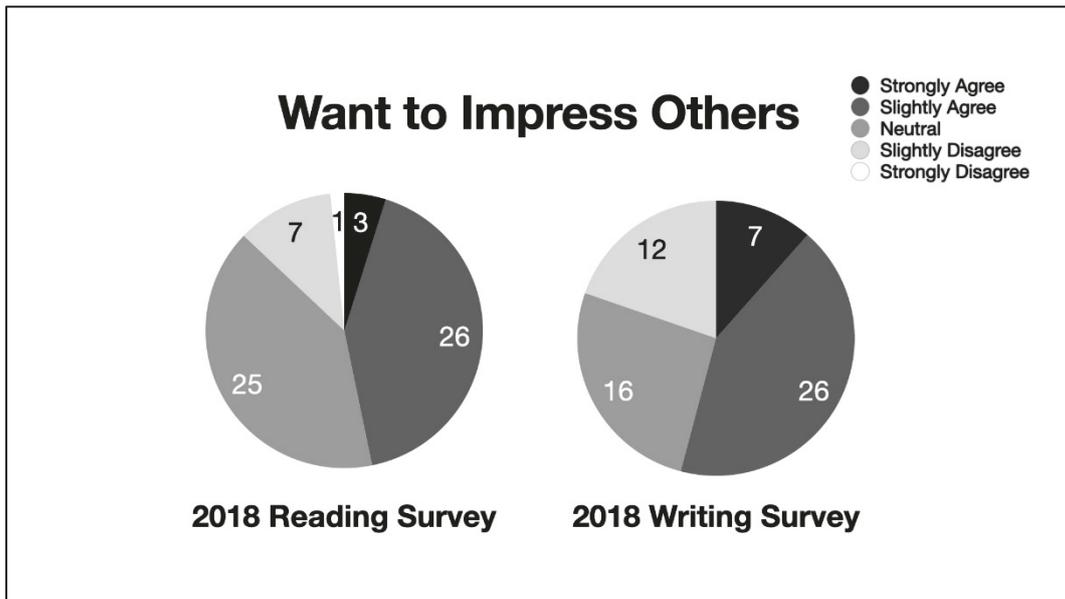


Figure 3. Student responses to both surveys in regard to the first Likert scale question, “I want other people to be impressed by my good grades or accomplishments.”

In this study, the survey questions concerning goal orientation only served to show that there were students of all four goal orientations present in the study and, as in figures 2 and 3, that the students did not tend to stay in just one orientation box. As with figures 2 and 3, it seems some of the students migrated between orientation boxes. However, for the final six Likert scale questions, the students were asked if completing different activities made them happy, proud, or motivated. The responses to these questions and the preceding questions about enjoying the subjects in English before and after the class changed the course of this entire study.

When students were asked if they enjoyed the subjects of reading or writing in English prior to taking the class, the responses were very mixed, as shown in figure 4.

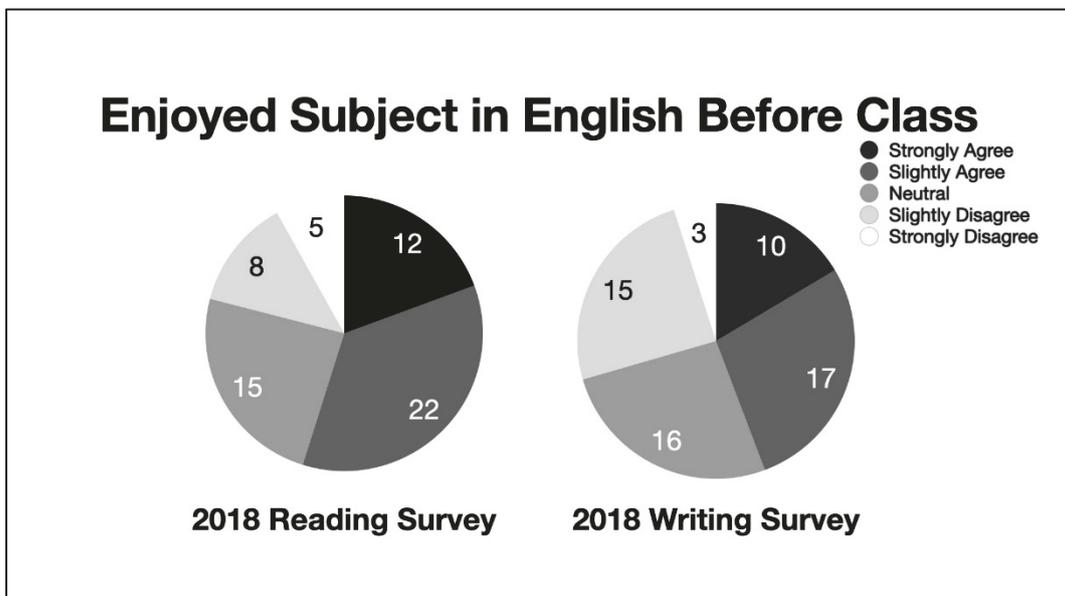


Figure 4. Student responses to both surveys in regard to the seventh Likert scale question, “I enjoyed reading/writing in English before this class.”

However, in the ninth Likert scale question about enjoying the subject after taking the class, a strong majority agreed, as shown in figure 5. This shows that there may have been something about this class that fostered an appreciation for the subjects. Looking at the final Likert scale questions, one could reasonably conclude that the native-speaking tasks may be related to the change between figures 4 and 5.

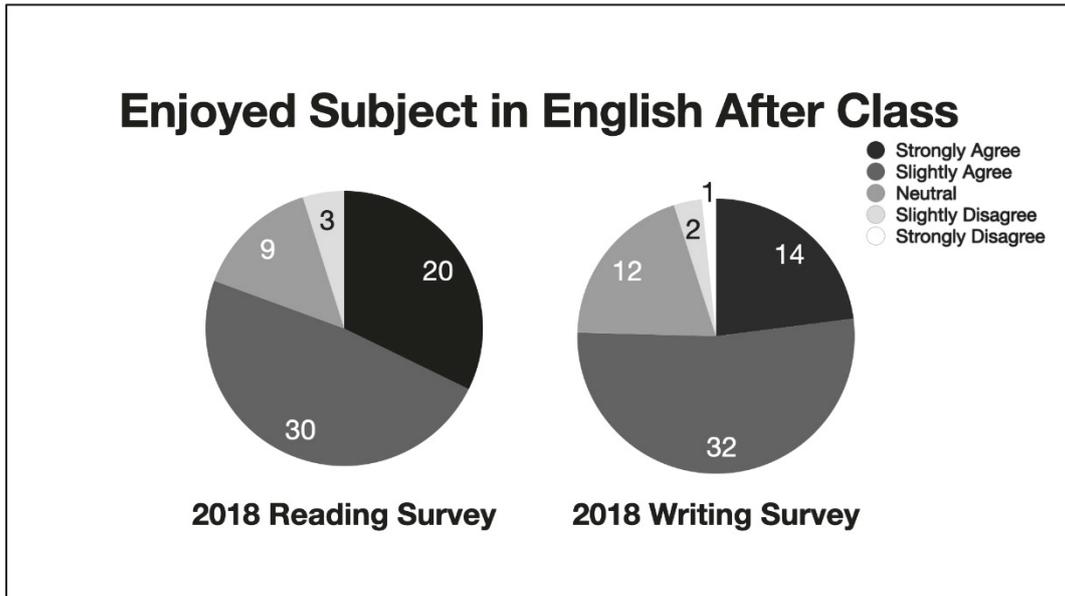


Figure 5. Student responses to both surveys in regard to the ninth Likert scale question, “Now I enjoy reading/writing in English (after taking this class).”

In figure 6, one can see that a majority of students agreed with feeling happy after finishing long tasks like the novel and the paper but also felt happy after finishing short tasks like extensive reading and email activity. While we can see the students do not equate motivation and happiness, the majority of students still agreed that the tasks were motivational. A similar majority agreed that they were proud of both types of accomplishments.

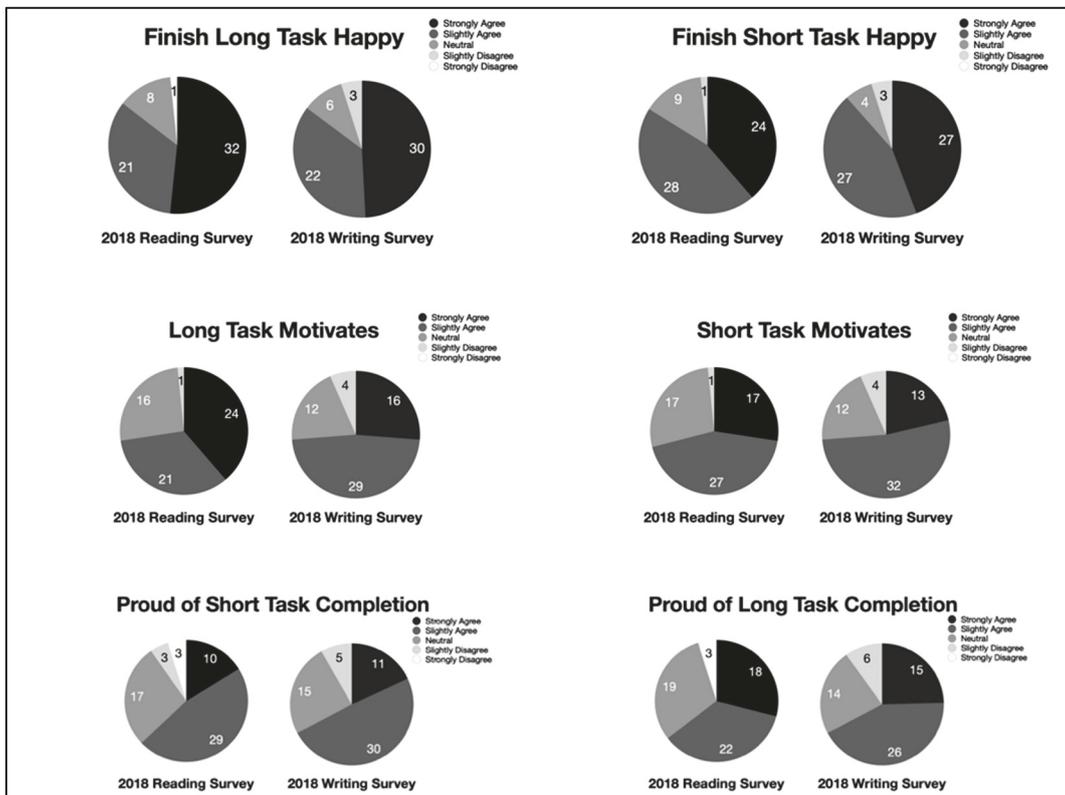


Figure 6. Student responses to both surveys in regard to the final 6 Likert scale questions.

In addition, the students were finally asked, in a multiple-choice question with the possibility of a write-in answer, what kind of class they would prefer. As seen in Figure 7, the majority of students preferred task-based instruction, whether accompanied by a lecture or with self-study.

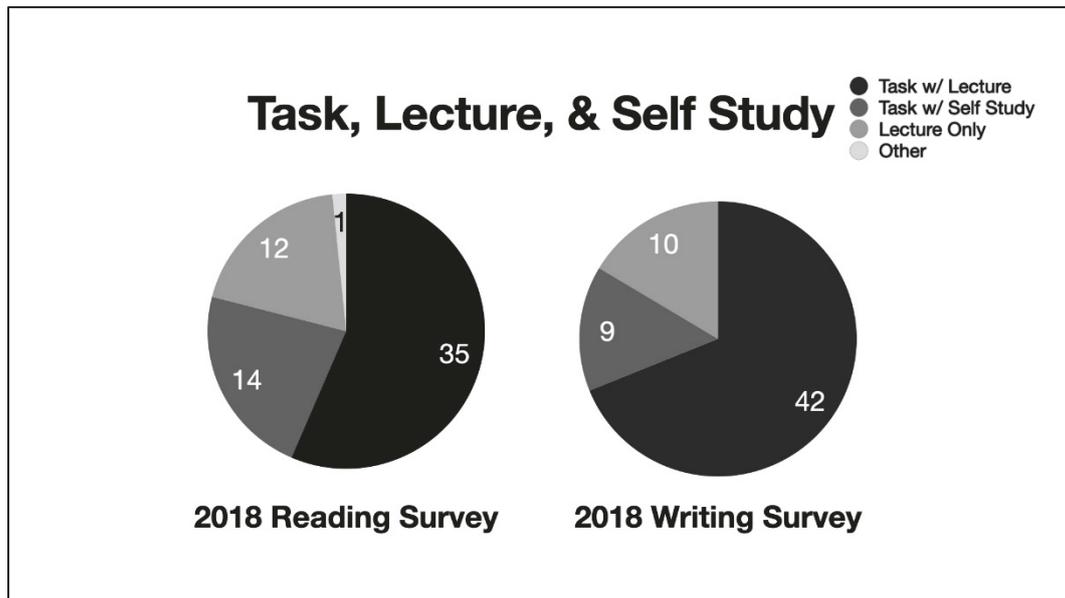


Figure 7. Student responses to both surveys in regard to the multiple choice question about course preferences.

The overwhelming positivity toward the tasks themselves indicates that the tasks may be related to the unifying factor between the students that this study was originally searching for. While the study originally supposed the unifying factor had something to do with goal orientations, those proved to be far too varied and connected with student individuality. However, it is now thought that perhaps the ideal self is what unites all the students. Regardless of the goal orientations that may influence the learner, it's possible that, to a certain degree, most students see their ideal English-speaking selves as being able to pick up a book in English and read casually as a native speaker would. While the students use graded readers to simulate this during extensive reading, they still experience themselves bridging the gap between their current and ideal selves. Similarly, reading novels, writing term papers, and emailing organizations are all tasks they may envision their ideal English-speaking selves doing, and while those tasks were modified for their current selves, the students can still experience completing such tasks and realizing that those tasks are in fact attainable.

This study set out to determine if goal orientation could be a unifier for student motivation. The original hypothesis was that the majority of students who chose to enroll in an all-English degree program might be defined by a particular goal orientation, or at least one shared characteristic of the four main archetypes, such as mastery or performance, independent of avoidance or prove characteristics. The original hope was that successful students would show such a pattern. However, as the study continued, and as seen in the figures above, it became apparent that students generally did not fit into a single goal orientation, nor did goal orientation have a noticeable impact on motivation. Some responses corresponding to certain goal orientations were later contradicted by later responses concerning an opposite goal orientation. Instead of students fitting neatly into one of the four goal orientation boxes, students seemed to migrate from one box to another.

While the study's initial hypothesis was decidedly wrong, a new hypothesis was made based on the results. Namely, students seem to be motivated by tasks that connect to their perception of their ideal language learning selves, independent of their backgrounds or goal orientations. The dream that there is a future self that might be able to easily use their foreign language skills to do native-level tasks might be the unifying factor in teaching foreign language students. The students may be motivated in a classroom setting by using modified tasks that closely align with the sorts of tasks that they envision their ideal selves doing.

Considering Errors

As can be seen in both figures 2 and 3, when the reading survey responses are viewed side by side with the writing survey responses, there are slight differences in answers, but there are also similar patterns. This consistency in pattern, like the consistency in the socio-economic section, suggests that students didn't just randomly select answers, nor did they pick the same exact answers every time to simply complete the survey for the sake of completion. The reading survey occurred at the halfway point of the year, and the writing survey occurred at the end of the year, so the length of time that had passed between the surveys makes it unlikely that students were reusing or reiterating their answers out of familiarity.

Further Study

Additional surveys have been conducted yearly since the initial 2018 surveys were completed, with the exception of the 2020 school year. The sudden move to online learning for students previously unfamiliar with online learning posed unique struggles for the students, and it didn't seem beneficial to potentially overwhelm them with additional online tasks. In the subsequent 2021 and 2022 school years, only an online version of the reading survey was conducted without the writing survey. In 2021, the reading course was still online, but the writing class returned to in-person lessons during that quarter, and the change in course format from online to in-person necessitated the instructor focusing on helping students adapt rather than collecting data. The data from 2019 and onward is forthcoming and may potentially show the effect of online learning on the previous patterns established by the earlier surveys. It may confirm or contradict the suppositions of this study, which will greatly help in future studies and analyses.

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Appendix A: Printed Reading Survey

Name: Prof. Takeuchi's Reading Survey

Birthdate (yyyy/mm/dd):

Age:

Circle the answers that best represent you.

I am	an only child.	from a small family (1-2 siblings).	from a large family (3 or more siblings).
My family is considered a	lower class family (\$).	middle class family (\$\$).	wealthy family (\$\$\$).
The people in my family who have completed or will complete university are	only me.	some of my family.	all of my family.
I live	on my own.	with a friend or roommate.	with my family or legal guardian.
I regularly see or talk to	neither of my parents.	only one parent.	both parents.
I have	no or very few friends.	some friends.	a lot of friends.

For the following questions, circle which choice best fits how you feel.

1. I want other people to be impressed by my good grades or accomplishments.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
2. I would be embarrassed if other people found out about my bad grades or failures.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
3. I want to study and improve because it interests me.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
4. I want to study and improve because my parents or friends want me to do so.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
5. I want to study and improve because I often forget simple things I already learned.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
6. I enjoyed reading in Japanese before this class.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
7. I enjoyed reading in English before this class.
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree
8. Now I enjoy reading in Japanese (after taking this class).
Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

Name: _____ Prof. Takeuchi's Reading Survey

9. Now I enjoy reading in English (after taking this class).

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

10. When I finish a novel in English, I feel happy with myself.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

11. When I finish a graded reader in English, I feel happy with myself.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

12. When I finish a novel in English, it makes me feel motivated to continue reading in English.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

13. When I finish a graded reader in English, it makes me feel motivated to continue reading in English.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

14. When I finish graded readers, I am proud of my work and can talk about it with others.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

15. When I finish a novel in English, I am proud of my work and can talk about it with others.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

16. Which did you feel helped you more? Extensive Reading Intensive Reading

Why: _____

17. I prefer a reading class that focuses on

A. Completing specific reading tasks in English books by using skills I already know and some mentioned in the textbook.

B. Learning about reading skills and practicing them in the textbook only.

C. Completing specific reading tasks in English books by using skills I already know.

D. Other: _____

Comments: _____

I understood my teacher's explanation of consent and give consent that the information I have provided may be used in research and publications. My personal information will remain private.

Appendix B: Printed Writing Survey

Name: Prof. Takeuchi's Writing Survey

Birthdate (yyyy/mm/dd):

Age:

Circle the answers that best represent you.

I am	an only child.	from a small family (1-2 siblings).	from a large family (3 or more siblings).
My family is considered a	lower class family (\$).	middle class family (\$\$).	wealthy family (\$\$\$).
The people in my family who have completed or will complete university are	only me.	some of my family.	all of my family.
I live	on my own.	with a friend or roommate.	with my family or legal guardian.
I regularly see or talk to	neither of my parents.	only one parent.	both parents.
I have	no or very few friends.	some friends.	a lot of friends.

For the following questions, circle which choice best fits how you feel.

1. I want other people to be impressed by my good grades or accomplishments.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

2. I would be embarrassed if other people found out about my bad grades or failures.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

3. I want to study and improve because it interests me.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

4. I want to study and improve because my parents or friends want me to do so.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

5. I want to study and improve because I often forget simple things I already learned.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

6. I enjoyed writing in Japanese before this class.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

7. I enjoyed writing in English before this class.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

8. Now I enjoy writing in Japanese (after taking this class).

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

Name: _____ Prof. Takeuchi's Writing Survey

9. Now I enjoy writing in English (after taking this class).

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

10. When I finish writing a research paper in English, I feel happy with myself.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

11. When I finish writing a short essay in English, I feel happy with myself.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

12. When I finish writing a research paper in English, it makes me feel motivated to continue writing in English.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

13. When I finish a short essay in English, it makes me feel motivated to continue writing in English.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

14. When I finish short essays, I am proud of my work and can talk about it with others.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

15. When I finish a research paper in English, I am proud of my work and can talk about it with others.

Strongly Agree Slightly Agree Neutral Slightly Disagree Strongly Disagree

16. Did you enjoy the city research project? Yes No

Why: _____

17. I prefer a writing class that focuses on

A. Completing specific writing tasks by using skills I already know and some mentioned in the textbook.

B. Learning about writing skills and practicing them in the textbook only.

C. Completing specific writing tasks in English books by using skills I already know.

D. Other: _____

Comments: _____

I understood my teacher's explanation of consent and give consent that the information I have provided may be used in research and publications. My personal information will remain private.