

Motivating Japanese Junior High School Students
in Learning English
through Enhancing their Goal-setting Skills and Self-efficacy

A Thesis

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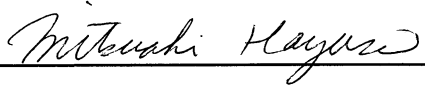
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Abstract

The purpose of this study is to examine whether Junior High School (JHS) students' English performances can be improved if their self-efficacy is enhanced in their English lessons at school, with the help of setting concrete goals. It is vital for Japanese JHS students to be motivated to study English because the number of the students who do not like to study English has been increasing in Japan, according to a survey by the Japanese Ministry of Education, Culture, Sports, Science and Technology in 2002. Those students can be encouraged to learn the language by strengthening self-efficacy and by setting personal goals, despite the fact that they face a possible loss of losing their self-esteem or self-confidence whenever they look at their scores. English language teachers in JHSs need to have a firm belief that many students, even slower learners, can improve themselves through these strategies discussed here.

In Chapter 1, the concept of self-efficacy claimed by Bandura is examined. Self-efficacy means one's firm belief in being able to succeed in their actions and one's expectation of being able to have good outcomes. The four elements of 'success experience', 'vicarious experience', 'verbal persuasion' and 'psychological burden' should be considered in order to enhance self-efficacy. Furthermore, the goal setting theory claimed by Locke and Latham is also examined. It is believed that setting appropriate goals promotes self-efficacy and helps learners improve their performances.

In Chapter 2, a pilot study is discussed. Its purpose was to examine whether students' performances can be improved or not after students' self-efficacy is taken care of by some

approaches, before the main research. Students were divided into an experimental group and a control group. There were two tests, a pretest and a posttest, which included the eiken test, use of self-efficacy scales, and setting goals. The difference in the eiken scores between the pre- and posttest was examined. Both the average scores on the eiken and self-efficacy scale in the experimental group were better than those in the control group. In addition, the correlation coefficient between the eiken and goal scores was also stronger. According to these results, it was concluded that approaches for enhancing self-efficacy in lessons are likely to work efficiently.

In Chapter 3, the main research is described. Similar to the pilot study, the purpose was to examine whether or not students' performances improve after some approaches for strengthening their self-efficacy are applied. The students were not divided into two groups due to educational consideration. The correlation coefficient between the eiken scores and self-efficacy scales rose. The one between the eiken and goal scores was also raised. It can be said that students' performances were improved after measures to enhance their self-efficacy were used in lessons for 8 months.

In Chapter 4, how terms consisted of self-efficacy affect English performances is described. The 14 questions of the self-efficacy scale were classified into 5 categories in terms of conception of self-efficacy as follows: "causal attribution", "setting a higher goal", "visualizing success scenario", "perseverance" and "social model". Among them, "causal attribution" and "visualizing success scenario" were stronger in the posttest than in the pretest in terms of the correlation coefficient. Moreover, the average score of "social model" was

also higher. According to these results, the three items should be considered when self-efficacy is enhanced in lessons and it can be said that self-efficacy is easily promoted in a short period.

Lastly, taking into consideration all that has been discussed in this paper, I summarize some significant points which include the difficult current situation and prospect for the future of Japanese English education.

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Introduction

More than twenty years have passed since the author became a teacher of English. When working at a junior high school (JHS), there are many bad-mannered students who are also slower learners of English. They refuse to participate in English lessons and don't even stay in their classroom. They do not follow teachers' instructions, saying that they hate English lessons because they can not understand them. It is very difficult to have good relationships with them despite the fact that the teachers try to improve their skills such as attending many forums of English studies and reading many books about English teaching. Based on my own observations, the relationships between the students and the language teachers are in fact getting worse.

Some English teachers may find themselves forgetting a very important thing. That is, it is easier to change themselves than to change students. Forcing students to study may make them hate English, on the other hand, it can lead them to study the language willingly. Therefore the teachers must make up their minds to show students a good model of a good learner of English. It is effective for pupils to listen to teachers' stories about their stays in foreign countries and their studies in everyday life. Teachers of English may be able to manage to improve students' attitudes toward working hard. Moreover, the language teachers must also resolve to show an appropriate attitude to students as English teachers – beginning and ending lessons on time, chatting in breaks (for maintaining good relationships), and giving the students feedback whenever they need it.

Due to the fact that many language teachers strive to improve their skills in recent years, there is a teachers' growing interest in students' goals for studying English. At the beginning of their first lesson, students set their goals for a whole year. They decide where they really want to be after a year of studying English. They have the opportunity to modify their major goals through talking with their teachers when they receive their graded tests back. Furthermore, they set a small goal in each lesson, and their teachers give feedback to the students soon after lessons finish.

A lot of teachers are also interested in 'self-efficacy'. Bandura (1982) describes self-efficacy as, "judgments of how well one can execute courses of action required to deal with prospective situations" (p. 122). Promoting self-efficacy is very beneficial for students' motivation to study English. Establishing students' strategies for learning make them one of means to enhance a sense of self-efficacy. The author would like to research on how both setting a goal and promoting self-efficacy affect JHS students.

Motivational studies on the area of English study have a lot of researches on whether or not students are motivated on specific activities (eg. writing) after teachers use some motivational strategies such as giving students feedback. Motivational studies in the area of educational psychology are not closely related with actual English lessons, although there is much research involving students' mind and cognition. It can not be denied that it is likely possible for other subjects and areas to do this research from different points of view. It is important to note here, however, that English is very different in characteristic from other subjects. There are some psychological barriers in the L2 learners' mind. First, learners have

a large amount of psychological difficulty learning English because it is a foreign language.

Second, students are always given pressure by the Japanese government and its school system to get good scores of TOEIC or to obtain the eiken certification because they are required to be people who can accomplish their duty and responsibility in an international community by mastering English as a communication tool. Third, they consciously feel negative towards English because some of them may have had their pride hurt in a circumstance where they were embarrassed by being forced to speak the language in front of their classmates.

Furthermore, in spite of their approaching puberty, learners are asked many personal questions by language teachers and are forced to express themselves in English during lessons; as a result, they face an identity crisis, which leads them to disliking English. Fourth, it is more difficult for Japanese to learn English than speakers of other languages in terms of language characteristics and structural patterns. Fifth, Takeuchi (2010) summarizes that:

“In developing countries learning English is the privilege for the wealthy people, which leads to their financially stable lives in their future. In developed countries, however, people are forced to learn English without understanding the aim because they speak only their native language. In Japan ‘motivation’ research is a serious issue, which many teachers and researchers draw much attention to (p. 22)”.

As was mentioned above, English studies have been the subject of more motivational research than other subjects because students feel psychological barriers to the subject. So it is vital for us to do further research on the integration of self-efficacy and the goal setting, in order to reduce the psychological burden of L2 learners.

In this paper, the framework of self-efficacy and the goal setting theory are explained in chapter 1. In chapter 2 the pilot study shows the effect of some approaches provided in English lessons in order to heighten self-efficacy. Chapter 3 details the main research, done between April and December of 2010, which demonstrates an improvement in students' self-efficacy. In chapter 4 the effect on student performance of several items in the self-efficacy scale is examined. According to the main research, it can be said that reinforcing students' self-efficacy leads to an improvement in their English performances though it takes a lot of time to accomplish this.

Chapter 1

Self-efficacy and the Goal Setting Theory

1.1 Introduction of Self-efficacy

Many studies involving self-efficacy have been carried out and applied to various areas of psychology as well as English education. These days many English teachers are making efforts to encourage their students to try to study English. However, it can not be said that it is successful. There are many complicated reasons for it – some involving teachers such as lack of English ability or techniques for lessons, and others involving students such as lack of motivation or readiness for language learning, or psychological barrier towards the foreign language. In such educational contexts, in order to enhance students' motivation for studying English it is thought to be beneficial to promote self-efficacy for the language learning. If students believed firmly that studying English hard will improve their performances, they will willingly study English. As a result, implementing the promotion of students' self-efficacy is thought to be important.

1.2 Definition of Self-efficacy

Bandura (1995) defines self-efficacy as “the belief in one's capabilities to organize and execute the courses of action required to manage prospective situation” (p. 2). According to him, perceived self-efficacy is concerned with judgments of how well one can execute courses of action required to deal with prospective situations. He also states “perceived self-efficacy' as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p. 2).

Self-efficacy influences some of people's behaviors – how they feel, think and act. It may have a major influence on people's behavior. They can continue to do what they ought to do in perseverance because they expect to overcome obstacles.

People with high self-efficacy tend to challenge difficult tasks and try to accomplish them, while people with low self-efficacy tend to avoid tough hurdles. People with high self-efficacy have high confidence when they experience difficulties. The confidence encourages better performance soon. Task performance or personal achievement should have a direct relationship with self-efficacy because self-efficacy is an important factor of behavioral performance. Thus a strong sense of self-efficacy enhances people's feeling of accomplishment toward attaining a goal. Bandura (1994) states that “a strong sense of efficacy enhances human accomplishment and personal well-being in many ways” (p. 71).

In addition, self-efficacy also influences the choices we make, the effort we put forth, how long we persevere when we confront obstacles and how we feel. When people must choose either easy tasks or difficult ones, some people will make an effort to complete the difficult ones by choosing them on purpose. Such individuals believe that their efforts will make them more able to accomplish more difficult tasks they will face in the future (high self-efficacy). They also believe that they will attain their goal if they do their best to deal with their tasks persistently. When people experience failures, a strong sense of self-efficacy provides the power to endure obstacles as long as possible. Meanwhile, when people face problems, self-efficacy is related with their actions – some people try their best to solve the problems, while others give up their efforts. Self-efficacy has an effect on how people feel.

When people confront difficulties, no one is likely to feel happy. However, doing one's best to confront such difficulties is beneficial in the future. In this way, people find themselves to develop self-efficacy.

1.3 Sources of Self-efficacy

Self-efficacy consists of the following four main sources: mastery experiences, vicarious experiences, verbal persuasion and physiological states.

Successes establish a strong belief in one's personal efficacy. Experiencing successes can enhance the belief of self-efficacy and make people feel like challenging other tasks strongly and accomplishing other goals. However, failure sometimes undermines self-efficacy. People, especially JHS students, shouldn't experience too much failure before self-efficacy is built in them because a lot of failure makes them lose their self-confidence or self-esteem due to the fact that they are in puberty. Mastery experiences mean that people enhance their self-efficacy beliefs after they accomplish their task. Bandura (1986) states that "one's mastery experiences are the most influential source of self-efficacy where information has important implications for the self-enhancement model of academic achievement, which contends that, to increase student achievement in school, educational efforts should focus on altering students' beliefs of their self-worth or competence" (p. 85). This means that some students with high self-efficacy may attribute their failure to their learning strategies, while others with low self-efficacy may attribute their failure to lack of competence. However, easy successes cause people to have an expectation of instant outcomes, which lead to rapid discouragement when they face failure.

The second way to strengthen self-efficacy effectively is through vicarious experiences. These are provided by social models. Observing people who succeed after making efforts persistently can raise the observers' belief that they can also achieve success if they make sustained efforts. The more people see their social models attaining goals after trying hard to overcome difficulties, the more they hope to emulate these social models. Success by social models encourages people to heighten their self-efficacy. However, it can not be denied that seeing others' failures, despite the fact that they work very hard, might lower one's own self-efficacy. Bandura (1994) asserts that "observing others' failure despite high effort lowers observers' judgments of their own efficacy and undermines their efforts" (p. 72).

Third, verbal persuasion also enhances people's beliefs of self-efficacy. The aim of verbal persuasion is not to create unrealistically high expectations which have a negative impact on people when they face failure, but to convey encouragement to people who try hard to succeed. Bandura states that:

People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problem arises. To the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy (Bandura, 1994, p. 72).

When people are convinced that they will accomplish their goal successfully, a strong

sense of self-efficacy will be established. People are needed to be persuaded verbally and repeatedly, which may lead them to be successful.

Lastly, a perception of physiological state will promote people's judgments of self-efficacy. Reducing people's stress reactions helps strengthen their belief in their own self-efficacy. People may judge that they can not accomplish their given tasks if they feel fearful or anxious. Alleviating people's psychological and physical burden as well as reducing stress or improving physical condition can be considered as ways to improve self-efficacy. Having too much psychological stress, such as anxiety and fatigue, prevents people from having commitment to their tasks; therefore, people should stabilize their physical conditions in order to sufficiently concentrate on their efforts on difficult tasks.

1.4 Efficacy-activated Processes

Bandura (1994) details four major processes by which self-efficacy develops: cognitive, motivational, affective and selection processes.

1.4.1 Cognitive Processes

Bandura (1994) states that "personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them" (p. 73). When people set their own goals, those with high self-efficacy make ambitious goals, which they try to accomplish despite a lot of difficulty. People can visualize success scenarios, which can lead those with high self-efficacy to the situations of the success. Meanwhile, those who have low self-efficacy can not visualize success scenarios, and as a result they can not achieve their goals

due to the fact that they dwell on barriers, such as bad context or physical states, and can not achieve their goals.

1.4.2 Motivational Processes

Self-efficacy plays an important role in the area of motivation research. People motivate themselves and set their own goals. They can build firm beliefs about what they can achieve.

Bandura (1994) maintains that “there are three kinds of cognitive motivators such as: causal attributions, outcome expectancies, and cognized goals” (pp. 3-4). Self-efficacy has a lot to do with causal attribution. People with low self-efficacy attribute the cause of their failure to their lack of competence, while those with high self-efficacy attribute it to their insufficient effort or their wrong choice of learning strategies.

Outcome expectancies explain that motivation is regulated by the expectancy with which people approach their goals and by the value they place on the outcomes. Brophy (1999) states that:

Motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.

(p. 75)

People have the beliefs of what they can do and what the outcomes of their efforts will be.

Their expectancy is influenced by self-efficacy. The cognized goal explains that specific and

difficult goals enhance and maintain motivation. People with high goals can make efforts to overcome difficulties in order to attain their goals even if they face obstacles.

1.4.3 Affective Processes

People sometimes feel anxiety after they confront difficulties or experience failure. They hope to avoid rather than surmount the obstacles, which causes them to feel threatened. People will feel a strong sense of worry and danger unless they can manage this threat. However, self-efficacy regulates people's avoidance behavior as well as anxiety. Anxiety is regulated by self-efficacy's influence on thought. Bandura (1994) proposes that "perceived self-efficacy to control thought processes is a key factor in regulating thought produced by stress and depression" (p. 74). Thus people with a strong sense of self-efficacy can control anxiety and avoid succumbing to stress and depression, having resulting in a high level of performance.

1.4.4 Selection Processes

People sometimes try to avoid challenging situations and activities. They create an environment which enables them to deal with or choose them. By this choice, people can develop their interests, competence and social networks that determine their life courses. Career choice is one example of the influence of self-efficacy beliefs to influence over life courses. People with high self-efficacy tend to have a wide range of career options.

1.5 The Goal Setting Theory

For more than a decade, many psychologists have studied the goal setting theory established by Locke and Latham in 1990. Some researchers have developed the theory and

others have created a revised theory related to the goal setting theory. The revised theories have been widely used in many educational contexts. In fact, a lot of teachers have students set their goals for mid or end-term exams, or even for themselves in the future (mainly themselves in a year or at the end of the next exam). However, some students feel it difficult to set their own goals because they can not understand the importance of setting them or they have not learned how to set them. Moreover, it is very difficult for other students to make their goals even in Japanese due to lack of Japanese language ability, which leads them to setting vague goals such as “do my best”. It is high time for JHS students to learn how to set individual goals appropriate for themselves.

Locke (1969) defines ‘goal’ as “what an individual is trying to accomplish, it is the object or aim of an action” (as cited in Locke, Shaw, Saari and Latham , 1981, p. 126).

Furthermore, Locke (1981), et al. summarize that:

The concepts of goal include performance standard (a measuring rod for evaluating performance, quota (a minimum amount of work or production), work norm (a standard of acceptable behavior defined by a work group), task (a piece of work to be accomplished), objective (the ultimate aim of an action or series of actions), deadline (a time limit for completing a task), and budget (a spending goal or limit) (p. 126).

Setting a goal enhances motivation. People motivate themselves by setting their goals.

If people face difficulties, they try to surmount problems in order to attain their goals. The goal setting theory explains how to set a goal, which makes people’s performance higher.

People achieve high performance by setting their goals and enhancing their commitment to

their goals. People try harder to improve their performance to get closer to their goals. Not only does goal setting produce higher performance, then, but has a positive effect on motivation as well.

Oxford and Shearin (1994) summarize that:

1) goal setting and performance are related; 2) goals affect task performance by focusing attention and action, mobilizing energy, prolonging persistence, and motivating the development of relevant strategies for goal attainment; 3) hard, specific goals produce higher performance levels than no goals, easy goals, or vague “do your best” goals; 4) before goal setting will affect an individual’s performance, that individual must have the prerequisite ability for higher performance; 5) feedback is necessary for high performance; 6) concrete rewards such as money may increase commitment to an acceptable goal; 7) assigned goals, if accepted by the individual, have the same effect as goals that the individual sets; and 8) ability is the only individual difference variable that has had an effect on goal-setting behavior. (p. 19)

The third point also means that learners should set specific goals. Otherwise learners might lose their directions during their processes like one trapped in a tunnel without an exit. Students are thought to achieve their high performance by checking their performance in every lesson in order to achieve their goals. The third point (3) also adds that learners should not set vague or easy goals. Easy goals allow learners to accomplish the goals themselves without much effort, which leads to preventing learners from setting challenging goals. Setting vague goals such as ‘do your best’ means that learners don’t understand what they

should do in every lesson. Concrete goals teach learners how and what they should do in their classes. The fifth point (5) raises a very important issue involving feedback. Learners should be given as much feedback as possible. Learners hope to monitor their performance so that they may improve it in the next lesson. Learners with specific goals pay a lot of attention to their performance every time because they aim to perform as well as possible in order to attain their goal. The best way for learners to monitor their performance is for social models such as teachers, coaches and parents to give good points as well as bad points of their performance as soon as possible.

Ames (1992) claims that she divides a goal into two groups, a mastery goal and a performance goal. A mastery goal is related to quality of involvement and a continuing commitment to learning, with which students focus on developing new skills, trying to understand their work and improving their level of competence. A performance goal is associated with one's ability, which means that the goal includes "doing better than others", "surpassing standards" or "achieving a desired goal". Ames (1992) suggests that both goals are closely related to students' motivational behavior – a mastery goal orientation promotes a motivational pattern in order to promote long-term and high quality involvement in learning, whereas a performance goal orientation is related to short-term learning strategies such as memorizing and rehearsing. Schunk (1996) argues that setting a mastery goal promote higher self-efficacy than a performance goal.

1.6 Integrating Self-efficacy and the Goal Setting Theory

Locke and Latham have attempted to develop some concepts of motivation and have added social cognition theories in 1990. They integrated the goal setting theory and self-efficacy. Oxford and Shearin (1994) summarize that:

In order for goals to affect performance, there must be: 1) commitment to the goals even if assigned by others; 2) feedback on performance in relation to one's goals; 3) ability of the individual to reach or approach the goals; and 4) role modeling; and sometimes 5) tangible incentives. (pp. 20-21)

Even if people didn't set their goals for themselves, they would make efforts to attain the goal set by their social models. Applebaum and Hare (1996) state that "assigned goals provide a sense of direction and purpose, stimulate action and effort, serve as a standard on which performance capabilities can be measured, and serve as guidelines for developing a sense of efficacy" (p. 40). Meanwhile, feedback as well as role modeling contributes to encouraging people to have a higher performance. In order to reach a goal, people maintain the belief that they can accomplish their tasks successfully. In addition, people need encouragement from social models, which helps them to maintain their motivation.

Locke, et al. (1981) emphasize that "the effects of goals on behavior depend on their properties: specificity, proximity, and difficulty levels. Specific goals enhance people's performance and motivation" (p.125). Furthermore, Schunk (1990) argues that "specific goals promote self-efficacy because progress is easy to gauge" (p. 74). Learners with concrete goals can strengthen self-efficacy and produce a high level of performance.

Applebaum and Hare (1996) insist that “the achievement of subgoals (proximal) leading towards major (distal) goals provide a sense of task mastery and competence, supporting the development of strong self-efficacy” (p. 40). Schunk (1990) also claims that “proximal goals result in greater motivation than distant goals. It is easier to gauge progress toward a proximal goal, and the perception of progress raises self-efficacy” (p. 74). It is easier to assess outcomes of proximal goals rather than those of major goals. Setting small goals and attaining them lead people to acquiring a strong sense of self-efficacy.

Self-efficacy is greatly associated with goal difficulty. Applebaum and Hare (1996) suggest that “goals which are set too high result in performance failure and can have a negative impact on self-efficacy and future performance, whereas goals which are easily attainable create a false sense of self-efficacy and lead to rapid discouragement in the face of failure” (p. 40). Too challenging a goal lowers self-efficacy, while too easy a goal makes learners misunderstand their level of self-efficacy. Applebaum and Hare (1996) also state that “enhanced self-efficacy beliefs lead to the setting of more challenging goals and diminished self-efficacy beliefs lead to more modest goal setting and a more realistic and attainable motivational framework” (p. 40). The more people attain their challenging goals, the stronger self-efficacy they have. It enables people to try to set more difficult goals.

Chapter 2

Pilot Research

Before the main research, a pilot research was done in order to examine how some approaches taken in order to promote JHS students' self-efficacy affect their English performances and self-efficacy.

2.1 Purpose

The purpose of this pilot research is to examine the differences in the scores on the eiken (English proficiency test conducted by STEP [the society for testing English proficiency inc.]) between students who are encouraged to enhance self-efficacy in English lessons (the experimental group) and those who are not (the control group). In particular, this pilot research examines how the two groups differ in growth of their self-efficacy and the eiken scores or in the relationship between these, and how the two groups differ in relation to appropriateness of their goals and the growth of their self-efficacy.

2.2 Approach

Both groups have two approaches in order to heighten students' self-efficacy. First, after every lesson students in both groups must write comment cards which include how they feel about and what they think about lessons, what they can not understand, self-evaluation of their performances and what they will try to do next. Teachers are supposed to write comments as feedback to students about their lessons as soon as possible. Teachers are required to write positive comments, otherwise students may lose their motivation to study English or fail to write what they really think. The cards are used to enhance their self-

efficacy. Bandula (1994) claims that verbal persuasion enhances learners' belief about their self-efficacy.

Second, students have as many pair activities as possible. Pair activities include conversation practice, practice of reading aloud and communication practice. The pair is fixed for a while, but it is sometimes changed after the small groups of the class are rearranged. According to Bandula (1994), vicarious experience enhances learners' self-efficacy. Through pair activities, students can observe their partner's performance so that students can observe their partner's good points, which leads to improving their own skills.

The experimental group employs one approach, while the control group doesn't. In this group, teachers give feedback to students when exams are returned. It is said that the time when exams are handed back to students is a moment when students' motivation is strengthened or weakened or some sob and others prance after looking at their results. It is thought that students want to make efforts to study English harder for their next exam after listening to teachers' deliberate comments such as what students have not understood or how students can study more effectively. As is mentioned above, verbal persuasion is an effective tool for promoting students' self-efficacy. Negative comments are avoided; only positive ones are encouraged.

2.3 Method

2.3.1 Participants and Classes

The participants included 60 junior high school (JHS) students (33 males and 27 females) from the 1st grade of a JHS (Matsusaka city, Mie pref.) in the 2009 academic year.

They usually have English lessons three times a week, approximately 100 lessons a year (50 minutes a lesson).

2.3.2 Materials

2.3.2.1 Self-efficacy Scale

Self-efficacy is measured by a “self-efficacy scale” the author made along with Associate Professor Hiroko Arao of Mie University. It is made so that it is easier for younger English learners in Japanese context to answer the questions. It is divided into two categories which are about students’ lives and English studies, and focuses on measuring not only their self-efficacy to English study but to daily life, because attitudes toward studying are closely related to other aspects of their lives. The “self-efficacy scale” has 14 questions in each category (a total of 28 questions). It measures students’ self-efficacy with a 5-point scale that includes “strongly disagree”, “disagree”, “neither disagree nor agree”, “agree” and “strongly agree”. Each question in the scale has a point value, which means that “strongly agree” has 5 points and “strongly disagree” has 1 point. As a result, self-efficacy is measured with total score (70 points each) of the “self-efficacy scale”.

2.3.2.2 The Eiken Test

Participants took two eiken tests, including an exam conducted by the STEP in January 2009 and one conducted in June 2009. The former was used as the pretest and the latter as the posttest. They consisted of 25 questions which measured students’ understanding of grammar and vocabulary. The eiken tests were measured with a total score (25 points each). They also examine how the two groups differ in scores of the eiken tests.

2.3.2.3 The Goal Setting

Participants set their goals for English studies. In the pretest they were required to set their goals relating to their own English studies during January-March, while they were required to set them towards the end of the academic school year in the posttest. Shunk (1990) suggests that setting goals is important because learners' behavior is affected strongly by goals' properties such as specificity, proximity, and difficulty. Ames (1992) argues that mastery goals lead to a larger increase in the amount of time learners spend on learning tasks – as well as increased in persistence in the face of difficulty, and the quality of engagement in learning – than performance goals. Therefore, students' goals are assigned 3 points in terms of perspectives for “specific”, “achievable or proximal” and “mastery rather than performance”. As a result, their goals are measured with total score (3points each).

2.4 Results

2.4.1 The Pretest

2.4.1.1 The Eiken and Self-efficacy

As is mentioned above, in this posttest, scores of the eiken, the self-efficacy scale (self-efficacy about students' daily lives as well as for English studies) are examined. The average score of the eiken is 11.7 in the control group and 13.4 in the experimental group. Only 9 students in the control group obtained scores over the intermediate ($Mdn=12.5$), while 17 students in the experimental group did so, which means that students in the experimental group are superior in English grammar and vocabulary to the ones in the control group.

As for self-efficacy, the average score of the self-efficacy scale about students' daily lives is 48.1 in the control group and 54.1 in the experimental group, while the one about English study is 46.2 in the control group and 52.3 in the experimental group. This addresses two things: scores of self-efficacy for both scales in the experimental group are higher than those in the control group, and in both groups scores of self-efficacy about daily lives are higher than those about English study. According to the latter part, we can find that many students tend to study English with anxiety, impatience, or pressure. Moreover, the average score of the self-efficacy scale about the total score of students' daily lives and English study is 94.2 in the control group and 106.4 in the experimental group.

In the control group the correlation coefficient between scores of the eiken and self-efficacy (total) is 0.32 ($p < 0.10$), while that of English study is 0.36 ($p < 0.05$). It shows a weak correlation in the control group between the scores of the eiken and self-efficacy about English study (see Table 1).

For this study, a correlation coefficient of less than 0.2 is set as poor correlation, 0.2 to 0.4 as weak correlation, 0.4 to 0.7 as medium correlation and more than 0.7 as strong correlation.

2.4.1.2 The Eiken and the Goal Setting

The relation between the scores on the eiken and those of students' goals are also examined. The students' goals are measured by meeting criteria such as "specific", "achievable or proximal" and "mastery rather than performance". As shown in Table 2, the correlation coefficient between the eiken and students-goals scores is 0.42 ($p < 0.05$) in the

Table 1

Correlation coefficient between the scores of the eiken and self-efficacy (pretest)

	Scores of the self-efficacy scale		
	Students' daily lives	English study	Total
Eiken in the control group	.22	.36*	.32 †
Eiken in the experimental group	.29	.19	.25

* $p < .05$; † $p < .10$

experimental group, which shows medium correlation. This means that students in the experimental group who can set their appropriate goals obtain good scores on the eiken.

2.4.2 The Posttest

2.4.2.1 The Eiken and Self-efficacy

The average eiken score is 11.0 in the control group and 13.3 in the experimental group. No fewer than 12 students in the control group obtained scores over the intermediate ($Mdn=12.5$), while 15 students in the experimental group did so.

As for self-efficacy, the average score on the self-efficacy scale about students' daily lives is 48.5 in the control group and 54.7 in the experimental group, while on the English study scale it is 48.7 in the control group and 54.7 in the experimental group. Furthermore, the average combined self-efficacy score (including scores of students' daily lives and English study) is 97.2 in the control group and 109.3 in the experimental group.

Table 2

Correlation coefficient between the eiken and goal scores

	Scores of students' goals
Eiken scores in the control group	.12
Eiken Scores in the experimental group	.42*

* $p < .05$

The correlation coefficient between the eiken scores and self-efficacy (total) is 0.41 ($p < 0.05$) in the control group and 0.39 ($p < 0.05$) in the experimental group. That between the scores of the eiken and self-efficacy about English study is 0.54 ($p < 0.01$) in the control group and 0.48 ($p < 0.01$) in the experimental group, which shows a medium correlation (see Table 3).

2.4.2.2 The Eiken and the Goal Setting

As shown in Table 4, the correlation coefficient between the eiken scores and students' goals is 0.39 ($p < 0.05$) in the control group and 0.42 ($p < 0.05$) in the experimental group. Both groups have a weak correlation. This means that the students in both groups who can set their appropriate goals obtain good scores of the eiken.

2.4.3 Comparison of the Pretest with the Posttest

2.4.3.1 The Eiken and Self-efficacy

Scores on the eiken are likely to remain unchanged due to the fact that the period of

Table 3

Correlation coefficient between the eiken scores and self-efficacy (posttest)

	Scores of the self-efficacy scale		
	Students' daily lives	English study	Total
Eiken scores in the control group	.24	.54**	.41*
Eiken scores in the experimental group	.22	.48**	.39*

** $p < .01$; * $p < .05$

Table 4

Correlation coefficient between the eiken and goal scores (posttest)

	Scores of the students' goals
Eiken scores in the control group	.39*
Eiken scores in the experimental group	.42*

* $p < .05$

examination is short. The average eiken score in the control group is 11.7 in the pretest and 11.0 in the posttest, while that in the experimental group is 13.4 in the pretest and 13.3 in the posttest. There is also little difference in the average score for the self-efficacy scale between the pretest and the posttest, which shows that it takes more time for JHS students to promote

self-efficacy (see Table 5). As shown in Table 6, however, the correlation coefficient between the eiken scores and self-efficacy (total) is higher in the pretest than in the posttest. In particular, the growth of the experimental group is larger than that of the control group. As for students' daily lives, there is little change for the correlation coefficients in both groups even though the one in the experimental group is lower. Note that the correlation coefficient of English-study efficacy scores changes a lot. That in the control group is 0.54 ($p < 0.05$) in the posttest, while the one in the experimental group 0.48 ($p < 0.05$) in the posttest. As for the experimental group, it can be inferred that the approaches teachers used in their classrooms were effective, and as a result, the correlation between students' self-efficacy and eiken scores may increase, which may lead students to be motivated to study English.

Table 5

Comparison of the pretest and posttest scores for the self-efficacy scale

Scores of the self-efficacy scale						
	Students' daily lives		English study		Total	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Control group	48.1	48.5	46.2	48.7	94.2	97.2
Experimental group	54.1	54.7	52.3	54.7	106.4	109.3

2.4.3.2 The Eiken and the Goal Setting

As shown in Table 7, the correlation coefficient between the eiken scores and the goals in the control group are relatively high in the posttest ($r = 0.39$, $p < 0.05$), which shows a weak correlation. This means that some students may be able to recognize that setting appropriate

Table 6

Comparison of the pretest and posttest correlation coefficients between the eiken scores and self-efficacy

Scores of the eiken	Correlation coefficient					
	Students' daily lives		English study		Total	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Control group	0.22	0.24	0.36*	0.54**	0.31 †	0.40*
Experimental group	0.29	0.22	0.19	0.48**	0.25	0.39*

** $p < .01$; * $p < .05$; † $p < .10$

goals motivates them to study English, which may lead them to getting higher scores on the eiken in the posttest than in the pretest. The correlation coefficient in the experimental group remains unchanged ($r=0.42$, $p<0.05$). The students in this group may unconsciously understand the importance of setting appropriate goals due to the fact that the correlation coefficient is relatively high in the pretest.

2.5 Discussions

There are some points to be improved and revised toward my main research. First, in this pilot research, the period was so short that subjects could not enhance their self-efficacy enough to be motivated to study English. In the main research, the period should be extended

Table 7

Comparison of the pretest with the posttest in the correlation coefficient between the scores of the eiken and the goals

	Correlation coefficient	
	Pretest	Posttest
Control group	.12	.39*
Experimental group	.42*	.42*

* $p < .05$

due to the fact that it takes a long time to improve students' self-efficacy. Second, subjects should not be divided into two groups – experimental and control groups. It is clear that the experimental group is beneficial because it has some measures in which the students' self-efficacy is enhanced by teachers' approaches. In contrast with the control group, the experimental group improved in terms of the scores of self-efficacy and the eiken. In spite of teachers' understanding that their approaches positively affect students' performances, it seems somewhat obscure that the teachers can not employ the same approaches to both groups, which does not make sense in an educational context. Therefore, in the main research, students will not be divided into two groups and will be examined for more than 8 months in the same condition.

2.6 Summary of Chapter 2

My pilot research finds some factors that motivate JHS students to study English harder.

First, students' 'comment sheets', and reading their teachers' feedback in them, are an effective tool for motivating students to devote themselves to studying English. During classes it is impossible for teachers to give all the students personal feedback, although it is feasible to do so in writing, recalling what they do in their lessons. Students can become more confident about their prospects for the next lesson if they receive their teacher's positive comments or feedback. As written before, Bandula (1994) claims that verbal persuasion enhances learners' belief of self-efficacy.

Second, doing pair activities many times enhances students' motivation. If they can not understand the content of lessons, they can teach and learn from one another. Besides, students can observe their partner's performance during pair activities, and as a result students can accept their partners' merits, which also helps to improve their motivation. According to Bandula (1994), vicarious experience enhances learners' self-efficacy.

Third, receiving teachers' comments when exams are returned is so effective that students' self-efficacy is improved. It can be considered that the students try to make their best to improve their next test scores after their teachers talk about parts they can not understand or about how to study more effectively. As mentioned above, verbal persuasion is an effective tool for promoting students' self-efficacy.

Chapter 3

Main Research

3.1 Purpose

The purpose of my main research is to examine the differences in eiken scores among students who are encouraged to enhance self-efficacy in English lessons. In particular, this main research examines how the subjects differ in growth of their self-efficacy and the eiken scores and in the relationship between them, and how the subjects differ in the relationship between appropriateness of their goals and growth of their self-efficacy.

3.2 Approach

Three approaches are used in order to heighten students' self-efficacy. First, after every lesson students must write comment cards which include their emotions and thoughts about lessons, what they could not understand, self-evaluation of their performances and what they will try to do next. Teachers are to write comments about students' performances as soon as possible. Teachers' comments are required to be written positively; otherwise students lose their motivation to study English or fail to write what they really think. Second, students have as many pair activities as possible. The pair activities include conversation practice, practice of reading aloud and communication practice. Each pair is fixed for a while, but it is sometimes changed after the class's small groups are rearranged. Through the pair activities, the students can observe their partner's performance so that they can accept their partners' good points, which also leads to improving their own skills. Third, teachers provide feedback to their students when exams are returned. As is mentioned elsewhere, it is said that

the time when exams are handed back to the students is a moment when their motivation is strengthened or weakened.

3.3 Method

3.3.1 Participants and Classes

The participants included 72 JHS students (38 males and 34 females) from the 1st grade of a JHS (Matsusaka city, Mie pref.) in the 2010 academic year. They usually have English lessons three times a week, approximately 100 lessons a year (50 minutes a lesson). The subjects are not divided into two groups.

3.3.2 Materials

In the main research there are three things that are the same as the pilot research. First, self-efficacy is measured by the “self-efficacy scale” the author made along with Associate Professor Hiroko Arao of Mie University for the pilot study. Second, the participants also took two eiken tests the STEP conducted in October 2009 and in October 2010. The former was used as a pretest and the latter as a posttest. The tests examine how the students differ from each other in terms of their eiken scores. Third, the participants set their goals for English studies. In the pretest they were required to set their goals regarding their own English studies for the April-December period. Since April is the very first month for them to begin studying English, they need to set their own goals in which they visualize success scenarios in the context of English study for their near future. Similarly, they must set them before the start of the next academic year in the posttest. Their goals are measured with the total score (3 points each) as the pilot study.

3.4 Results

3.4.1 The Pretest

3.4.1.1 The Eiken and Self-efficacy

The average eiken score is 8.65. 11 students obtained scores over the intermediate ($Mdn=12.5$). However, despite the fact that the students officially start to study English at the same time, students scoring over the intermediate is quite surprising. This suggests that there may be little gap in both quantity and quality of English education among the four elementary schools in this JHS district. It also means that some students and their parents were highly concerned with English even in their elementary school days. Some students and parents think seriously that they must study English hard before entering a JHS in order to obtain good scores. It is thought that there is one reason that English is going to be introduced in the academic year 2011.

As for self-efficacy, the average score on the self-efficacy scale for students' daily lives is 53.1, while the one for English study is 50.0. There are two things to be addressed here. First, the scores of self-efficacy about students' daily lives are higher than those about English study. This means that many students may be intrinsically motivated to do things related to their daily lives due to the fact that they are very energetic in terms of starting a new life, while they may be less confident in studying English because of fears about beginning to study a new subject. Second, the scores of self-efficacy about English study are lower than those about students' daily lives. This reveals that most 1st graders may feel

anxiety about starting to study a new subject that was not offered at elementary schools. The average of total scores of the self-efficacy scale is 103.0.

In contrast with the scores in the pilot study (see Table 8), the average of total scores of the self-efficacy scale in the 2009 academic year is a little lower than that in the academic

Table 8

Comparison of self-efficacy of the students in 2009 with those in 2010(pretest)

Scores of the self-efficacy scale				
		Daily lives	English study	Total
Students in 2009	Control	48.1	46.2	94.2
	Experimental	54.1	52.3	106.4
Students in 2010		53.1	50.0	103.0

year. This is due to the difference in the period when the research was done. In 2009, the pretest was done in January when the students were about to finish the contents of the subject in the 1st grade. They may have found themselves to be good or bad at English. If they felt that they were bad at English, they would fail to have prospects for English, leading to less self-efficacy. However, in 2010, the pretest was done in April when the subjects were about to start studying English. They were looking forward to taking English lessons and hoped to get good scores by studying it very hard. Moreover, they had their expectations for taking English lessons as well as having anxiety over taking them.

The correlation coefficient between the eiken scores and self-efficacy (total) is 0.26 ($p < 0.05$). That between the eiken scores and self-efficacy about English study is 0.31 ($p < 0.01$). It shows a weak correlation between the eiken scores and self-efficacy about English study (see Table 9). This suggests that the students are positive about having English lessons though facing anxiety over having their school life different from that in an elementary school.

Table 9

Correlation coefficient between eiken scores and self-efficacy (pretest)

	Scores of the self- efficacy scale		
	Students' daily lives	English study	Total
Eiken scores	.17	.31**	.26*

** $p < .01$; * $p < .05$

As for a comparison of self-efficacy between the students in 2009 and those in 2010, both the correlation coefficients of self-efficacy about English study in 2009 and that in 2010 shows weak correlations. The figure for 2009 is a little higher than that for 2010. It is thought that the students in 2009 could understand the importance of studying English in that they had to study for their interests and their near future for example to pass entrance exams, though it is difficult for them. On the other hand, the students in 2010 may feel more anxiety about studying English. They cannot yet determine whether they are interested in English or

not because of lack of experience at this time. However, it is apparent that the students in 2010 anticipate the start of English classes, which may lead to little correlation (0.31, $p < 0.01$) (see Table 10).

3.4.1.2 The Eiken and the Goal Setting

The relation between the eiken scores and those of students' goals are also examined. As in the pilot study, students' goals were measured by meeting criteria such as "specific", "achievable or proximal" and "mastery rather than performance". As shown in Table 11, the correlation coefficient between eiken and students' goal scores is 0.43 ($p < 0.01$), which shows a medium correlation. This means that the 1st graders in 2010 can set appropriate goals and intrinsically

Table 10

Comparison in the correlation coefficient of self-efficacy between the students in 2009 and those in 2010 (pretest)

Scores on the self-efficacy scale				
Eiken scores		Daily lives	English study	Total
2009	Control	.22	.36*	.32 †
	Experimental	.29	.19	.25
2010		.17	.31**	.26*

** $p < .01$; * $p < .05$; † $p < .10$

understand the importance of setting goals to promote their English skills. It also shows that the better scores of goals they obtain, the better eiken scores they do. It may be said that 1st graders in this school are required by their English teachers to set appropriate goals in order to achieve better performances. The relationship between scores of the students' goals and self-efficacy is also examined in the pretest. The correlation coefficient between them is 0.28 ($p < 0.05$), which shows a weak correlation (see Table 11). This reveals that some students who can set appropriate goals are likely to get good scores for self-efficacy of English study.

According to the results of the pretest, the coefficient correlation among the scores of the eiken, self-efficacy and the goals can be related with one another. In the posttest, the three factors should be examined more extensively, which might show more detailed results.

Table 11

Correlation coefficient between eiken and goal scores, and between eiken and self-efficacy scores (pretest)

	Student goal scores
Eiken scores	.43**
Self-efficacy scores	.28*

** $p < .01$; * $p < .05$

3.4.2 The Posttest

3.4.2.1 The Eiken and Self-efficacy

The average eiken score is 11.9. No fewer than 31 students obtained scores over the intermediate ($Mdn=12.5$). Compared with the pretest, more students managed to achieve this. As for self-efficacy, the average score for the self-efficacy scale about students' daily lives is 49.1, while the score for the English study-related score is 50.5. Furthermore, the average combined self-efficacy score (including scores for students' daily lives and English study) is 99.7.

In contrast with the scores in the pilot study (see Table 12), the average total score of the self-efficacy scale in the 2010 academic year is a little lower than that of the experimental group in the 2009 academic year, while a little higher than that of the control group in 2009. This is due to the difference in the period when research was done. In 2009, the posttest was

Table 12

Comparison of student self-efficacy in 2009 with that in 2010 (posttest)

Scores on the self-efficacy scale				
		Daily lives	English study	Total
Students in 2009	Control	48.5	48.7	97.2
	Experimental	54.7	54.7	109.3
Students in 2010		49.1	50.5	99.7

done at the end of March when the subjects has finished the contents of the 1st grade. While the 2010 test was done in January, it is crucial for the 2009 test to have been done at the end of the academic year. Some students in 2009 who obtained good grades may have been motivated to keep studying English hard in anticipation of the next academic year. On the other hand, even others with their bad grades may have changed their minds to study English harder from April. Despite the fact that there is a gap in the scores of self-efficacy between the control and the experimental groups, because there are some measures to heighten self-efficacy in the control group, the scores for the self-efficacy scales in 2009 are better than those in 2010. In other words, students in 2010 may be able to promote their self-efficacy over the following 3 months. The correlation coefficient between the eiken and self-efficacy (total) scores is 0.28 ($p < 0.05$), which shows a weak correlation. The one between the eiken and self-efficacy scores about English study is 0.32 ($p < 0.01$), which also shows a weak correlation (see Table 13). Regarding the self-efficacy comparison between the students in 2009 and those in 2010, the correlation coefficient of self-efficacy about English study in 2009 is higher than that in 2010. According to this, it can be understood how beneficial it is for students to reflect on how they are doing with their English studies at the end of their academic year. Encouraging students to review and reflect then can lead them to setting new goals before the start of the new academic year and to being motivated to study English. It is very likely that the students in 2010 will be able to reach the level of the 2009 students in terms of scores on the self-efficacy scale over the next 3 months (see Table 14).

Table 13

Correlation coefficient between the scores for the eiken and self-efficacy (posttest)

	Scores on the self- efficacy scale		
	Students' daily lives	English study	Total
Eiken scores	.22 †	.32**	.28*

** $p < .01$; * $p < .05$; † $p < .10$

Table 14

Comparison of correlation coefficients in the self-efficacy between the students in 2009 and those in 2010 (posttest)

Scores on the self-efficacy scale				
Eiken scores		Daily lives	English study	Total
2009	Control	.24	.54**	.40*
	Experimental	.22	.48**	.39*
2010		.22 †	.32**	.28*

** $p < .01$; * $p < .05$; † $p < .10$

3.4.2.2 The Eiken and the Goal Setting

As shown in Table 15, the correlation coefficient between eiken and student goal scores is 0.53 ($p < 0.01$), which shows a medium correlation. This suggests that the students in 2010

Table 15

Correlation coefficient between the scores of the eiken and the goals, and between the scores of the eiken and self-efficacy (posttest)

	Scores of the students' goals
Scores of the eiken	.53**
Scores of self-efficacy	.43*

** $p < .01$; * $p < .05$

may have positive attitudes toward learning English due to setting more appropriate goals than what they had set in the pretest. It can be thought that they may be able to understand the importance of setting goals to promote their English skills. As mentioned above, the better their goal scores were, the better eiken scores they obtained. It may be said that the 1st graders in this school should have set concrete goals as one of indexes which shows the positive direction students should move toward. In the posttest, the relationship between students' goal scores and self-efficacy is also examined. The correlation coefficient between them is 0.43 ($p < 0.05$), which also shows a medium correlation (see Table 15). This means that the students with goals appropriate enough to meet three criteria tend to obtain the good scores for self-efficacy of English study.

3.4.3 Comparison of the pretest with the posttest

3.4.3.1 The Eiken and self-efficacy

The eiken scores in the posttest are by far better than those in the pretest. The average eiken score is 8.7 in the pretest and 11.9 in the posttest. When students took the pretest, they were not experienced enough to get good eiken scores. Some students had never learned English, and few knew even how to write the letters of the alphabet. As shown in Table 16, the average score on the self-efficacy scale about daily lives and the total score in the posttest are lower than that in the pretest, while there is little difference in the average of scores for self-efficacy about English study between the pretest and the posttest. This suggests that the students may become less confident in doing various things at school, including studying, club activities and communicating with peers. According to this, they may feel themselves to have only small prospects for school life in the next two years despite the fact that they were eager to do everything at the beginning of the academic year. Students who obtain lower scores of the self-efficacy scale may not be able to visualize themselves doing their best at things in school life, even after self-reflection. As for self-efficacy about English study,

Table 16

Comparison of the pretest with the posttest of scores of self-efficacy scale

	Scores of self-efficacy scale					
	Students' daily lives		English study		Total	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Students in 2010	53.1	49.1	50.0	50.5	103.0	99.7

however, some students who have improved their English skills can obtain higher scores on the self-efficacy scale, and others who have not improved obtain lower scores on it, despite the positive gap in the average score on the self-efficacy scale about English study between the pretest and the posttest. The students with good eiken scores may become motivated, while those with low scores may become discouraged, which can be said that the gap between self-efficacy in the pretest and that in the posttest widens and the gap between the eiken scores in the pretest and in the posttest also widens (see in Table 17).

Table 17

Comparison of the standard deviation of self-efficacy and the eiken in the pre test with that in the posttest

	Standard deviation			
	Scores of the eiken		Scores of the self-efficacy scale	
	Pretest	Posttest	Pretest	Posttest
Students in 2010	3.87	5.22	9.39	10.44

As shown in Table 18, the correlation coefficient between the eiken scores and self-efficacy (total) is a little higher in the pretest than in the posttest. As for students' daily lives, the correlation coefficient of the posttest is much higher than that of the pretest. This means that the students have been able to accomplish various things (including English study), at school or at home, they are required to do as JHS students. They have also experienced a lot at school over the last 9 months. However, the correlation coefficients of English study do not largely change. The one is 0.31 ($p < 0.01$) in the pretest and 0.32 ($p < 0.01$) in the posttest, which both show weak

Table 18

Comparison of the pretest with the posttest in the correlation coefficient between the eiken scores and self-efficacy

Eiken scores	Correlation coefficient					
	Students' daily lives		English study		Total	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Students in 2010	0.17	0.22 †	0.31**	0.32**	0.26*	0.28*

** $p < .01$; * $p < .05$; † $p < .10$

correlations. This reveals, as mentioned above, that a gap between the students with high eiken scores and those with low scores may widen. In the pretest the correlation coefficient suggests students' aptitude and interest in foreign languages or language activities like the subject of Japanese language in elementary school. Meanwhile, the nature of the correlation coefficient may be different in the posttest. It may show students' positive attitude toward studying English or their eagerness towards it as well as their aptitude or interest. That is to say, students who achieve good performance in lessons can obtain high scores on the self-efficacy scales, which enables them to become motivated to study English. It shows a positive spiral. On the other hand, students with bad performance end up with having low scores on the self-efficacy scale, which leads them to becoming discouraged. They would become less and less confident in learning English, and as a result they might come to hate studying English. It shows a negative spiral.

3.4.3.2 The Eiken and the Goal setting

As shown in Table 19, the correlation coefficient between eiken and goal scores is better in the posttest ($r=0.43$, $p<0.05$) than in the pretest ($r=0.28$, $p<0.05$). There is a weak correlation

Table 19

Comparison of the pretest with the posttest in the correlation coefficient between the eiken scores and goals

	Correlation coefficient	
	Pretest	Posttest
Students in 2010	.28*	.43*

* $p < .05$

in the pretest, while there is a medium correlation in the posttest. This reveals that many students may become convinced that setting appropriate goals is beneficial and achieving these goals makes them motivated to study English, which may lead the students to obtaining higher eiken scores in the posttest than in the pretest.

3.5 Summary of Chapter 3

My main research suggests the following points:

First, over a period of 9 months 1st graders of this school improved English skills according to the results of the eiken (8.7 → 11.9). The growth is significant ($t = -3.764, p < 0.01$).

However, the gap between the students with good scores and those with bad scores is likely to widen. According to the result which shows little difference in the scores of self-efficacy about English study (0.31 → 0.32, Table 18), it can be said that students with good scores are motivated to study English, while students with bad scores are demotivated, in spite of the fact that their eiken scores are higher in the posttest than in the pretest. The improvement of the eiken scores was expected to increase the number of students who are motivated to study

English. However, the low growth of self-efficacy about English study (0.31→0.32) suggests that this is not the case.

Second, self-efficacy about daily lives becomes higher after 9 months, while that about English study becomes subtly higher (0.31→0.32). As a JHS student who is said to be in a transition period from a child to an adult, he or she can gain competence at many things by experiencing a lot at school since entering JHS, which is apparent in the growth of self-efficacy about daily lives. On the other hand, JHS students may become less and less confident in studying English after receiving low scores or grades or by comparing themselves with their peers, despite some approaches teachers employ in order to heighten their self-efficacy. Thus it seems apparent that it takes much more time for self-efficacy about English study as well as daily lives to be improved.

Third, some students may be able to understand the importance of setting their goals, which leads to the growth of the correlation coefficient of eiken and goal scores (0.28→0.43). It can be said that moving toward their goals through modifying them after setting appropriate goals make students get motivated to study English hard, which enables them to get good scores on the eiken.

Chapter 4

Self-efficacy Scale

4.1 Classification of the Question Items in the Self-efficacy Scale

The items in the self-efficacy scale should be analyzed in detail in order to understand how each item is related to the growth of the students' eiken. In particular, the growth of correlation coefficient in the eiken and self-efficacy scores between the pre- and posttests and the growth of the average score of self-efficacy in each item are researched. The same self-efficacy scales were used when the 4 tests were conducted (the pilot pre- and posttests in 2009, and the main pre- and posttests in 2010). The self-efficacy scale includes 14 question items (see in Table 20).

Table 20

14 question items in self-efficacy scale

1	I do not think that I will try to take the 3 rd grade test of the eiken because it has a difficult interview test in it.
2	When I study for English exams, I feel rewarded for aiming to raise 10 to 20 points in my score rather than for aiming to raise it only 5 points.
3	I am the kind of person who makes an effort to achieve my numerical target of for exams.
4	I am the kind of person who continues to do my best to pass eiken even if I fail it once.

-
- 5 My performance on a test of reading-aloud test was not so good. I am the kind of person who attributes my failure not to lack of effort but lack of competence.
-
- 6 I am the kind of person who makes an effort to get the better scores on the end-term exam than on the mid-term one.
-
- 7 I have classmates who are my role models because their pronunciation is good.
-
- 8 My English teacher has once encouraged me to study English, saying, “You can do it.”
-
- 9 My English teacher has once praised me in terms of my attitude toward studying English.
-
- 10 My English teacher teaches me that it is important not to compare my test scores with my friends’, but to recognize how much progress I make when I study English.
-
- 11 I lose my motivation to study English by feeling stressed when I can not understand.
-
- 12 I can visualize how to study in order to improve my English skills.
-
- 13 I can predict that my English test score will improve if I do my best to study it at school or at home.
-
- 14 I can understand what motivates me to study English hard.
-

They can be classified into five categories in terms of conception of self-efficacy as follows:

“causal attribution”, “setting a higher goal”, “visualizing success scenarios”, “perseverance” and “social model”.

4.2 Analysis of 5 Categories

4.2.1 Causal Attribution

In my words, “causal attribution” means that people with low self-efficacy attribute the cause of their failure to their lack of competence, while those with high self-efficacy attribute it to their insufficient effort or their wrong choice of learning strategies. Questions 5 and 6 are about causal attribution. In the pre- and posttest, the correlation coefficient between questions 5&6 and the scores for the eiken or total self-efficacy scores for English study is shown below (Table 21).

Table 21

Correlation coefficient between “causal attribution” and the eiken or total of the self-efficacy scale about English study

	Correlation coefficient			
	Total score on the self-efficacy scale		Eiken scores	
	Pretest	Posttest	Pretest	Posttest
Total score of questions 5 & 6	.814**	.760**	.281*	.300*

** $p < .01$; * $p < .05$

The correlation coefficient between the total scores and questions 5 & 6 shows a high correlation. It can be said that students who attribute their failure to lack of effort tend to have

high self-efficacy. As for the relationship between the eiken and causal attribution, however, a little correlation is shown.

4.2.2 Setting a Higher Goal

In my words, “setting a higher goal” means that self-efficacy is promoted if students with a higher goal can achieve their goals. “Setting a higher goal” refers to questions 1, 2 & 3. As shown in Table 22, the correlation coefficient between those questions and the total self-efficacy scores shows a high correlation both in the pre- and posttest. The students with a higher goal tend to have strong self-efficacy. They may be able to recognize the importance

Table 22

Correlation coefficient between “setting a higher goal” and the eiken or total of the self-efficacy scale about English study

	Correlation coefficient			
	Total score on the self-efficacy scale		Eiken scores	
	Pretest	Posttest	Pretest	Posttest
Total score of questions 1, 2&3	.707**	.806**	.132	.260*

** $p < .01$; * $p < .05$

of setting a higher goal during the period between the pre- and posttest because the correlation coefficient is stronger in the pretest than in the posttest.

4.2.3 Visualizing Success Scenarios

In my words, “visualizing success scenarios” for students means visualizing themselves achieving their goals or studying very hard to accomplish their aim. “Visualizing success scenarios” includes questions 12, 13 & 14. The relation between the total scores of self-efficacy about English study or the three questions and the eiken is shown below in Table 23. The correlation coefficient between the three questions and the total scores for self-efficacy about English study is high, while the one between the three questions and eiken scores is not strong.

Table 23

Correlation coefficient between “visualizing success scenarios” and the eiken or total of the self-efficacy scale about English study

	Correlation coefficient			
	Total score on the self-efficacy scale		Eiken scores	
	Pretest	Posttest	Pretest	Posttest
Total score of questions 12, 13 & 14	.793**	.836**	.277*	.290*

** $p < .01$; * $p < .05$

4.2.4 Perseverance

In my words, “perseverance” refers to students’ abilities to control anxiety or stress and to continue making an effort until they achieve their goals. Questions 4 & 11 are included in this category. The relation between the questions and the total scores for English study is a little weak compared with the other three categories.

Table 24

Correlation coefficient between “perseverance” and the eiken or the total of the self-efficacy scale about English study

Correlation coefficient				
Total score of questions 4&11	Total scores on the self-efficacy scale		Eiken scores	
	Pretest	Posttest	Pretest	Posttest
	.661**	.722**	.202	.245*

** $p < .01$; * $p < .05$

4.2.5 Social Models

In my words, “social models” refers to the people in students’ lives such as peers, teachers, parents, relatives and coaches who continue to do their best to accomplish their own goals, and so encourage students to study English or teach the importance not of competitiveness but of making an effort. Questions 7, 8, 9 & 10 are included in “social

models” (see Table 25). The relation between the 4 questions and the total scores is relatively strong. The growth for “social models” in self-efficacy is found during the period between the pre- and posttests because the average score of 13.38 in the pretest and 15.54 in the posttest are significant ($t=-6.003, p<0.01$) in the T test, which shows that students may be able to recognize that it is important to have social models or discover the existence of social models around themselves.

Table 25

Correlation coefficient between “social model” and the eiken or total of the self-efficacy scale about English study

Correlation coefficient				
	Total score on the self-efficacy scale		Eiken scores	
Total score of questions	Pretest	Posttest	Pretest	Posttest
7, 8, 9 & 10	.775**	.833**	.256*	.190

** $p<.01$; * $p<.05$

4.3 Summary of Chapter 4

According to Table 26, in the two categories of “causal attribution” and “visualizing success scenarios”, the relation between the categories and the eiken scores is stronger in the

pretest than in the posttest. The correlation coefficients between them both in the pre- and posttests show weak correlations. These suggest that it can be considered that students with good scores can improve their English performances by promoting “causal attribution” and “visualizing success scenarios” in self-efficacy in the duration of the April to December period. “Setting a higher goal” and “perseverance” may be also related to the growth of English performance as they show a weak coefficient only in the posttest. Growth for “social model” is observed. This could be related to approaches applied in English lessons

Table 26

List of the correlation coefficient between the five categories and the eiken

Correlation coefficient										
	Causal attribution		Setting a higher goal		Visualizing success scenarios		Perseverance		Social model	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Eiken	.281*	.300*	.132	.260*	.277*	.290*	.202	.245*	.256*	.190

* $p < .05$

including writing comment sheets after lessons, setting goals at the beginning and end of the academic year or listening to teachers’ comments when exams are returned.

As shown in Table 27, only the “social model” category shows the positive growth between the pre- and posttest, which means that students may have acquired social models, including their peers and their teachers, they desire to emulate. It is thought that the students might have come to view their peers as social models by communicating with each other or by seeing them performing in various activities in their daily lives as well as in English lessons.

Table 27

List of averages for the five categories of the self-efficacy scale about English study

Average of self efficacy about English study									
Causal attribution		Setting a higher goal		Visualizing success scenarios		Perseverance		Social model	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
3.97	3.83	3.81	3.56	3.64	3.29	3.53	3.40	3.34	3.89

Thus they might have accepted their teachers as social models by exchanging words in their comment sheets, which may lead to establishing appropriate relationships between students and teachers.

Conclusion

This thesis examines how the growth of self-efficacy positively affects Japanese JHS students' English performances. It is also discussed that setting a goal has a positive impact on students' self-efficacy and English performance. It is suggested that students would be motivated to study English harder and their performance would be better if their efficacy was heightened by some measures.

In chapter 1 the results of a literature survey are discussed. Regarding self-efficacy, Bandura claims that it is crucial to understand its definition, saying that self-efficacy is people's beliefs about their capabilities of achieving things and about their outcome expectancy. People with high self-efficacy tend to challenge difficult tasks and work persistently to accomplish them. They can have high confidence after they overcome difficulties. The confidence produces better performance. Bandura (1994) states that "a strong sense of efficacy enhances human accomplishment and personal well-being in many ways" (p. 71). He also insists that self-efficacy consists of four main sources: mastery experiences, vicarious experiences, verbal persuasion and physiological states. It is thought that a strong sense of self-efficacy is built in people's mind. Furthermore, self-efficacy involves four major processes, including cognitive processes, motivational processes, affective processes and selection processes. Self-efficacy is activated through these four processes.

In addition, in chapter 1, the goal setting theory claimed by Locke and Latham (1990) is also explained. It is said that setting a goal enhances motivation. The goal setting theory

explains how setting a goal makes people's performance higher. People achieve high performance by setting goals that have three major criteria: "specific", "achievable or proximal" and "mastery rather than performance." Locke and Latham have been attempting to improve learners' motivation by integrating the goal setting theory and self-efficacy, which led the author to introducing self-efficacy and goal setting theory into the JHS motivation field.

A pilot study is explained in chapter 2. It consists of two tests: a pre- and posttest. The pretest was conducted in January, 2010, consisting of the eiken test in January, 2009, a self-efficacy scale and setting a goal for English study: the posttest was conducted in March, 2010, using the eiken in June, 2009. The subjects are 1st graders (N=60) in a JHS in Matsusaka city, Mie prefecture. The purpose of the pilot research is to examine the differences in scores on the eiken and self-efficacy scale between students who are encouraged to improve self-efficacy in English lessons (the experimental group) and those who are not (the control group). There are specific approaches applied in order to heighten students' self-efficacy between the pre- and posttest. They include "comment sheets", "a lot of pair activities" and "teachers' consultation with students", which affect students efficiently during the short duration of the January-March period. As a result, the experimental group's correlation coefficient between scores on the eiken and the self-efficacy scale in the posttest is stronger than that in the pretest. In the same way, the correlation coefficient between eiken scores and the goal setting is stronger. According to these results, it is suggested in the pilot study that

self-efficacy and goal setting have positive influence over enhancing students' performance for English study.

In chapter 3, the main research is described in detail. Its purpose is to examine the differences in scores on the eiken and self-efficacy scale as well as in scores on the eiken and goal setting, which lead to showing the growth of performance and self-efficacy. The main research also includes a pre- and posttest similar to the pilot study. The pretest was conducted in April, 2010, using the eiken in October, 2009, while the posttest was conducted in December, 2010, using the eiken in October, 2010. The subjects are 1st graders of a JHS ($N=72$) in Matsusaka city, Mie prefecture. In order to heighten students' self-efficacy, some measures are applied including "comment sheets", "a lot of pair activities" and "teachers' consultation with students" during the period between the pre- and posttest. The eiken scores in the posttest ($M=11.8$) were an average of 3.15 points higher than those in the pretest ($M=8.65$). The T-test shows that the difference of the two average eiken scores, is significant ($t=-3.764, p<0.01$), which signifies the growth of students' English performances. Furthermore, the correlation coefficient between eiken and self-efficacy scores in the posttest ($r=0.32, p<0.05$) is a little stronger than that in the pretest ($r=0.31, p<0.05$). It is clear that the growth of self-efficacy has a positive impact on students' English performance. The correlation coefficient of goal setting and eiken in the posttest ($r=0.53, p<0.01$) is higher than that in the pretest ($r=0.43, p<0.01$), which suggests that setting appropriate goals may have a positive impact on students' performances.

Chapter 4 examines which items of the self-efficacy scale strongly influence over the growth of students' performances and which items increase between the pre- and posttest. The 14 questions in the self-efficacy scale are classified into 5 categories in terms of conception of self-efficacy such as: causal attribution, setting a higher goal, visualizing success scenarios, perseverance and social model. The correlation coefficient between eiken scores and causal attribution is a little stronger in the posttest ($r=0.30, p<0.05$) than in the pretest ($r=0.28, p<0.05$), and the one between eiken scores and visualizing success scenarios is also a little stronger in the posttest ($r=0.29, p<0.05$) than in the pretest ($r=0.28, p<0.05$). For all other items, no strengths of correlation coefficient are found. According to this, the growth of the scores of the self-efficacy scale in two categories is thought to be related to the growth of eiken scores, that is, the growth of English performance. Only in the social model category is the average score higher in the posttest ($M=3.89$) than the pretest ($M=3.34$). The T-test proves that the difference of the two tests are significant ($t=-6.003, p<0.01$). This shows that students not only become conscious of the existence of social models but also strongly desire to emulate their models, including peers, teachers and parents, which enables the students to improve English performance. Some measures are applied to the students by English teachers, but it is only the category of social model in which the average score grows. The measures taken by teachers may directly affect students' acquisition of social models, while they may not influence other categories. Approaches applied to the students include comment sheets, a lot of pair activities and teachers' consultation with students - all of which

may be seen as being connected with the social model category. In other words, other measures must be taken to the students in order to improve the overall self-efficacy.

It is very difficult for students and teachers to increase the overall self-efficacy in the time frame of a year because it takes much more time to heighten it. Moreover, in the current school system there are a lot of things that may weaken students' self-efficacy, such as teachers scolding severely in order to keep discipline in classrooms and students losing self-esteem by looking at their score paper or by comparing and competing with their peers. It is thought that removing some of the many obstacles to developing self-efficacy would help students improve it.

In this thesis, solid research was carried out and many things can be learned from it. In recent years English teachers have been asked to grow students who use English as a tool and speak it confidently and bravely in front of many people in an international community. The very small but important first step in realizing this for students is to like studying English. They think that English is important, but they do not like studying it. Sometimes it is considered that making students like the language is English teachers' mission. Various measures to enhance self-efficacy and the goal setting can help students study English both at school and at home. It is hoped that this research can contribute greatly to helping English teachers have English lessons actively.

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Appendix 1
Questionnaire of Motivation (Japanese)

自分のやる気に関するアンケート 質問用紙
(自分の気持ちに最も近い数字に○をつけてください。)

1. 難しいと思うことは最初から挑戦しようと思わない

とても思う	少し思う	どちらともいえない	あまり思わない	まったく思わない
①	②	③	④	⑤

2. 目標は高ければ高いほうがやりがいがある

とてもある	少しある	どちらともいえない	あまりない	まったくない
①	②	③	④	⑤

3. いったん目標を立てたら達成できるまで努力するタイプである

とてもあてはまる	ややあてはまる	どちらともいえない	あまりあてはまらない	まったくあてはまらない
①	②	③	④	⑤

4. 失敗しても気にせず、努力を続けてさらに頑張るタイプである

とてもあてはまる	ややあてはまる	どちらともいえない	あまりあてはまらない	まったくあてはまらない
①	②	③	④	⑤

5. 失敗した時、「努力不足だから失敗した。」とは思わずに、「自分には才能がない。」と
思ってしまう

とても思う	少し思う	どちらともいえない	あまり思わない	まったく思わない
①	②	③	④	⑤

6. 失敗するとすぐにあきらめて努力することをやめてしまうタイプである

とてもあてはまる ややあてはまる どちらともいえない あまりあてはまらない まったくあてはまらない

① ② ③ ④ ⑤

7. 目標にしている人や友達・先輩がいる

2人以上いる 1人はいる どちらともいえない ほとんどいない まったくいない

① ② ③ ④ ⑤

8. 何かを達成しようとするときに、「あなたにはそれができる力がある。」と言葉をかけて勇気づけてくれる人がいる

2人以上いる 1人はいる どちらともいえない ほとんどいない まったくいない

① ② ③ ④ ⑤

9. 自分のことをほめてくれる大人（保護者、親戚、先生、塾の先生など）がいる

2人以上いる 1人はいる どちらともいえない ほとんどいない まったくいない

① ② ③ ④ ⑤

10. 自分が信頼している大人（保護者、親戚、先生、塾の先生など）の中に、「人に勝つことよりあなたが向上することが大切。」と教えてくれる人がいる

2人以上いる 1人はいる どちらともいえない ほとんどいない まったくいない

① ② ③ ④ ⑤


11. ストレスがたまると否定的に考えてしまうことがある

とてもある 少しある どちらともいえない あまりない まったくない

① ② ③ ④ ⑤


1 2. どうすれば自分が成功するか、なんとなくイメージが描ける

はっきり描ける	少し描ける	どちらともいえない	あまり描けない	まったく描けない
①	②	③	④	⑤




1 3. 自分が努力したらどういう結果が出るか予想できる

はっきり予想できる	少し予想できる	どちらともいえない	あまり予想できない	まったく予想できない
①	②	③	④	⑤



1 4. どうすればやる気が出るか、自分でわかる

よくわかる	少しわかる	どちらともいえない	あまりわからない	まったくわからない
①	②	③	④	⑤



英語のやる気に関するアンケート 質問用紙

(自分の気持ちに最も近い数字に○をつけてください。)

1. 英検の3級の試験は面接などあって難しそうなので挑戦しようと思わない

とても思う	少し思う	どちらともいえない	あまり思わない	まったく思わない
①	②	③	④	⑤

2. テストの点を5点アップを目指すより、どうせなら10点~20点アップを目指して勉強するほうがやりがいがある

とてもある	少しある	どちらともいえない	あまりない	まったくない
①	②	③	④	⑤

3. テストで目標の点数を決めたら、その点数目指して努力するタイプである

とてもあてはまる	ややあてはまる	どちらともいえない	あまりあてはまらない	まったくあてはまらない
①	②	③	④	⑤

4. 英検に落ちても次の英検では受かろうと努力を続けてさらに頑張るタイプである

とてもあてはまる	ややあてはまる	どちらともいえない	あまりあてはまらない	まったくあてはまらない
①	②	③	④	⑤

5. 音読のテストがあった時に結果があまり良くなかった。練習不足だったのではなく、自分は英語を声に出して読む才能がないと思ってしまう

とても思う	少し思う	どちらともいえない	あまり思わない	まったく思わない
①	②	③	④	⑤

6. 中間テストで点数が悪かったら期末テストでは次こそは良い点を取ろうと努力するタイプである

とてもあてはまる ややあてはまる どちらともいえない あまりあてはまらない まったくあてはまらない

① ② ③ ④ ⑤

7. 英語の発音などが上手で、自分もその人みたいになってみたいと思っている人がいる

2人以上いる 1人はいる どちらともいえない ほとんどいない まったくいない

① ② ③ ④ ⑤

8. 英語の先生が英語の勉強のことで「あなたならできる。」と励ましてくれたことがある

何回もある 少しある どちらともいえない あまりない まったくない

① ② ③ ④ ⑤

9. 英語の先生が英語のことで自分を褒めてくれることがある

何回もある 少しある どちらともいえない あまりない まったくない

① ② ③ ④ ⑤

10. 英語の先生は英語を学習する上で、「他の人と比べるのではなく自分がどれだけ前より進歩しているかが大切だ。」ということを教えてくれる

何回もある 少しある どちらともいえない あまりない まったくない

① ② ③ ④ ⑤

11. 英語の授業が分からないとストレスを感じてやる気がなくなってしまう

とてもある 少しある どちらともいえない あまりない まったくない

① ② ③ ④ ⑤

1 2. どういう勉強をすれば自分の英語力が上がるのか頭の中でイメージできる

とてもできる	少しできる	どちらともいえない	あまりできない	まったくできない
①	②	③	④	⑤

1 3. 英語の普段の勉強やテスト勉強を頑張ればテストの点数が上がると予想できる

とてもできる	少しできる	どちらともいえない	あまりできない	まったくできない
①	②	③	④	⑤

1 4. どうすれば英語の勉強にやる気が出るか、自分で分かる

とてもわかる	少しわかる	どちらともいえない	あまりわからない	まったくわからない
①	②	③	④	⑤

回答欄

【自分のやる気に関するアンケート】

1	2	3	4	5
6	7	8	9	10
11	12	13	14	

【英語のやる気に関するアンケート】

1	2	3	4	5
6	7	8	9	10
11	12	13	14	

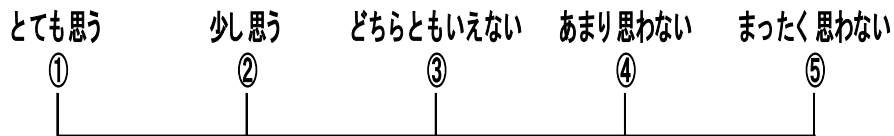
【英語の目標】

--

学年（ 年） 名前（ ）

アンケートを始める前に読んでください。

1. このアンケートはみなさんの英語の授業や英語の学習にどれだけやる気や達成感を感じているかを調査するものです。英語教育の研究のために使われます。(それ以外には使いません。)
2. これは英語の成績とは何も関係がありません。気を楽しんで回答してください。
3. アンケートの回答はアンケートの質問用紙の数字に丸を付けた後、「回答欄」に書き写してください。
4. 2つのパートに分かれています。【やる気に関するアンケート】と【英語に関するアンケート】です。【やる気に関するアンケート】は自分の性格、信じること(信念)や目標に関する質問があります。【英語に関するアンケート】は英語の授業、学習する上での皆さんの態度や気持ち、目標に関する質問があります。同じような質問があっても気にせずにご回答ください。
5. アンケートには自分の気持ちに正直に回答してください。
6. なるべく③の「どちらでもない」にしないでください。よく考えてもどれにも当てはまらない場合は③にしてもらってもかまいません。
7. 例えば、「自分はおくびょうなタイプだとは思わない。」という質問の場合、回答は次のような5つの選択肢が出てきます。



自分が「とてもおくびょうだと思う」人は、①の「とても思う」に○をしてください。
 自分が「全然おくびょうだと思わない」人は、⑤の「まったく思わない」に○をしてください。
 「おくびょうであると思う」時も「おくびょうではないと思う」時もある人は、どちらの気持ちが強いかよく考えて、おくびょうであると思う時が多かったら、②の「少し思う」に、またおくびょうではないと思う時が多かったら、④の「あまり思わない」に○をしてください。どうしてもどちらにもつけられない時のみ、③の「どちらともいえない」に○をしてください。

8. 【英語の目標】を書くところがあります。自分の英語学習の目標(今の学年の目標)をなるべく具体的に書いてください。

- (よい例) ・英検4級合格 ・期末テスト70点以上 ・宿題を決められた日に見せる。
 ・英語の勉強時間を毎日30分 ・「基礎1」を欠かさず聞く
 ・先生の英語の指示がわかるようにする ・英語の歌を日本語にする
 ・教科書の後に載っている動詞の過去形(不規則動詞)を全部覚える
 ・教科書の後に載っている動詞の過去分詞形(不規則動詞)を全部覚える
 ・MSPを大きな声で読み、時間内に2周答える。
 ・家で毎日2ページ音読練習をする。

(悪い例) ・全力を尽くす ・がんばる ・テスト勉強がんばる ・先生の話をよく聞く

Appendix 2
Questionnaire for Motivation (English Translation)

Questionnaire for motivation about a daily life
(write a circle to the number you agree with.)

1. I do not think that I want to try what is tough for me.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

2. The higher goal I have, the more I want to try it.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

3. I am the sort of person who continues to make my effort to accomplish a goal after I set it.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

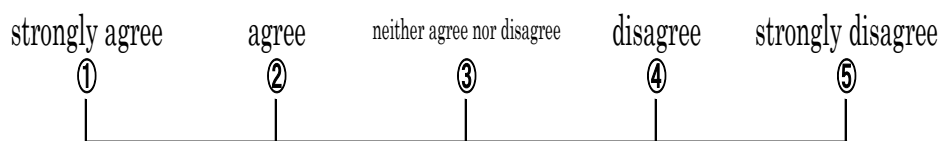
4. I am the sort of person who does my best to continue to make an effort even if I fail it once.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

5. I attribute my failure not to lack of efforts but to lack of competence.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

6 . I am the sort of person who give up making an effort at once if I fail.



7 . I have social models who I want to be.



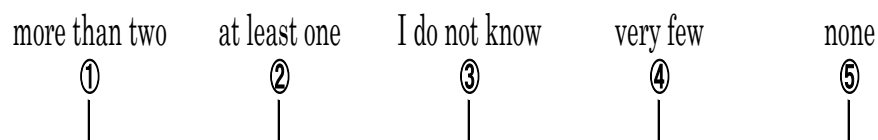
8 . I have the person who tells me with encouragement, “You can do it”, when I set a goal.



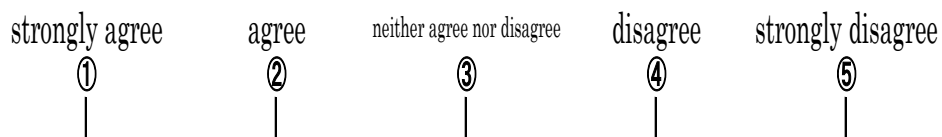
9 . I have social models who praises me.



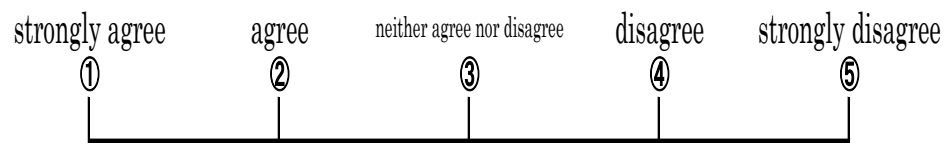
10 . I have social models who teach me that it is important for me to improve myself rather than to win someone.



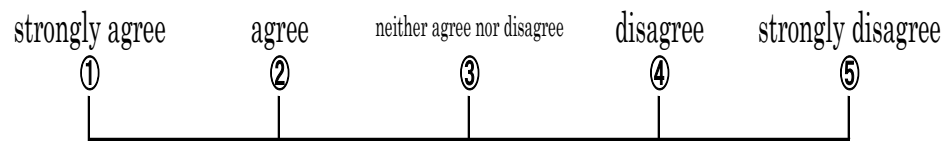
11 . I often think negatively because of a lot of stress.



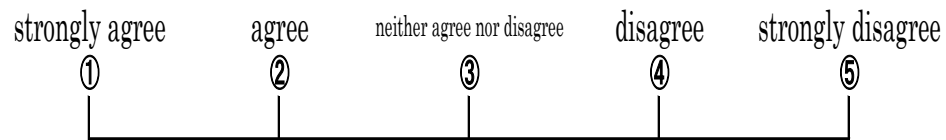
1 2 . I can visualize how I will succeed.



1 3 . I can predict outcomes when I make an effort.



1 4 . I know how I get motivated.



Questionnaire for motivation about English study

(write a circle to the number you agree with.)

1. I do not think that I will try to take the 3rd grade test of eiken because it has a difficult interview test in it.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

2. When I study for English exams, I feel rewarded for aiming to raise 10 to 20 points rather than for aiming to raise only 5 points.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

3. I am the kind of person who makes an effort to achieve my numerical target of exams.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

4. I am the kind of person who continues to do my best to pass the eiken even if I fail it once.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

5. A performance on a test of reading aloud is not so good. I am the kind of person who attributes my failure not to lack of effort but lack of competent.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

6 . I am the kind of person who makes an effort to get the better scores of the end-term exam than of the mid-term one.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

7 . I have classmates who are my role model because their pronunciation is good.

more than two	at least one	I do not know	very few	none
①	②	③	④	⑤

8 . My English teacher has once encouraged me to study English, saying, "You can do it."

many times	several times	I do not know	few times	none
①	②	③	④	⑤

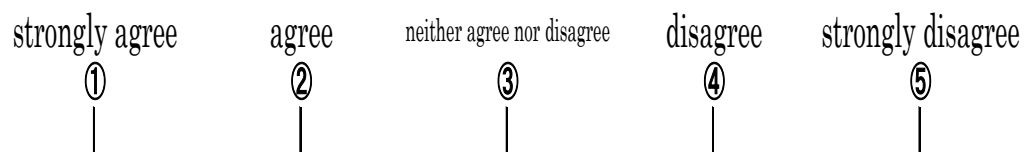
9 . My English teacher has once praised me in terms of my attitude toward studying English.

many times	several times	I do not know	few times	none
①	②	③	④	⑤

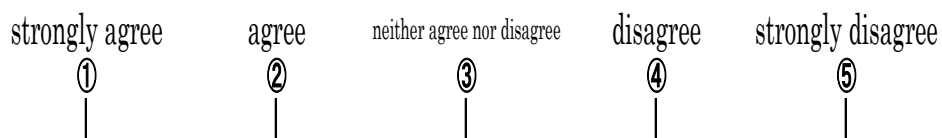
10 . My English teacher teaches me that it is important not to compare with my friends about test scores, but to recognize how much progress I make when we study English.

many times	several times	I do not know	few times	none
①	②	③	④	⑤

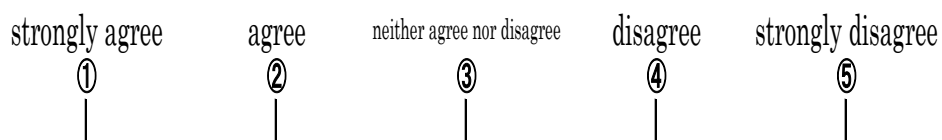
1 1 . I get demotivated to study English by feeling stressed when I can not understand.



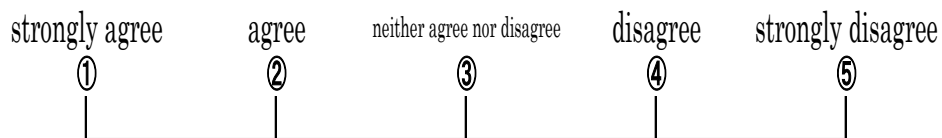
1 2 . I can visualize how to study in order to improve my English skills.



1 3 . I can predict that my English test score will improve if I do my best to study it at school or at home.



1 4 . I can understand what motivates me to English study hard.



Read the following instructions before answering this questionnaires.

1. The questionnaires are used to study how English lessons or English performances affect your motivation or self-efficacy. (These are not used for other purposes.)

2. These questionnaires have nothing to do with scores. Answer them freely.

3. After writing a circle to the numbers in the questionnaires, copy the in the answer sheet.

4. The questionnaires are divided into two groups: “motivation about daily lives” and “motivation about English study”. The former involves questions about your personality, belief and aim, while the latter involves those about English lessons, your attitudes or feelings towards English study and a goal. The questionnaires have some similar questions, but you answer them without worry about that.

5. Answer the questions honestly.

6. You are encouraged to avoid answering 3. “I do not know.” or “Neither agree nor disagree. If you could not decide any, you might write a circle to 3.

7. This is the example. In case of a question, “I am not the sort of person who is cowardly.”, you can choose the options 1~5.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
①	②	③	④	⑤

You can write a circle to 5. if you think that you are cowardly. You must write a circle to 1. if you do not think that your are cowardly. You need to write a circle to 2 or 4 after you consider seriously whether you are more cowardly or less if you can not decide any. You may write a circle to 3. only when you never dicide it.

8. There is a space for you to write a goal of English study. Please write your goal of English study (this academic year) in detail.

(good examples)

- Passing the eiken 4th grade

- Obtaining more than 70 points in the end-term exam
- Handing out my homework on a stated day.
- Studying English for more than half an hour.
- Never failing to listen to a radio conversation program “kiso 1”
- Making an effort to be able to understand teachers’ English instruction
- Translating an English song into Japanese at home
- Remembering all of the irregular verbs’ past tense in the textbook
- Making it a rule to read aloud sentences in the textbook at home

(bad examples)

- Doing my best
- Making an effort
- Studying for exams
- Listening to teachers talking