

# Intensifying Intrinsic Motivation

Marie Cosgrove

本来自分の心の中にある「やる気」を出す

コズグローブ マリー

## Intensifying Intrinsic Motivation

“According to research, undertaken by Etsuko Shimo in the USA, Japanese students who study abroad have little confidence in their ability to learn listening skills in Japan. However results, obtained through action research in Japanese Universities by the author and collaborating Japanese Professors, show obvious improvements in listening skills through using interactive CD-ROM, containing video segments, out of class and combined with communicative classroom activities. These improvements, commensurate with 6 mths to 1 year study abroad, can be obtained by students living and studying in Japan in equivalent time and elucidated in TOEIC and TOEFL test results as well as basic English tests.”



Figure 1. Empowering students, student autonomy, means student's accepting responsibility for their own learning Agota et al (1999) CD-ROM makes that learning more enjoyable, increases motivation and improves English ability.

**Introduction The Problem;** How to encourage Japanese students to help themselves, in other words, to be autonomous in learning vocabulary and honing their listening skills. Shimo's (2002) p15, research shows that an unacceptably high proportion of students who have learned English in the Japanese formal education system generally do not have much training in listening comprehension and therefore lack listening skills. Students who study abroad say, "One cannot learn listening effectively in Japan". These Japanese learners who were studying in the U.S. reflected on their learning in Japan. They believe that, they had limited opportunities to promote listening comprehension skills in Japan, because of the limited availability of useful materials and also Japanese students' reluctance to be distinct from others. Not wanting to be distinct from others is part of Japanese cultural group harmony. See Fitzgerald (2003) for more information on group versus individualistic, cultures.

**The Solution;** CD-ROMS and computers have been found to have a motivating effect on students. Sharma (1998) states "It is clear to see how motivating CD-ROM can be for some students" Paul Brett, University of Wolverhampton UK, in his foreword in (Sharma 1998) agrees with this "My experience is that learners thoroughly enjoy learning with CD-ROMS"

Intrinsic motivation is said to be, in Second Language Acquisition, the degree of effort a learner makes to learn a second language as a result of the interest generated by a particular learning activity. In this case the learners are using video activities at their own pace and being able to control for themselves the medium, in this case, interactive CD-ROM. This in turn triggers resultative motivation, the motivation that learners develop as a result of their success in learning the second language. Brown H (1994) provides a check list for Intrinsically motivating techniques. See Figure 2

**CD-ROM Course Content;** The CD-ROMs contain both synthetic and analytical material. The video scenes are a mixture of short sketches, which entertain while focusing on a particular language point and documentary film where people talk about a variety of subjects in different environments. Because the information is portrayed visually it is easier for students to understand and most importantly students can study at their own pace and without peer pressure they would feel in a group oriented classroom. If video is shown by the teacher it is impossible to satisfy each individual student's needs as the number of times the video can be replayed is limited by time.

The CD-ROM provides all the techniques usually used and controlled by the teacher in the classroom and allows the students to be in control with the teacher's role being facilitator, guide and tester of the student's comprehension and understanding and

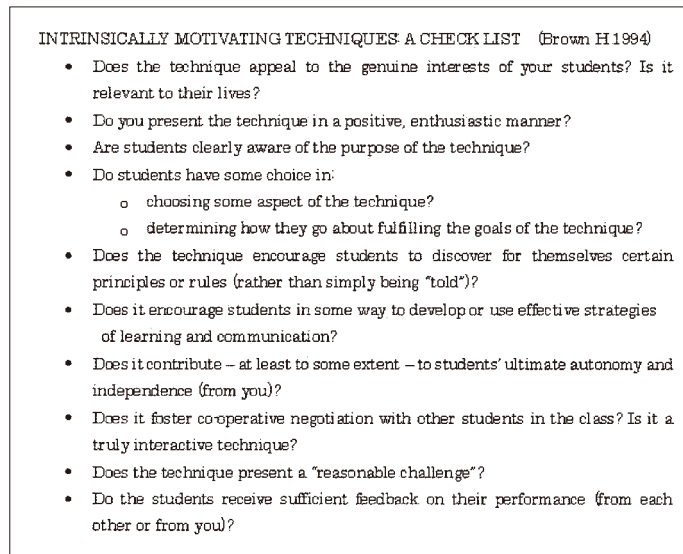


Figure 2

ability to utilize what they are learning in the real world of communication in the target language. Techniques such as silent viewing, prediction, description and the thoughts and feelings of the participators in the interactions in the CD-ROMs are also included.

Role play is also possible because of the recording function where students can record their own voices into the CD-ROM as well as practice in the classroom with peers. Topics from the documentary videos can naturally lead to essays written by the students or short talks in front of the classroom are natural extensions to the discussions inspired by the video programs. Students reading skills are improved by the easy to comprehend video content and easily acquired vocabulary of CD-ROM.

**The Method;** Students study the CD-ROMS, out of class, 22 hours or more according to their needs and this study is checked by, in class, pop tests and open text book and CD-ROM listening tests. Classroom time 22 to 26 hours is spent in pair work using prepared questions (from CD-ROM as well as culturally relevant questions to students life in Japan) and group work because as Swain (1985) tells us output is very necessary for language assimilation. The CD-ROM gives students a vast amount of input so students are receiving grammatically correct input Krashen (1985) from the prepared questions and the CD-ROM study and are thus able to increase their communication skills and listening skills. Hatch (1978) said that language learning evolves out of learning how to carry out conversations.

Brown and Yule (1983) tell us that communicative English consists of short turns and long turns. Using short turn conversation practice prepares students to speak and

take long turns as they become more confident and more fluent because the vocabulary, gleaned from the CD-ROM, and their six or more years of study, is put into practice in pair and group work. CD-ROM study is active, not passive, because to get output you have to input. As it is also like a game it is enjoyable and students find pleasure in their English study. CD-ROM increases their knowledge of lexical items and spoken English.

Using Internet dictionaries means that students are learning to look up words and increase their vocabulary of familiar things in English. One student said "I learnt the habit of looking up words through using the Internet dictionaries"

As Cameron (1998) says "the computer only assists" it is a tool, a means to an end and needs to be manipulated skillfully. L2 students are not all experts at using a computer so it is necessary to monitor their progress and to check the user friendliness. The CD-ROMs were chosen because they were the most user friendly and motivating for students. Freiermuth M (1998) states "One of the relationships that CALL must be concerned with is the relationship among learners, namely how they interact. For all learners to feel part of the class, participation between learners is vital. These relationships can be forged by learners engaged in computer use in unique ways the traditional classroom could never offer." Chapelle (2001) states that in "the 21<sup>st</sup> century everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly those concerned with facets of second language acquisition (SLA) .

## Data Collection

Questionnaires (Fig3) were given at the end of the year to evaluate students' reactions to the CD-ROM in the PU and GU universities. Students also were asked to write about how their English ability had improved during the year.

Answers in Japanese were encouraged because their ability to write in their native language and their vocabulary is still far superior and so a more accurate record of opinions could be obtained. Though many students wanted to and did write in English.

The PU University gave a standard test to all first and second year students (not just those doing the CD-ROM) at the beginning of the year and again at the end. A TOEFL test was given to all first year students twice yearly and the results were available for teachers. (again not just those doing the CD-ROM)

Egbert Joy (2005) recommends "If the reason we use CALL is to help our students learn language, the important question must be are they learning? At what rate and

Questionnaire											
1. Do you have your own computer?	Yes	No									
2. Do you use your CD-ROM at home?	Yes	No									
3. Do you use your CD-ROM at the university?	Yes	No									
Where?											
4. Have you enjoyed using the CD-ROM?	Yes	No									
5. Have you finished the CD-ROM?	Yes	No									
6. Is the CD-ROM easy to use?	Yes	No									
7. Does the CD-ROM help your listening ability?	Yes	No									
8. Do you think it is good to study English?	Yes	No									
9. Do you like to use computer to study?	Yes	No									
10. Would you like to use another CD-ROM?	Yes	No									
Please write any other comments below in English or Japanese (space).											
On a score of 1 to 10, with 10 being very much and 1 being very little, how much has your CD-ROM helped your English?											
1	2	3	4	5	6	7	8	9	10		
How much will it help you if you use it more often?											
1	2	3	4	5	6	7	8	9	10		
Do you think other CD-ROMs will be good for your English?											
(e.g. blue books CD-ROM)											
1	2	3	4	5	6	7	8	9	10		
Would you like to use CD-ROM to learn another language?											
1	2	3	4	5	6	7	8	9	10		

Fig 5. shows a smaller class of students in the PU university and these students high evaluation of the CD-ROMS, especially in increased use and their desire to use other CD-ROMS, shows the pleasure they feel when using CD-ROMS. As space is limited all graphs cannot be shown so this is only a representative sample of the results from two of three universities included in the research. From Figure 3 second part results. (see Fig 3.)

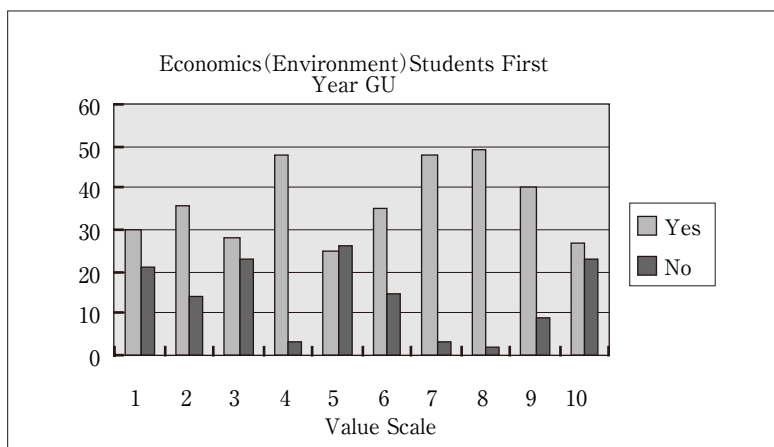


Figure 4

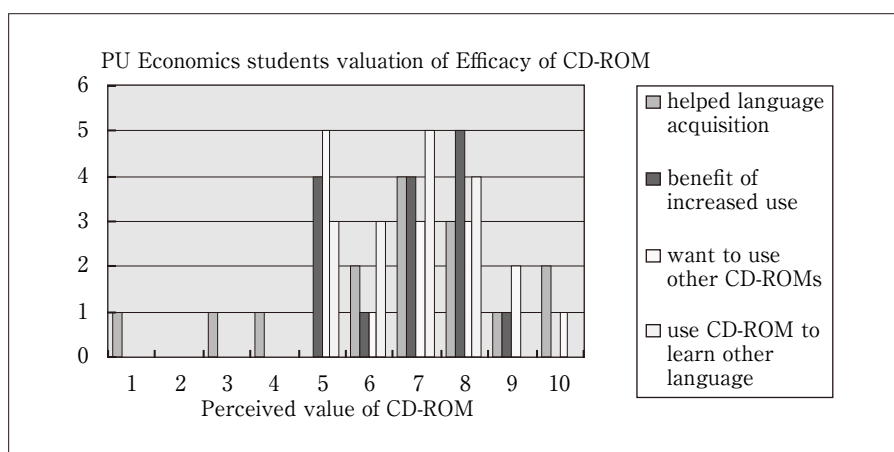


Figure 5

## Spoken Discourse

The students recorded were chosen to be the volunteers by their peers. They are not the best students but then the best students would not necessarily be representative. Questions were provided and the students highly evaluate this method of short turn practice. Long turns and discussion are practiced after a lot of short turn practice. Students report that they keep these question papers and reread them at home and also during the discussions many students used these question papers as guides to make their own questions. Often students own questions and CD-ROM questions are included. Students always record the answers on paper and these are collected and checked as they are useful to pick up common errors and find misunderstandings.

GU students tape recorded conversation with peer selected student volunteers.

(pair work)

MM Recorder is MM. Answer is TY.

MM Do you like winter?

TY I like winter.

MM What things do you like to do during the winter season?

TY I want to play yuki gasen it's very exciting sports in Japan. (*snow fight*)

MM What are your favorite winter fruits? (*Japanese pronunciation of fruit*)

TY I like apples so it's very sweet.

MM What are your favorite winter foods?

TY I like nabe. It's the dish that warms the body. (*a traditional Japanese cuisine*)

MM What are your favorite winter vegetables?

TY My favorite is Chinese cabbage.

MM What are your favorite winter games?

TY I like to play karuta game in winter. (*Japanese New Year game*)

MM What do you do on snowy days?

TY I will make a snow man.

MM What do you do to keep warm in your house?

TY It's air conditioner or kotatsu. (*Japanese heated table*)

MM Have you ever been down hill skiing?

TY No I have not been it but I want to try it.

MM What plan do you have for the winter vacation?

TY My winter vacation plan is hatsumode in winters day. (*first visit of the year to the shrine or temple*)

MM Do you like to read books?

TY I like to read books.

MM What's the name of a good book that you have read recently? (*pronunciation of read in present tense*)

TY It's name is Ningen da mono. It's writer is Mitsuo Aida. (*Because I'm human*)

MM What book do you want to read?

TY I want to read some novels.

MM Do you do any exercise?

TY I don't do some exercise but I want to do swimming.

MM Do you like to make things with your hands.

TY No I don't like it but I like completing a jigsaw puzzle.

MM Do you like to play music or listen to music? What is your favorite music?

TY I like to listen to music. My favorite music is Kazumasa Oda.

MM Do you like to watch video movies or movies on the TV?

TY Yeah, I like to watch movies on TV but I like to watch in a movie theater like…….

MM Do you use the internet to study English?

TY Yeah, I use internet to study English. I use in order to investigate the language it's not known.

MM Thank you.

**Reporter is TY Answer is MM**

TY Do you like winter?

MM Yes, I like winter.

TY What things do you like to do during the winter season?

MM I like to watch illumination.

TY What are your favorite winter fruits?

MM My favorite winter fruits is orange. (*Japanese pronunciation of fruit*)

TY What's your favorite winter foods?

MM My favorite winter vegetable is Chinese cabbage. (*MM skipped this question and answered the next question without being asked*)

(*This could mean the Ss remembered the answer but not the question related to it*)

TY What's are your favorite winter games?

MM My favorite winter game is skate.

TY What do you do on snowy days?

MM I'm in kotatsu. (*a table with a heater*)

TY What do you do to keep warm in your house?

MM I keep warm in kotatsu in my house.

TY Have you ever been ice skate.

MM Yes, it is fine.

TY What plan do you have for the winter vacation.

MM I plans to Christmas party.

TY Do you like to read books?

MM No, I don't like to read books.

TY Do you do any exercise?

MM Yes, I do. I running.

TY Do you like to make things with your hands?

MM Yes, I do



TY What do you make?

MM I'm a Sunday carpentry.

TY Do you like to play music or listen to music?

MM Yes, I do.

TY What's your favorite music?

MM My favorite music is Japanese Japan pops.

TY Do you like to watch video movies or movies on TV?

MM No,I don't.

TY Do you use the internet to study English?

MM Yes, Internet is very convenient.

### **An example of Student's Self evaluation translated by Japanese Professor**

"I studied English in junior high and high school but because I couldn't understand it I really hated English. My grades were always on a scale of five, three, therefore if you say average they were average as I was unable to understand English completely, but previously I was able to listen though only a little. When I entered university I started to take a class with CD-ROM but because I hated English, at the beginning I didn't feel I really wanted to study, however as the class progressed my listening ability improved little by little and I came to like English a little. Even now I don't like English so much but by using the CD-ROM I now have the ability to listen to English. I came to enjoy studying English and I think the class using CD-ROM is really excellent"

This student received A grades two years in a row and his test scores reflected many hours of study at home with the CD-ROM. The most enjoyable thing for him in the class time was English conversation with a partner.

#### **Pleasurable Conclusion.**

The PU University tested all first and second year students in the Economics faculty with a Basic English test. According to several Japanese Professors who taught these classes the students who used interactive CD-ROM for one or two years very obviously scored higher than students who never used CD-ROM to study English. As this test was written it was not such a good guide to their improved listening ability so the PU University decided to test them using a TOEFL listening test to be administered twice; once in April and again in November. However they are only testing all first year students and not those in second year who have used CD-ROM over two years successively. Thus the data may not be comparable to the previous years tests but still it

is obvious the difference between classes using CD-ROM to those who do not.

Many Japanese teachers say that their average students can only score 400 in the TOEIC test but the students who used interactive CD-ROM and studied communicatively in the classroom and reported their test results to the author scored from 700 to 805 and one student 900 in the TOEIC test and credited their success to higher scores in the listening section of the test. Through interviews with Japanese graduate school level students who have taken TOEIC and not used CD-ROM the reported scores were no higher than the 400's. At a recent ESP, JACET meeting some world famous Japanese companies's teachers reported allowing 4 years for their company classes to reach TOEIC scores of 700. Those students who studied abroad in language schools and home stays, for 6mths to a year and never used CD-ROM, reported they scored only 700 in the TOEIC test compared to scores of 700, 740, 780 and 805 with students who studied communicatively and used interactive CD-ROM and most importantly credited their success to their CD-ROM self study. To gain scores of students for TOEIC and TOEFL requires the co-operation of the students or testees and colleagues of the author as their privacy must be respected. Therefore detailed data is not available for this paper. The author hopes to make a significant data report of TOEFL and TOEIC test results in a following paper.

Through this action research in Japanese classrooms and through testing it has become fairly obvious that the addition of an easy to use, enjoyable, pleasurable, motivating, interactive CD-ROM containing both synthetic and analytical video scenes will improve students listening, pronunciation, grammar and vocabulary within their EFL environment and without the need for study abroad to gain language listening skills. The Japanese Education Department, Mombusho, recently issued new guidelines recommending University students to gain TOEIC scores of 700. The addition of CD-ROMs and communicative activities may make this an enjoyable activity.

This study for the majority of students was pleasurable. This word appeared most frequently in the data. Students said it was a pleasure to use or they could study with pleasure. As pleasure is not a commonly used word in Japan we could guess that the students used their dictionaries to translate their feelings. Japanese students are a pleasure-loving group and expect to enjoy their university life without hardship or worry. If using CD-ROM and speaking English with peers, gives them pleasure and success, hopefully, such CD-ROMs will be utilized more in the future.

Ohta (2001) says "The findings (L2 Classroom) show private speech to be a creative locus of linguistic manipulation and hypothesis testing; a covert social space in which

learners actively involve themselves in language lessons when they are not the focus of teacher attention. Pica and Doughty (1985) p115 say “ it has been shown that when non native speakers engage in genuine communication with each other, as opposed to a native speaker interlocutor, they appear to experience a greater degree of involvement in their negotiation for message meaning (data collected from three classrooms during two typical ES communication activities.) Pica et al (1996) p59 emphasis that their study indicated that interaction between L2 learners can address some of their input, feedback and output needs and they also say that as teachers ask language learners to work together on communication tasks, they can be confident that the interaction can assist L2 learning. (p80 *ibid*) Helgerson (1994) says through 6 years of high school, with some help from AET or NS English teachers, most students master what they have been taught. Therefore to ignore what they have learned is to waste those precious six or more years because to “start from scratch again” would bore and belittle them (*ibid*) The key especially for College and University students is to activate the English they already have and by this put them in touch with what they know and help them develop the ability to use it. CD-ROM and pair communication does just that.

**Discussion;** Collaboration with Japanese colleagues is essential in research to compare with other classes who do not use CD-ROM. Without this collaboration the author could not verify the effectiveness of the CD-ROM as a tool for students to increase their listening ability, vocabulary and ability to use English in spoken form.

The results of this collaboration showed a very obvious improvement in knowledge of grammatical English and a remarkable improvement in listening skills and knowledge of spoken English as tested through the listening section of both the TOEFL and TOEIC tests. Many thanks to those colleagues and students who volunteered this data. Pair work activity with prepared questions also contributed to the improvement.

Choice of materials is the essential element that brought about the marked differences in result and does not reflect on the skill of the teachers. Also the amount of time that each student put into the use of these materials may determine the results. Where student's time of use was recorded some students recorded 22 hours of use within the university and in their free time. Also the numbers of students who tried to enter elective classes using these materials shows the student's evaluation of the materials, CD-ROMs, is very high. CD-ROM requires native speakers or near native to check student's understanding and comprehension of the many native speaker's and non- native speaker's spoken English contained in CD-ROM.

## Reference

- Agota Scharle, Szabo Anita (1999) , "Learner Autonomy: A Guide to Developing Learner Responsibility" (Cambridge Handbooks for Language Teachers)
- Brown H Douglas (1994) (2002) "Teaching by Principles" Prentice Hall New Jersey.
- Brown Gillian, Yule George (1983) , "Discourse Analysis" Cambridge University Press.
- Brett Paul (1998) in Sharma P CD-ROM A Teachers Handbook, Summertime Publishing Ltd., Oxford UK.
- Cameron (1998) in CALL, Culture and the Language Curriculum Licia Calui Springer-Verlag and Walter Geerts, London.
- Chapelle Carol A. (2001) Computer Applications in Second Language Acquisition Cambridge University Press.
- Egbert Joy ,Gina Mikel Petrie (2005) CALL research Perspectives Cambridge University Press.
- Freiermuth M (1998) in Teachers, Learners and Computers: Exploring relationships in CALL edited by Lewis P. JALT CALL Nagoya, Japan.
- Hatch Evelyn (1978) Discourse Analysis and Second Language Acquisition in Hatch Evelyn (Ed) Second Language Acquisition A book of Readings, Rowley, Massachusetts, Newbury House 401-435.
- Helgerson Marc (1993) "Dismantling a Wall of Silence: The English Conversation Class" in C Wadden (Ed) A Handbook for Teaching English at Japanese Colleges and Universities, Oxford University Press Hillsdale,N.J. Erlbaum.
- Krashen SD (1985) "The Input Hypothesis: Issues and Implications" NY Longman.
- Ohta Amy Snyder (2001) "Second Language Acquisition Processes in the Classroom" Lawrence Erlbaum Associates, Publishers New Jersey, London.
- Pica Teresa, Lincoln Porter Felicia, Paninos Diana, Linnell Julian, (1996) "Language Learner's Interaction, How does it Address the Input, Output and Feedback Needs of L2 Learners?" TESOL QUARTERLY Vol 30 No 1 Spring.
- Rogers Henry (1998) Education, in "Using Computers in Linguistics, A practical guide." Lawler J.M. and Dry H.M Routledge, London.
- Sharma P (1998) CD-ROM A Teachers Handbook, Summertime PublishingLtd., Oxford UK.
- Shields C, Richards J (2000) New Interchange 1 and 2 CD-ROM Cambridge University Press.
- Shimo Etsuko (2002) "Learning Listening Comprehension Skills in English: The Analysis of Japanese Learners' Beliefs and Its Implications."The Language Teacher JALT Vol 26 No 10 p15-18.
- Swain Merrill (1985) Communicative Competence: Some roles of Comprehensible Input and Comprehensible Output in it's Development" S Gass and C Madden (eds) . Input in SLA Rowley Mass: New bury House.

(コズグロブ・マリー 本学非常勤講師)