

Factors That Affect Japanese EFL Learners' Motivation to Do a Learning Task

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ABSTRACT

This study examined factors that affect English as a foreign language (EFL) learners' motivation to do a learning task longitudinally. Thirty-two Japanese university students had a few-sentence-long writing homework (a learning task) and provided peer feedback on the writings in class (a learning activity) every week for a semester. Their reflections on the activity obtained through a survey and interviews at the end of the semester were analyzed along with their reasons for English learning obtained through a survey earlier in the semester. Results revealed that the peer feedback activity enhanced satisfaction of many students' needs for "relatedness" (Ryan & Deci, 2000, p. 73) to others and "optimal challenges" ("competence," p. 70) in doing the homework writing task, which in turn facilitated their motivation to do the task. Other results showed that whereas the activity let some students have pleasure and, therefore, "autonomy" (p. 73), it put a student under "excessive external pressure toward behaving . . . a certain way" (p. 74), possibly interacting with his extrinsic nature of reasons for English learning. The author discussed implications for teaching and research.

Key words: task-specific motivation, interactions of determinant factors, learners' accounts, a longitudinal study

I. INTRODUCTION

Researchers have reported that there are many important factors that affect or are related to second language (L2) learning outcomes, for example, foreign language aptitude (e.g., Skehan, 2002), language learning environments (e.g., Guilloteaux & Dörnyei, 2008), and motivation to do learning tasks (e.g., Crookes & Schmidt, 1991; Dörnyei, 2005). Motivation to do learning tasks is one of the factors that can be changed within an individual through educational intervention (Vallerand & Ratelle, 2002). It is important for language teachers and researchers to know what kinds of educational activities actually enhance (Guilloteaux & Dörnyei, 2008) what kinds of learners' motivation to do learning tasks and why. To answer such questions, this study examines whether and how a particular classroom activity done over a semester induces changes in what kinds of learners' motivation to do a particular learning task over the period, analyzing learners' reflections. In the following section, first, I present a definition of motivation employed in the study. Next, I review determinants of motivation to do learning tasks that have been reported in previous studies. Then, I identify research questions that remain to be answered in this study.

II. TASK-SPECIFIC MOTIVATION AND ITS DETERMINANTS

Researchers have used the term *motivation* to refer to various things: in some cases, how language learners feel about the community in which the target language is spoken; in other cases, reasons or goals for learning (Crookes & Schmidt, 1991). In contrast, Crookes and Schmidt (1991) introduced conceptualization of motivation that accords with practitioners' immediate classroom concerns (e.g., motivating students to be engaged in learning tasks), on the basis of definitions of motivation developed in the mainstream education field. They said that it can conceptually be said that a student is motivated if that person chooses to do learning tasks, "become productively engaged in [the] learning tasks, and sustain that engagement, without the need for continual encouragement or direction" (p. 480). In the present study, I use the term motivation to mean this concept.

In explaining the concept of motivation to do learning tasks, Crookes and Schmidt (1991) considered different levels of the L2 learning process at which the learner may be motivated. For example, a student interested in a particular aspect of language (e.g., pronunciation) is more likely to be motivated to work on the aspect (motivation at the micro level) whereas a student doing group work may satisfy the need for affiliation with others and get motivated to do learning tasks (motivation at the classroom level). A language program that meets a student's needs will be more motivating to that person (motivation at the syllabus level) whereas a student's selecting appropriate goals for long-term learning may be important to manipulate motivation (motivation at the long-term learning level). Thus, it is very useful to think about the level at which motivation is discussed. In this study, I examine learners' motivation at the task level, that is, their motivation to do a learning task (task-specific motivation) because motivating learners to be engaged in tasks is practitioners' immediate concern and because "focusing on [tasks] . . . create[s] researchable behavioral units" (Dörnyei, 2005, p. 80).

Task-specific motivation seems to be affected by various factors, which may be grouped into two: ones that are different depending on the current L2 learning contexts and tasks (external factors) and ones that vary across individuals according to their previous L2 learning experiences (internal factors). The first types of factors are ones influenced externally through immediate teaching practice and learning activities. In mainstream education, researchers have argued that if contexts in which learners do a learning task tend to satisfy their psychological needs for achievement, affiliation with other people, and autonomy, they are more likely to internalize and integrate values of doing the task and are more self-determined (hence motivated) to do the learning task (e.g., Keller, 1983; Ryan & Deci, 2000; Vallerand & Ratelle, 2002). That is, they have argued that if external factors of achievement, affiliation with other people, and autonomy are enhanced, task-specific motivation will be increased. Similarly, in the L2 field, observing 27 teachers' teaching practice and their students' motivated behavior (i.e., attention/alertness¹, participation, and volunteering), Guilloteaux and Dörnyei (2008) argued that the teachers' employing such strategies as letting learners work in pairs, arousing learners' curiosity/interest, and providing neutral feedback was significantly correlated with the students' motivated behavior.

The second types of factors that determine motivation to do L2 learning tasks are ones that vary across individuals according to their previous L2 learning experiences, and these internal factors may include reasons or goals for L2 learning. Okada and Nakaya (2006) did a non-L2 experimental laboratory study to examine effects of an internal factor of multidimensional reasons for learning in general on interest in a task of solving specific problems (i.e., intrinsic task-specific motivation²) under controlling/non-controlling instruction conditions (i.e., putting external pressure or not). They found that even though both types of students with external-introjected (e.g., ego-involved) reasons for learning and ones with intrinsic/internal-introjected reasons had experienced higher anxiety in solving the problems than students learning without reasons, those with intrinsic/internal-introjected reasons had shown higher task-specific motivation after doing the task in the no-pressure condition than those with external-introjected reasons. They speculated that this might be because those with intrinsic/internal-introjected reasons might have accepted the anxiety-inducing problem-solving situation as challenging opportunities ("optimal challenges" or "feelings of competence"; Ryan & Deci, 2000, p. 70; an external factor of task-specific motivation) and, consequently, had got more motivated whereas those with external-introjected reasons might have put pressure on themselves even in the no-pressure condition and, therefore, had not become intrinsically motivated. This non-L2 experimental laboratory study may imply that it is possible that depending on an internal factor of learners' reasons for L2 learning, certain L2 learning activities (e.g., a peer feedback activity) may or may not induce changes in some external factors (e.g., "autonomy," "optimal challenges"; Ryan & Deci, 2000, p. 70) of motivation to do an L2 learning task and, as a result, may or may not result in changes in the motivation.

These causal relationships between task-specific motivation and its determinants have been speculated based mostly on the results of cross-sectional (Vallerand & Ratelle, 2002) correlation studies (Okada & Nakaya, 2006) using observed (e.g., Guilleaume & Dörnyei, 2008) or self-reported degrees in these factors. However, some researchers (e.g., Dörnyei & Ottó, 1998; Sasaki, 2011; Yang, Baba, & Cumming, 2004) have argued that motivation is dynamically changing over time according to various internal and external factors and thus situated in the context.³ Therefore, it is important to observe whether determinant factors that may possibly be enhanced or diminished through a particular learning activity done in an academic setting over a period of time affect motivation to do an L2 learning task longitudinally. In addition, "if we treat motivation as such a dynamic and situated mechanism, case studies using [learners' own accounts] provide appropriate avenues for the study of L2 learners' motivational behaviors" (Sasaki, 2011, p. 84). Therefore, it is valuable to examine the plausibility of the causal relationships between the motivation and its determinants by also investigating what learners say about the relationships.⁴ Thus, I conducted this study to investigate whether any possible external determinant factors (e.g., "perceived competence," "feelings of relatedness," "autonomy"; Ryan & Deci, 2000, p. 73) that might possibly be found to be facilitated or undermined through a particular learning activity done in an academic context over a semester would affect motivation to do a particular task

longitudinally by examining what learners would say about the causal relationships and taking into account learner variation in a possible internal determinant factor (i.e., reasons for L2 learning). More specifically, I asked the following research questions (RQs).

- RQ1. What external factors (e.g., “perceived competence,” “feelings of relatedness,” “autonomy”; Ryan & Deci, 2000, p. 73) regarding doing a particular learning task were facilitated or undermined (possibly according to individual differences in the internal factor of reasons for L2 learning) through a particular learning activity done in an academic context over a semester?
- RQ2. Did the learners’ motivation to do the learning task (task-specific motivation) increase because of the learning activity over the semester?
- RQ3. What are the relationships (if any) between the task-specific motivation and the external factors?

III. METHOD

1. A learning task and a learning activity

A learning task in which learners were engaged in the present study was writing homework (described below). A learning activity employed in the study to facilitate or undermine the learners’ degrees in possible external determinant factors of their motivation to do the homework writing task was a peer feedback activity. A peer feedback activity allowing learners to interact with each other and receive feedback on their success in communicating their own ideas (as described below) was considered to be likely to provide “supports for competence, autonomy, and relatedness” (Ryan & Deci, 2000, p. 74) and, as a result, motivate them to do the homework writing task.

2. Participants

Thirty-two Japanese non-English-major students at a large private university in Japan participated in the study in 2007. They were enrolled in one of four EFL courses that they were required to take in their first semester at the university. The course level was designated as ‘intermediate.’ The course mainly aimed at developing their listening skills, but the instructor (I) also encouraged them to practice writing and speaking. The class met 90 minutes once a week for a semester (14 weeks).

Every week the students were required to submit homework where they had written a few sentences answering questions regarding the topic of a story they were going to listen to in class (e.g., vacation plans, volunteering, health). Most of the questions had asked for answers with their own ideas so that their audience (their peers and instructor) would be interested in reading their original answers. Their writings collected at the beginning of the class were randomly distributed to their peers, and they were asked to read the writings and provide open-ended feedback (e.g., comments, questions, and suggestions regarding the content and language) on them either in

English or in Japanese, using a few minutes in class. The written assignments with the peer feedback on them were subsequently read by the instructor, who provided additional feedback on them before returning them to the students the following week.

3. A postinstruction questionnaire

I administered a questionnaire written in Japanese to the class near the end of the semester (in the 13th week). It consisted of items asking the students questions about their experiences regarding the homework writing task, the peer feedback activity, and various other aspects of the course. Of the items, those relevant to and, therefore, used in the study are described in Table 1. Three items (Items 4, 5, and 8) intended to measure degrees of changes in the students' task-specific motivation due to the peer feedback activity on a 5-point scale, and one item (Item 6) degrees of excessive external pressure the students had felt in their peers' reading their writings. One item (Item 9) asked for the students' reflections on the peer feedback activity in an open-ended format. Translations of the item statements are presented in the last column of Table 1. For each 5-point-scaled item, the students were asked to rate the extent to which each statement applied to themselves on a 5-point scale the description of which can be translated into English in the following way: "Mostly does not apply (1)," "Does not apply much (2)," "Neither applies or does not apply (3)," "Applies to some extent (4)," and "Applies very much (5)."

4. Interviews

In addition, I interviewed four of the students (see below for the procedure taken to select them) individually in Japanese after the semester was over. In the interviews, I asked them questions to get their reflections on English learning over the semester and various aspects of the course including doing the homework writing task and the peer feedback activity. In forming the questions concerning the writing task and peer feedback activity (i.e., those relevant to and, therefore, used in the study), I used a phrase "What do/did you think . . . ?" (not "Do/Did you think that . . . ?") to avoid biasing the interviewees' answers. I tape-recorded each interview, which lasted about 2 hours, and subsequently transcribed it.

I chose the four students for the interviews on the basis of their patterns of reasons for L2 learning that I had determined by analyzing responses to a questionnaire that I had administered to the class earlier in the semester (in the second week). This is because as explained in the Task-Specific Motivation and Its Determinants section, according to learners' reasons for L2 learning, certain activities (e.g., the peer feedback activity) might have differential effects on some factors externally related to task-specific motivation (e.g., "optimal challenges," "autonomy"; Ryan & Deci, 2000, p. 70) and, as a result, on the motivation. The preinstruction questionnaire (written in Japanese) contained 15 items that represented five types of reasons for L2 learning: lack of reasons, external reasons, introjection (e.g., ego-involvement), identification (e.g., personal

Table 1. Description of postinstruction questionnaire items

Form	Trait intended to measure	Item number and item statement (English translation by the author)
5-point-scaled	Degrees of changes in students' motivation to do the homework writing task due to the peer feedback activity	4. "Being conscious that my classmates would read them in class, I came to try to write sentences with better content and in better English when writing to answer the homework questions."
		5. "Being conscious that my classmates would read them in class, I got more motivated to communicate their content when writing my homework sentences."
		8. "Reading my classmates' homework writings in class, I came to think that I want to write better sentences, too."
Open-ended	Degrees of excessive external pressure (less autonomy) students felt in their peers' reading their writings	6. "Thinking that my English might be wrong, I didn't like my classmates to read my homework writings in class."
	Opinions about or reflections on the peer feedback activity students experienced over the semester	9. "Please write down your opinions on or feeling about exchanging homework writings with your classmates in class, writing comments on their writings, and receiving comments on your own writings."

importance), and intrinsic reasons. I constructed these items by translating some of items used in Noels, Pelletier, Clément, and Vallerand (2000) into Japanese and modifying them according to the Japanese EFL learning context, referring to a description of the five reason types in Ryan and Deci (2000) and by adapting some of items used in Hiromori (2005). English translations of sample item statements are "I study English because I feel happy when I find out a new thing while studying English" (an intrinsic reason), "I study English because I think it is good for my personal development" (identification), "I study English because I will feel guilty later if I do not study it" (introjection), "I study English to get a good job in the future" (an external reason), and "I have the impression of wasting my time in studying English" (lack of reasons). The students were asked to rate the extent to which each statement applied to themselves on a 5-point scale (written in Japanese) ranging from "Mostly does not apply (1)" to "Applies very much (5)."

I determined each student's pattern of reasons for L2 learning in the following way. First, I searched for a good clustering of the 32 students on the basis of their mean scores in the five

reason types by employing k-means clustering technique with K (the number of clusters) = 3, 4, and 5, using R, Version 1.8.1. Then, I chose the clustering with K = 5 because in addition to a lower value (25.4) of the sum of within sums of squares for K = 5 than those for K = 3 and 4 (40.3 and 30.8, respectively), the clustering with K = 5 produced five clusters whose centers' mean scores in the five reason types allowed interpretations that made sense. Finally, I denoted each student's reason pattern as the reason pattern of the center of the cluster to which the person belonged. At the end of the semester, I made efforts to recruit volunteers for interviews from various clusters, which resulted in having the four students from three clusters out of the five.

5. Analysis of open-ended response data in the postinstruction questionnaire

I examined the 32 students' open-ended responses to Item 9 of the postinstruction questionnaire (which asked for their reflections on the peer feedback activity done over the semester) to identify what factors had been facilitated or undermined through the activity (for RQ1). I employed an inductive analytic method of qualitative data, to generate categories (i.e., factor indicators; and factors indicated by them) to code the comments by noting patterns in them and to refine the categories by comparing a comment in a category with all the other comments coded in the same category and contrasting it with all the comments in other categories carefully and repeatedly. In doing so, I also went over the transcribed interview data to be more knowledgeable about real meanings of the Item 9 comments. In addition, as mentioned earlier, this study was based on the findings of the previous studies on motivation in general and L2 learning. Therefore, when generating and refining the categories, I also referred to Ryan and Deci's (2000) explanation of factors or conditions that are likely to enhance or diminish internalization and integration of values or actions, which may in turn affect interest, effort toward achievement, persistence, and volition (i.e., motivation).

6. Analysis of interview data

I examined the transcribed interview responses of the four students for the following two purposes: (a) to find more detailed descriptions of their reflections on the peer feedback activity with regard to the factors or indicators found through the analysis of the Item 9 responses (for RQ1), that is, to "interpret the [factors or indicators] in terms of the narrative, situational, particularistic character of the case" (Stake, 1997, p. 410) and (b) to find relationships between the factors or indicators and motivation (for RQ3). To this end, I "stud[ied] and restud[ied] [the students'] narrative accounts" (Stake, 1997, p. 410) in the transcribed interview data, "interpreting, trying out alternative meanings" (p. 406), and "look[ing] for patterns, consistencies, repetitions, and manifestations pertinent to" the factors and motivation (p. 408). In this way, I identified interview responses that expressed reflections regarding the factor indicators, motivation, or relationships between them, marked the responses with the corresponding indicator names or a label of *motivation* accordingly, and, where applicable, indicated the causal relationships, using arrows (e.g.,

optimal challenge → motivation). Furthermore, because I developed this study on the basis of the previous findings on motivation, when identifying the relationships between the factor indicators and motivation, I also referred to Ryan and Deci's (2000) explanation of factors or conditions that are likely to facilitate or undermine internalization and integration of values or actions and, as a result, motivation. Finally, among the responses marked, I chose those that seemed to especially show "what is meaningful to the case people [i.e., the students]" (Stake, 1997, p. 404) and "get the meanings of the case shared with readers" (p. 414) for presentation.

IV. RESULTS AND DISCUSSION

RQ1 asked what external factors had been facilitated or undermined (possibly according to individual differences in the internal factor of reasons for L2 learning) through the peer feedback activity done over a semester. The above-mentioned analysis of the open-ended responses to Item 9 of the postinstruction questionnaire (by employing the inductive analytic method and referring to Ryan & Deci, 2000) revealed three external factors (i.e., "competence, autonomy, and relatedness"; Ryan & Deci, 2000, p. 74) enhanced or diminished through the activity and six indicators (categories) indicating the factors. Table 2 presents the factors, their indicators, and their corresponding sample responses.⁵ Each factor and its indicators are further verified in the following subsections in turn.

Relatedness to others

First, the written comments seemed to show that the peer feedback activity had enabled some learners to feel more satisfied with regard to their need for "relatedness" (Ryan & Deci, 2000, p. 73) to their peers. That is, a factor of relatedness to others seemed to have been facilitated through the activity. Indicators of this factor were the following two: (a) the students were happy feeling "cared" about (Ryan & Deci, 2000, p.73) by their peers, and (b) they felt that they were communicating with their peers (see Table 2). More detailed descriptions of the learners' reflections suggesting the enhancement in these categories can be found in the following sample interview responses.

(a) Feeling cared about by the peers / caring about the peers

Example 1

(Miki⁶ was explaining what she had thought reading peer comments she had received on her writings.)

Miki: I was simply happy and,

Noriko: What were you happy about?

Miki: My peers had written such comments for me not as "Uh, is that so" but often as "I am also something," and it was like fun.

Example 1 shows that finding out that her peers had read her writings carefully and responded to her writings with original comments, the student (writer) felt happy and "cared" about (Ryan & Deci, 2000, p.73) by her peers.

Table 2. External factors and their indicators enhanced or diminished through the peer feedback activity and their sample responses

External factor	Indicator of the factor (Number of comments)	Sample responses
Relatedness to others	Feeling cared about by peers (4) Communication (3)	<ul style="list-style-type: none"> • I was happy to receive comments/opinions from the classmates. • It was good to be able to communicate with the peers. • I think that receiving comments is communication.
Competence	Receiving objective opinions and useful feedback (5) Having optimal challenges (4)	<ul style="list-style-type: none"> • I think that it is a good method because I can know my peers' opinions and get my hard-to-understand parts [in my writings] pointed out [by the peers]. • It is good because having comments written means having my writings read. • Because I felt tension and came to get motivated to write better English, I think that although I was reluctant [to do the activity] at first, the activity was good after all. • It was good that I came to read my partners' writings carefully to write comments [on them]. • I think that because doing the peer feedback activity is a good stimulus for each other, it is good.
Autonomy	Feeling competent to do the task (1) Having freedom from/Feeling excessive external pressure toward thinking a certain way (5 including 1 negative comment)	<ul style="list-style-type: none"> • It was good that when I got an appropriate response [on my writing from a peer], I could feel that what I had wanted to say had been understood. • It is a little pleasure to read written comments. • There were many writings fun to read. • Whereas I came to work on the homework seriously [because of the peer feedback activity], I was reluctant [to do the activity]. (A negative comment)

Example 2

(Miki was explaining what she had thought reading her peers' writings.)

Miki: (a long pause) Mm, there was a person who had probably misunderstood the content, the meaning [of a homework question] somehow, and the person had written a wrong thing [as an answer to the question], and I was confused wondering how to write [a comment] for it.

Noriko: Hmm, you noticed a person's mistake, and uh,

Miki: It's rude or cold [to write] "[Your answer is] wrong" [on the person's writing], and I wondered what to do.

Example 2 shows that the student (reader) was caring about her peer when she was providing comments on the peer's writing.

(b) Communication

Example 3

(Hiromi was explaining what she had thought reading the peer feedback provided on her writings.)

Hiromi: So, uh, I thought that it's good that we can read opinions and comments [provided] by a person whom we don't have any relationship with at all.

(Hiromi was explaining what she thought about the peer feedback activity.)

Hiromi: By our writing [comments on the homework writings], often, though it might not be the case with regard to people that I don't know, mostly, once I came to know who the person [whose name was written on my homework writing along with the feedback] was, I wondered, "Oh, did this person write [any comment on my writing]?" [when it was returned to me] and it was good that I felt that I was communicating [with the person].

Noriko: When was it that [you felt that] you were communicating?

Hiromi: When the homework was returned [to me], I could see "Oh, the person who had made a presentation [in another class] wrote [the comment on my writing]" and so on.

Example 3 shows that by getting comments from her peers, the student felt that she was communicating with them, and this seems to indicate that she felt related to them.

In summary, the learners were caring about their peers, responding to the peers' writings carefully, and seem to have felt related to the peers, reading the feedback carefully provided by them and feeling that they were communicating with the peers. Thus, it can be said that the peer feedback activity enhanced their satisfaction with regard to the need for "relatedness" to others (Ryan & Deci, 2000, p. 73).

Competence

Another external factor that the peer feedback activity seemed to have facilitated is satisfaction of the learners' need for "competence" (Ryan & Deci, 2000, p. 73) with regard to doing the homework writing task and the peer feedback activity. The following three relevant indicators/categories were found in the questionnaire responses: (a) the students felt that they received objective opinions and useful "feedback" (Ryan & Deci, 2000, p. 70) from their peers, (b) they felt that they had "optimal challenges" (p. 70) in doing the homework writing task and providing the feedback, and (c) they "fe[lt] competent" (p. 73) to do the homework writing task (see Table 2). In addition, some interview responses supported the activity's effect in these categories, as Examples 4-7 show.

(a) Receiving objective opinions and useful feedback

Example 4

(Hiromi was explaining what she had thought reading her peers' writings.)

Hiromi: Uh, when I had written a similar answer [to my peer's for a homework question], I thought, "Oh, there is a way to write like this."

Example 4 shows that even reading her peers' writings to provide feedback on them allowed the student to learn something useful (i.e., receive "feedback"; Ryan & Deci, 2000, p. 70) for her writing.

(b) Having optimal challenges

Example 5

(Hiromi was explaining what she had thought reading peer feedback provided on her writings.)

Hiromi: Uh, I thought that my peers are reading [my homework writings] carefully and, uh, since there are some occasions when I do careless work, I thought that I have to write carefully.

Noriko: Oh, occasionally you do careless work?

Hiromi: [Occasionally] I do careless work and

Noriko: Oh.

Hiromi: [I thought that] carefully,

Noriko: Mm.

Hiromi: [I thought that] because my writings are [carefully] read, I have to write carefully, because my writings had sometimes been corrected.

Noriko: Oh. I see. Uh, when you saw your writings corrected when they were returned [to you], [you thought that] carefully,

Hiromi: I thought that I have to write carefully.

Example 6

(Hiromi was explaining what she had thought reading her peers' writings or what she thought about reading them in class.)

Hiromi: Uh, seeing my peers very good at grammar or using grammar appropriately, I thought that I have to write grammar correctly and that I have to try not to make mistakes.

Examples 5 and 6 show that observing her peers reading her writings carefully and her peers producing good writings, the student had "optimal challenges" (Ryan & Deci, 2000, p. 70), trying to perform well in writing.

(c) Feeling competent to do the task

Example 7

(Toru was explaining what he had thought reading peer feedback he had received on his homework writings.)

Toru: Reading it, well, [I thought that] the points I wanted to make had been successfully, though not perfectly, communicated.

Example 7 shows that the content of the peer feedback let the student know that he had been

successful in communicating his idea to the reader (i.e., “feel competent”; Ryan & Deci, 2000, p. 74).

In summary, the comments in Examples 4-7 show that the peer feedback activity provided the learners with useful “feedback” (Ryan & Deci, 2000, p. 70) and “optimal challenges” (p. 70) in doing the writing task and the activity and enabled them to “feel competent” (p. 74) to do the task and, consequently, that the learners “fe[lt] efficacious with respect to [the writing and peer feedback] activit[y]” (p. 73).

Autonomy

A third result found in the questionnaire responses is that the peer feedback activity seemed to have enhanced or undermined the learners’ “autonomy” (Ryan & Deci, 2000, p. 73) to do the activity, depending on their reasons for L2 learning. More specifically, the responses showed that some students had had pleasure, doing the peer feedback activity and thus had felt “freedom from excessive external pressure toward behaving or thinking a certain way” (Ryan & Deci, 2000, p. 74) and, therefore, seemed to have had a “feeling of volition” (p. 74) (see Table 2). On the other hand, a response showed that one student had felt such external pressure (see Table 2), possibly due to his extrinsic nature of reasons for L2 learning (which had been observed through the analysis of the preinstruction survey data; see the Interviews subsection of the Method section for the analysis procedure). Supporting the activity’s effect on this factor, the following sample interview response shows that the student had fun, getting to know things about his peers and their ideas through reading their writings and thus had “freedom from excessive external pressure toward behaving or thinking a certain way” (Ryan & Deci, 2000, p. 74) in doing the peer feedback activity.

(a) Having freedom from excessive external pressure toward thinking a certain way

Example 8

(Goro was explaining what he had thought reading peers’ homework writings.)

Goro: Well, [I thought that] my classmates often write various interesting things or think about such various things, or I could know a little about “an aspect” or a part that I didn’t know [about them], or, uh, because there were some questions asking about their past, it was often fun to know such things.

The result of differential effects of the peer feedback activity on a factor of freedom from excessive external pressure toward thinking a certain way according to reasons for L2 learning may be explained in the following way similar to Okada and Nakaya’s (2006) argument mentioned earlier: The students with more intrinsic reasons for L2 learning accepted the activity as a situation providing them with “optimal challenges” (Ryan & Deci, 2000, p. 70), whereas those with more extrinsic reasons took the same activity as a situation putting excessive external pressure on them to behave a certain way.

In addition, I examined the 32 students’ responses to Item 6 (“Thinking that my English might be wrong, I didn’t like my classmates to read my homework writings in class”), which had been administered intended to measure degrees of excessive external pressure they had felt in their

peers' reading their writings (see Table 1). An analysis to examine concurrent validity⁷ of Item 6 using responses to both Item 6 and Item 9 (which asked for open-ended reflections on the activity; see Table 1) revealed that Item 6 might not necessarily have measured degrees of excessive external pressure but have measured degrees of *excessive* external pressure or *optimal* challenges, depending on the respondents (the students), unlike the original intention of the item writer (me). Table 3 shows numbers of the students by their response types for Items 6 and 9 (i.e., different degrees of their agreement with the statement of Item 6 from 1 [*mostly does not apply*] to 5 [*applies very much*], and various positive, negative, and other⁸ reflections provided for Item 9, respectively), and numbers and percentages of the students providing positive reflections for Item 9 among the students choosing the same answers for Item 6. The last three rows of the table show that out of 15 students responding to Item 6 with Answer Choice 4 of "Applies to some extent" (i.e., those who thought that the statement "Thinking that my English might be wrong, I didn't like my classmates to read my homework writings in class" applied to themselves to some extent), a majority (11 students, 73.3%) still provided positive reflections on the peer feedback activity for Item 9. This result seems to mean that there was no such clearly linear relationship between the students' responses to Items 6 and 9 that the higher the degrees of their agreement with the statement of Item 6, the more negative their reflections on the peer feedback activity (i.e., the more they felt excessive external pressure), unlike the original expectation of the item writer. An examination of the content of the statement of Item 6 suggests that for these students agreeing with the Item 6 statement but still providing positive reflections for Item 9, Item 6 may have measured degrees of *optimal* challenges. Thus, it can be said that Item 6 might have measured degrees of *optimal* challenges or *excessive* external pressure, depending on the respondents.

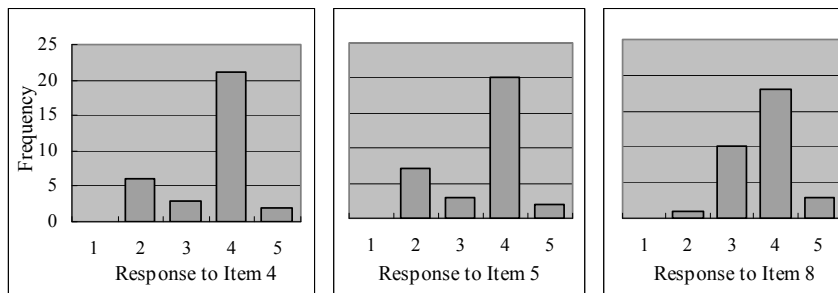
RQ2 asked whether the learners' motivation to do the homework writing task had increased because of the peer feedback activity done over the semester. The degrees of changes in their task-specific motivation due to the activity were intended to be measured by Item 4 ("Being conscious that my classmates would read them in class, I came to try to write sentences with better content and in better English when writing to answer the homework questions"), Item 5 ("Being conscious that my classmates would read them in class, I got more motivated to communicate their content when writing my homework sentences"), and Item 8 ("Reading my classmates' homework writings in class, I came to think that I want to write better sentences, too") of the questionnaire (see Table 1). Figure 1 shows the frequency histograms of the students' responses to Items 4, 5, and 8. Means (and standard deviations) of the responses to Items 4, 5, and 8 were 3.6 (0.9), 3.5 (0.9), and 3.7 (0.7), respectively. These results show that most of the learners became more motivated to do the writing task at home because of the peer feedback activity done in class over the semester.⁹

RQ3 asked what the learners would say about the relationships between the external factors found to have been facilitated or undermined through the peer feedback activity (RQ1) and the task-specific motivation (RQ2). The analysis of the interview responses (described in the

Table 3. Numbers of students by response types for Items 6 and 9 and percentages of students with positive Item 9 responses among those with the same Item 6 responses

Response to Item 9	Response to Item 6				
	1	2	3	4	5
Positive					
Feeling cared about	0	1	0	1	0
Communication	0	2	0	0	1
Getting useful feedback	0	0	2	1	1
Having optimal challenges	0	0	2	2	0
Feeling competent	0	0	0	1	0
Autonomy	0	0	1	3	0
“Good”	0	1	1	3	0
Positive & other					
Feeling cared about & other	0	1	0	0	0
Feeling cared about, getting useful feedback, & other	0	1	0	0	0
Negative					
Feeling excessive external pressure	0	0	0	1	0
Other	0	1	1	3	1
Total of students	0	7	7	15	3
Number of students providing positive reflections for Item 9	0	6	6	11	2
Percentage of students providing positive reflections for Item 9	—	86	86	73	67

Note. A dash indicates the percentage could not be calculated.

**Figure 1. Frequency histograms of students' responses to Items 4, 5, and 8**

Analysis of Interview Data subsection of the Method section) revealed two relationships. First, as the learners came to feel that their peers “cared” about them (Ryan & Deci, 2000, p. 73) through the peer feedback activity, they became more motivated to work on their homework writing task, as Example 9 shows.

Example 9

(Hiromi was explaining what she had thought reading peer feedback on her writings.)

Hiromi: Well, when [I found that] even a person whom I don't know or hardly have a relationship with had written [comments on my writing] carefully, I became conscious that my writings are being read, and, uh, for a person's making comments, for a person who makes comments, I somehow came to think that I would work hard again.

Example 9 shows that a peer's carefully making comments on the student's writing even when the peer is not close to her made her feel "cared" about (Ryan & Deci, 2000, p. 73) and, as a result, motivated her to work hard on the homework. This finding supports the theoretical proposition reviewed by Ryan and Deci (2000) that "internalization [hence motivation] is more likely to be in evidence when there are ambient supports for feelings of relatedness" (p. 73).

Another relationship between the external factors and the task-specific motivation that the interview responses revealed was that as the learners had "optimal challenges" (Ryan & Deci, 2000, p. 70) in writing their homework because of the peer feedback activity, they became more motivated to work on the writing task, as Examples 10 and 11 show.

Example 10

(Hiromi was explaining what she had thought reading others' writings in the peer feedback activity.)

Hiromi: I wanted to know how much my classmates were writing by reading their writings, and so [after reading them] I thought that they were working so hard and thought that I would work hard, too.

Example 11

(Goro was explaining what he had thought about exchanging and reading writings and providing and getting comments on the writings.)

Goro: Mm, after all, uh, I think that it was good that because of our exchanging our writings after writing them, thinking that I was going to get my English read [by a classmate in class] when I wrote it, I almost felt tension, I almost got ready [to work], or I could work on the English writing, being conscious or thinking that I would complete the passage after thinking [about it] myself carefully to some extent.

Examples 10 and 11 show that because the learners felt "optimal challenges" (Ryan & Deci, 2000, p. 70) in writing their homework through reading their peers' writings or getting their writings read by their peers, they chose to get productively engaged in the homework writing task, that is, became motivated to work on the task. This result conforms to the theoretical notion reported in Ryan and Deci (2000) that people are more likely to adopt activities (i.e., to become motivated) when they have "feelings of competence" (e.g., "optimal challenges"; p. 70) with respect to the activities.

V. SUMMARY AND IMPLICATIONS FOR TEACHING AND RESEARCH

The purpose of this study was to identify external factors that affect learners' motivation to do a learning task in an academic context over a period, by taking into account variation in an internal factor of their reasons for L2 learning and examining their reflections. To achieve this end, I asked the three RQs and answered them through the analyses of the questionnaire and interview responses. I summarize the findings as follows. RQ1 was "What external factors regarding doing a learning task were facilitated or undermined through a learning activity done over a semester?" The peer feedback activity done over the semester enabled many students to feel that they were "cared" about (Ryan & Deci, 2000, p. 73) by their peers and that they were communicating with their peers and, therefore, enhanced their satisfaction with regard to the need for "relatedness" (p. 73) to others (an external factor of relatedness). Through the activity, many students also received objective opinions and useful "feedback" from their peers and had "optimal challenges" and "feelings of competence" (Ryan & Deci, 2000, p. 70) in doing the homework writing task (an external factor of competence). In contrast, whereas the activity let some students have fun and, therefore, facilitated their satisfaction in terms of the need for "autonomy" to do the activity and the writing task, it put a student under "excessive external pressure toward behaving . . . a certain way" (Ryan & Deci, 2000, p. 74), possibly due to his extrinsic nature of reasons for English learning (as we saw in the last comment in Table 2 by such a student with extrinsic reasons in the study). That is, the activity seems to have had an effect on the students' autonomy (an external factor), interacting with their reasons for English learning (an internal factor). RQ2 was "Did the learners' motivation to do the learning task increase because of the learning activity over the semester?" The responses to the items intended to measure changes in the students' task-specific motivation showed that most of them had become more motivated to work on the homework writing task because of the peer feedback activity over the semester. RQ3 was "What are the relationships between the task-specific motivation and the external factors?" The interview responses revealed that as the students had felt "cared" about (Ryan & Deci, 2000, p. 73) by their peers and had "optimal challenges" (p.70) in doing the task because of the activity, they had become more motivated to do the task.

It is noteworthy that the peer feedback activity taking only a few minutes of the class time could enhance many students' motivation to do the learning task at home because the activity enhanced their satisfaction with regard to their "needs for competence, autonomy, and relatedness" (Ryan & Deci, 2000, p. 74). Thus, by providing learners with activities which will increase important factors determining motivation to do learning tasks, teachers can help motivate the learners to do the tasks and, as a result, may possibly help improve their learning outcomes. This argument seems to be in line with that of Freiermuth and Huang (2012), who examined effects of an intercultural online chat task done by Japanese and Taiwanese students on their motivation to communicate in English and found that the students had been motivated because the task had engendered important factors facilitating motivation such as task attractiveness, task innovativeness,

confidence, no anxiety, relationships, and a need to negotiate in English.

The results reported in the previous section may also indicate that even when many students are engaged in a learning task with “optimal challenges” (Ryan & Deci, 2000, p. 70) and pleasure because of an activity and thus are motivated to work on the task, there is a possibility that a student learning English for extrinsic reasons or with negative developmental learning experiences may be involved in the same task under “excessive external pressure toward behaving . . . a certain way” (p. 74; i.e., with less autonomy) even with the help of the activity (or because of the activity) and, as a result, may not be internally motivated to work on the task. In order to verify this speculation, further in-depth studies examining learners' accounts are necessary for the following three reasons. First, “each learner is unique” (Larsen-Freeman, 2012, p. 24) in terms of such factors as cognitive capacities or processes, social interactions, learning experiences, an identity, a personality, goals, feelings, and interactions of and changes in such factors. In the present study, only reasons for L2 learning were taken into consideration as an internal factor that could possibly influence external factors (e.g., “autonomy,” “optimal challenges”; Ryan & Deci, 2000, p. 70) of task-specific motivation interacting with the peer feedback activity. To seek explanations from other internal factors through in-depth analyses of learners' accounts will help researchers avoid overlooking other influential internal factors. Second, in-depth studies of learners' accounts will more insightfully reveal what external factors (e.g., excessive external pressure, “optimal challenges”; Ryan & Deci, 2000, p. 70) are induced as a result of interactions of the internal factors observed and the activity and how the external factors are related to changes in task-specific motivation. Through the analyses, researchers may observe, for instance, whether task-specific motivation of a learner with particular previous learning experiences and goals in a particular current learning environment has increased because of the learner's internalization of values (i.e., more internalized/intrinsic motivation) or due to the person's being under “excessive external pressure toward behaving . . . a certain way” (Ryan & Deci, 2000, p. 74; i.e., extrinsic/less self-determined motivation), or they may see a more complex dynamic interrelation among a learner's personal, environmental, and emergent factors (de Bot & Larsen-Freeman, 2011) and task-specific motivation. Third, accumulation of such individual data from learners will help researchers see the data further support the theoretical speculations based on the previous findings (as has been done in this study) or let them observe individual variation that cannot be predicted by the theory (de Bot, 2011).

Future research should also investigate what kinds among the various task-specific motivations thus multiplicatively induced by the differences in the various factors, in turn, lead to what kinds of qualitative behaviors (e.g., preempting attention to form, taking risks by using complex language; Ellis, 2009; as opposed to sheer quantity of behaviors), which seem “conducive to learning” (p. 107). It may turn out that more internalized/intrinsic task-specific motivation (though it is likely to have multidimensional aspects, having been affected by the various factors) induces such qualitative behaviors and learning outcomes, as Vallerand and Ratelle (2002) posited a

similar postulate and reviewed some evidence for it in various fields. Future investigation of such dynamic relationships between task-specific motivations resulting from various factors' interactions and qualitative behaviors and learning outcomes could be done by examining learners' accounts and by analyzing changes in learners' products over time.

NOTES

1. See Ellis (2009) and Guilloteaux and Dörnyei (2009) for a discussion on the labeling of the variable.
2. Okada and Nakaya (2006) mention that interest is very important when researchers think about initiation and sustainment of achievement behavior, and, therefore, I considered it equivalent to intrinsic motivation as defined in the present study.
3. Definitions of motivation employed in their studies are not necessarily the same as that used in the present study, but I considered their argument to be valid even when motivation is defined as in the present study.
4. Although a causal relationship is best supported by an experimental study, it is often very difficult to have a control group required for such a study due to the group's possible loss of opportunities to receive educational benefits, especially if the study is longitudinal.
5. All the comments were originally in Japanese and were translated by me.
6. All the interviewees' names that appear in the study are pseudonyms. All accounts in the examples were originally in Japanese and were translated by me.
7. See Bachman (1990) or McDonald (1999) for an explanation of concurrent validity.
8. "Other" reflections included comments about the homework questions and about occasional difficulties that the learners had had in providing feedback comments or correcting peers' English due to the nature of the content of the writings, their limited English ability, or time limitations.
9. It is possible that Items 4 and 5 might have measured degrees of changes in the learners' choosing to be engaged in the learning task because of *internalization* of values (i.e., intrinsic task-specific motivation) or ones in their choosing to be engaged under *external* pressure toward behaving a certain way (i.e., extrinsic task-specific motivation), depending on the questionnaire respondents. For example, the student who provided a negative reflection for Item 9 responded to Items 4 and 5 with Answer Choice 4 (*applies to some extent*), which may indicate that for this student, Items 4 and 5 might have measured the degree of the change in his extrinsic task-specific motivation.

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Designing Materials as a Measure to Facilitate Teacher Development: The Use of an Internet Blog

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ABSTRACT

To make classes more attractive and effective, teachers are required to regularly reflect on their teaching and exert continuous effort at improving it. However, it is not easy for a teacher to improve his/her teaching without any teacher development activities. To encourage teachers to develop a reflective view of their teaching, we focus on their ability to design materials. Since many post-secondary English teachers design materials to achieve the aims of their classes and meet the students' needs, designing materials is expected to be a way of facilitating their development. On the basis of this assumption, we set up a research project for cultivating post-secondary English teachers' ability to design materials through the use of an Internet blog. In this paper, we introduce our ongoing project and examine its progress.

Key words: designing materials, teacher development, post-secondary English teachers, blog

I. INTRODUCTION

Developing teaching skills is more difficult for post-secondary English teachers than for their counterparts who teach high school or junior high school. As Morizumi (2011, p. 228) notes, there was no teacher training programme or qualification for post-secondary teachers in Japan. Thus, Faculty Development (FD) efforts are needed to develop post-secondary teachers' skills.

Among the various types of FD programmes (e.g. workshops and forums), the Open Class project is expected to give teachers feedback about their teaching from their colleagues, which they can then use to improve their teaching skills. The first author's former research team designed peer review sheets and tips for the project (Murakami et al., 2012), aimed at establishing 'a win-win relationship' between a teacher who opens his/her class to other teachers and those who visit the class. However, mental barriers to peer reviewing exist among post-secondary teachers (cf. Ministry of Education, Culture, Sports, Science and Technology, 2008).

The difficulty of using the peer review sheets and tips to measure the post-secondary English teachers' reflection on their teaching and the development of their teaching skills prompted the first author to develop portfolios instead: the MH-style Portfolio for English learners (Murakami, 2012) and MH-style Portfolio for College Teachers (Murakami, 2013). Unlike the peer review sheets, the portfolios did not require peer reviewing by other teachers. However, both portfolios were not as effective in developing post-secondary English teachers' teaching skills as expected, for two reasons. One was that teachers still doubted the effect of the learner portfolio on the

development of their teaching skills and felt that checking the portfolios during the course would be laborious. The other reason was that although the teacher's portfolio was enthusiastically welcomed, its users did not know how to apply the results to their professional development.

Given the situation described above, we decided to look for an alternative in the professional development of post-secondary English teachers. Teacher development covers numerous aspects (e.g. Richards and Farrell, 2005); however, we focus on the teachers' ability to design supplemental materials suitable for the aims of their classes and the level of the students. There are several reasons for this. Firstly, although teachers use commercially supplied textbooks in their classes, supplemental materials are often needed to achieve the class aims and satisfy the students' needs. Thus, teachers need the ability to design suitable supplemental materials. Secondly, designing materials enables teachers to increase their knowledge of their teaching field, as well as other abilities needed in teaching.

In this paper, we report on our ongoing research project for cultivating the ability of post-secondary English teachers to design materials through the use of an Internet blog we set up. ('Materials' refers to supplemental materials.) In section 2, we explain the aims of the blog and characteristics of the materials we designed for it. In section 3, we introduce our three teaching materials to illustrate the characteristics of our materials. Section 4 examines the extent to which our project functions effectively. Section 5 summarises the study.

II. DESIGNING A BLOG

1. Aims of our blog

We set up an online blog to cultivate post-secondary teachers' ability to design materials. Our blog includes an introduction to us and our research activities, teaching materials that we have designed (the main content), and announcements of forums that we organise. All contents except our materials can be accessed by anyone; the materials are available only to registered members of the blog.

The idea of setting up a blog to offer materials may not be new, but our ultimate aim is not merely to offer our materials to registered members. We have three objectives. The first is to encourage registered members to develop a reflective view of the way they design materials and to provide them with insights that they can employ in designing materials. The second is to raise their motivation to design materials. The third objective is to create a place where post-secondary teachers can discuss problems related to teaching and share ideas — any time, any place. Whatever feedback we receive about our materials from registered members and about our ongoing research project and/or teacher development from the blog audience will give us the opportunity to improve our materials and reflect on our activities. Furthermore, teachers who can access our blog can use the feedback as the basis for their discussion about their teaching. Not all persons in the audience will leave comments about the feedback they encounter on our blog, but the mere act of reading the feedback offers them the opportunity to reflect on their teaching.

2. Characteristics of our materials

Our materials are designed for 10-minute classroom activities so that registered members can easily use them in their classes. To achieve the first two objectives, our materials have two characteristics. One is that each comes with an information sheet, with which we aim to achieve our first objective of encouraging our members to develop a reflective view in designing materials and providing them with insights that they can employ in developing materials.

Our information sheet includes the following:

1. suitable skills/fields
2. target students
3. purpose of designing the material; expected effects of using it
4. procedure for introducing the material
5. background of the material design
6. students' reactions/feedback
7. tips for teachers
8. references

'Suitable skills/fields' aims to raise teachers' awareness of the students' skills/knowledge that they need to develop when they design teaching materials. Identifying 'target students' encourages teachers to deepen their understanding of their students, including the latter's strengths and weaknesses. 'Purpose of designing the material; expected effects of using it' helps teachers assess whether the materials they design contribute to the achievement of their class aims. 'Procedure for introducing the material' helps teachers plan when to use the materials in their classes, which gives them the opportunity to reflect on their lesson plans in accordance with the syllabus. 'Background of the material design' encourages teachers to consider their reason for designing the materials. 'Students' reactions/feedback' is intended to make teachers pay close attention to their students' reactions to and level of students' achievement of the materials. The students' reactions to the material give teachers a good opportunity to monitor whether the materials they designed had the desired effects. Moreover, in 'tips for teachers', teachers offer advice to others regarding the use of the materials. By doing so, teachers who designed the materials can review their own materials objectively. Finally, in 'references', teachers reveal the notions they used in designing the materials. This is meant to encourage them to reflect on their current knowledge of their teaching fields and understanding of teaching theories (see Appendix for a full version of the information sheet).

The other characteristic of our materials is that they were designed from our specialised viewpoints, using the same English source materials (e.g. newspaper articles and a section of a book).¹ In this manner, we aim to achieve the second objective of raising our registered members' motivation to design materials. Some materials are designed for use in English-language courses (e.g. reading comprehension and listening classes); others, mainly for content courses (e.g. English linguistics and Journalism); and still others, for both English-language and content courses. The

level of the targeted students also varies from material to material. The reason we designed materials from different specialised viewpoints based on the same English source materials was to introduce a wide range of possibilities for designing materials.²

We set up our blog on 10 August 2012³ and uploaded our first teaching materials on 24 October 2012.

III. TEACHING MATERIALS FROM SPECIALISED VIEWPOINTS

To illustrate the characteristics of our materials, we introduce in this section three teaching materials designed from different specialised viewpoints: English linguistics, particularly information structure, journalism, and critical discourse analysis. The same English source material was used to prepare the materials — a section of an English book, *50 facts that should change the world*. The book was written for native speakers of English, not English as a second language (ESL) speakers. These three materials have not been uploaded on our blog, and, due to limited space, we do not present their information sheets.

1. Teaching material designed from the viewpoint of English linguistics

This sub-section introduces a teaching material designed from the viewpoint of English linguistics, particularly, the viewpoint of information structure. It describes (a) the notion used for making the material, (b) the purpose of designing the material, (c) details of the material, (d) expected effects of using the material, (e) suitable courses and target students, and (f) tips for teachers.

When speakers/writers convey information to a listener/reader, the listener knows some of it (= old/given information) but not the rest of it (= new information). Languages have various devices to distinguish new information from old/given information (e.g. *ga* and *wa* in Japanese; *a/an* and *the* in English).

The difference between new and old/given information affects the order of the information presented in discourse. In many languages, including English, moving from old/given information to new information is the natural way information flows in discourse.⁴ When conveying information to a listener/reader, speakers/writers choose a certain device (e.g. a certain syntactic construction) from the available options based on their assumption of how suited the information is to the knowledge available to the listener/reader. The appropriate choice of a device determines success in controlling the information flow in discourse and helps to construct well-organised discourse.

How is the notion of information structure related to the development of Japanese university students' English communicative competence? According to Shirai (2008, pp. 84–87), communicative competence consists of three components: linguistic competence, discourse competence, and sociolinguistic competence. Shirai states that linguistic competence is the ability to produce a grammatically correct sentence on the basis of the knowledge of a language's sound pattern, words, and grammar. However, linguistic competence alone is not enough to appropriately communicate with others; the other two competences are also needed. According to Shirai,

discourse competence is the ability to construct a discourse by adequately connecting individual sentences, and sociolinguistic competence is the ability to appropriately use language in a social context. Among these three competences, discourse competence is directly relevant to the notion of information structure.

To gain some insight into Japanese university students' discourse competence in English, we asked 41 Japanese university students to judge whether the dialogue in (1) is natural or not.⁵ If they said yes, they were asked why; if they said no, they were asked why and also requested to rewrite the unnatural part.

(1) A: What happened to the mouse?

B: A cat caught the mouse.

The results show that about 61% of the students judged the dialogue as unnatural because new information (= *a cat*) came before old/given information (= *the mouse*) in (1B). They changed (1B) into *The mouse was caught by a cat*.⁶ However, the other students did not judge the dialogue in this way. It is noteworthy that some students judged the dialogue as natural because it was grammatically correct. These students may have linguistic competence but not discourse competence.

Based on this observation, we designed a teaching material with the purpose of promoting students' understanding of how discourse is constructed and developing their discourse competence. Students are asked to read the passage shown in the box on the next page and then explain why the passive clause is chosen in the first clause of the second paragraph instead of the more basic counterpart, the active clause. They are told to answer the question in terms of information structure.

The difference between the passive and active clauses has to do with the way information is structured, as illustrated in (2). (2b) is the active version of (2a).

(2) a. Many of these diseases can be prevented by providing clean water and by

[old/given information]

[new information]

preventative medicine,

[new information]

(Jessica Williams, *50 facts that should change the world*, p. 110)

(The underlines and indications of types of information with brackets are ours.)

b. Providing clean water and preventative medicine can prevent

[new information]

many of these diseases.

[old/given information]

These diseases are introduced in the previous paragraph and, thus, are old/given information. With

the noun phrase *many of these diseases* as a subject, the passive clause presents new information relative to what readers already know and creates a natural flow of information.

By using this material, we hope that students will gain a better understanding of discourse construction and pay close attention to the choice of one particular construction from the available options.

This material is particularly suitable for courses dealing with topics relating to information structure (e.g. Introduction to English Linguistics or English Grammar). No specific English proficiency level is needed.

Finally, we suggest that this material should be given to students as an assignment at the end of the lesson, which will allow them ample time to discuss their answers in the following lesson.

Teaching Material Designed From the Viewpoint of English Linguistics,
Particularly, the Viewpoint of Information Structure

Read the following passage and answer the question.

Warmer temperatures mean that diseases spread more quickly. Bacteria that cause diarrhoeal diseases flourish in hot weather, contaminating water supplies. Mosquitoes and rats thrive too, migrating into areas which were previously too cool for them to venture — leading to the spread of potentially fatal diseases like malaria and dengue fever. Meanwhile, there are reports that malaria is making a modest reappearance in Italy, a country that was declared malaria-free in 1970.

Many of these diseases can be prevented by providing clean water and by preventative medicine, but this comes at a cost — and with many poorer nations already struggling to provide healthcare services to their people, it could be tough for them to cope with the increased demands on their resources. It's thought that global warming could cause as many as a million additional deaths from malaria each year.

(Jessica Williams, *50 facts that should change the world*, p. 110)
(The underlines are the material designer's.)

Question: Why do you think the passive clause is chosen in the first clause of the second paragraph instead of the active clause?

2. Teaching material designed from the viewpoint of journalism

This sub-section introduces a teaching material designed from the viewpoint of journalism. It (a) describes the target students, (b) explains the purpose of designing the material, (c) elaborates on the expected effects of using the material, (d) provides specific details of the material, and (e) provides tips for teachers using the material.

The material is targeted at students who are passionate about mass media and current issues, for instance, students majoring in English who have a strong interest in mass media, or mass media majors who are keen on learning English. This material is suitable for classrooms covering topics such as English and Mass Media, Introduction to Journalism, and Practice in Journalism.

The English source material is included in the book *50 facts that should change the world*

by Jessica Williams, a journalist and a television producer for the BBC. Her journalistic views are clearly reflected in the article and stress that global warming is one of the most pressing issues in society today. By using this material, students are expected to learn how to write news articles that will catch the reader's attention. The material focuses on two such pointers.

The first is to use impressive quotes from interviewees, such as 'February 2007 may be remembered as the day the question mark was removed from whether people are to blame for climate change'; 'we have the time and knowledge to act, but only if we act internationally, strongly and urgently'; and 'the real secret is that governments buy in'. Task 1 of the material asks students to underline direct quotes. Teachers can explain the rule of 'golden quotes', which many journalists try to follow by inserting impressive and strong quotes in quotation marks in their news articles to encourage readers to read further. Students will learn the importance of using strong quotes in news articles and may eventually choose to use similar techniques when they write class reports.

The second pointer in writing news articles revolves around the fact that journalists do not always write news articles with straightforward sentences, but sometimes write in an elaborate or complicated manner to surprise and attract their readers. For example, the article includes sentences such as 'There's no kinder way to put it' before 'climate change is already happening' and 'heatwaves are silent killers'. Task 2 aims to encourage students to underline sentences that describe facts that are presented in an elaborate and complicated manner. Teachers should explain that journalists need to ensure that these facts are not missed. At the same time, however, the teachers need to remind their students that journalists have to choose from various phrases to convey the same content in an effective manner.

In addition to the objectives mentioned above, the material was also created to raise student awareness and in-depth understanding about important issues in society. Task 3 asks students to answer four questions related to global warming:

a) The article describes the number of deaths that resulted from the 2003 heatwave in Europe.

What were the damages caused by heatwaves in Japan in recent years?

b) The article describes diseases caused by heatwaves. What are the other diseases that have resulted from the heat?

c) The article describes the rising sea levels. Where is this happening now?

Describe damages caused by this phenomenon in detail.

d) The article describes action taken by various governments to cut emissions.

What is the Japanese government doing about this?

By addressing these questions, students will learn about the latest developments related to global warming, which could encourage them to explore the issues further.

As the material is likely to take students more than 10 minutes to complete, it should preferably be presented along with the whole article at the end of the previous lesson as an assignment, and students can discuss their answers for 10 minutes in the following lesson.

Another option in using this material is to select only one or two tasks among the three.

Teachers can decide how many of the tasks to implement based on the progress and interests of their students.

Teaching Material Designed From the Viewpoint of Journalism

Read the passage ‘Global warming already kills 150,000 people every year’ and prepare answers for the following questions by the beginning of the next class.

- 1) Underline parts that quote somebody’s words directly.
- 2) Underline parts that you think describe what happens in an intentionally catchy manner rather than stating facts in a neutral, straightforward way.
- 3) The following four issues are mentioned in the passage. Find out more about them.
 - a) The article describes the number of deaths that resulted from the 2003 heatwave in Europe. What were the damages caused by heatwaves in Japan in recent years?
 - b) The article describes diseases caused by heatwaves. What are the other diseases that have resulted from the heat?
 - c) The article describes the rising sea levels. Where is this happening now? Describe damages caused by this phenomenon in detail.
 - d) The article describes action taken by various governments to cut emissions. What is the Japanese government doing about this?

3. Teaching material designed from the viewpoint of critical discourse analysis

This sub-section describes (a) the purpose of designing the material, (b) the concepts used in creating the material, (c) details of the material, (d) expected effects of using the material, (e) target students, (f) suitable courses, and (g) tips for teachers.

The first purpose of the reading practice is to help students understand what words are used to describe similar kinds of phenomena and to analyse the messages conveyed by such word choices. The second purpose is to encourage them to interpret conflicting opinions and viewpoints within the appropriate social and institutional contexts. To achieve these purposes, we utilise the concepts of critical discourse analysis (CDA).

CDA studies social situations and social institutions by seeking the context of the targeted discourse or text. It aims to clarify how a writer/speaker creates realities and represents ideologies in the discourse (Fairclough, 2001).⁷ In CDA, analysts interpret texts in terms of word choices and grammatical structure, taking social contexts into consideration, because ideologies are ‘embedded in the forms of language that are used’ (Fairclough, 2001, p. 2). Based on CDA’s viewpoint of text interpretation, we will describe two tasks in the reading practice.

In the first task, students are expected to identify expressions in the first to sixth paragraphs that are synonymous with ‘global warming’, a phrase in the text title. This task reflects Fairclough’s (1992) viewpoint in text analysis, which considers ‘whether agency, causality and responsibility are made explicit or left vague in media accounts of important events’ (Fairclough, 1992, p. 181).

Students should find words such as ‘climate change’ in the first paragraph and ‘the heatwave’ in the third paragraph. Next, they are led to notice that these words similarly indicate the cause of people’s deaths without clearly describing or even mentioning the agency behind this cause. In fact, it is not until the 10th paragraph that the text mentions human action as being responsible for global warming. However, it is unlikely that the writer intentionally conceals human responsibility because she is critical of it in the whole essay. Perhaps she presents the realities of global warming first to emphasise their seriousness and to attract the readers’ attention.

The second task in the reading practice is concerned with conflict of ideologies. When the ideologies of a group are naturalised and come to be regarded as ‘common sense’, conflict may occur with other groups who hold different ideologies (Fairclough, 1992, pp. 87–88). Van Dijk (1988) examines this ideological conflict in terms of the power relations between ‘our’ group and ‘their’ group: ‘Our’ (group’s) opinions are naturalised and widely accepted, while ‘their’ (group’s) opinions are less supported and their stance is marginalised. He explains this type of conflict that takes place within discourse using the notion of the ‘ideological square’, which consists of the following four principles: (1) Emphasize our good properties/actions, (2) Emphasize their bad properties/actions, (3) Mitigate our bad properties/actions, and (4) Mitigate their good properties/actions (p. 33).

The second task requires the students to identify the referents of ‘our’ group and ‘their’ group in the 11th paragraph. ‘Our’ group refers to ordinary people including the readers, while ‘their’ group consists of ‘our governments’. ‘Our governments’ are described as not having tackled global warming sufficiently, an emphasis on their bad properties/actions. On the other hand, ‘our’ group, that is, ‘we’, is anxious about the risks of global warming, so our good properties/actions are emphasised. Therefore, the contrast between (1) and (2) in the ideological square emphasises ordinary people’s admirable deeds and governments’ faulty attitudes. Contrary to van Dijk’s (1988) concept, ‘our governments’ who have power belong to ‘their’ group, while ordinary people, who lack power, belong to ‘our’ group. This essay strongly argues that ‘our’ group, which holds less power, should take action.

The reading material allows students to consider what kinds of expressions are used to represent a certain phenomenon, who is responsible for the phenomenon, and what social stances are presented in connection with it. These observations help the students clearly understand the text, including the writer’s argument about global warming.

Target students for using this material are those who are in intermediate or advanced instruction in university English classes. They should be interested in reading long passages about social, cultural, and political problems.

The material is suitable for classes such as Media English, Discourse Analysis, and Introduction to Pragmatics, as such classes include not only English grammar and vocabulary but also issues such as the functions of language, organisation of text, and social context of reading passages.

Lastly, we suggest that teachers explain the social and cultural contexts of global warming

in order to provide students with background knowledge of the text. This will equip the students to answer the questions with less difficulty and to think deeply about the text content.

Teaching Material Designed From the Viewpoint of Critical Discourse Analysis

Task 1

Identify expressions in the first to sixth paragraphs (below) that are synonymous with ‘global warming’, a phrase in the text title.

Task 2

Identify the referents of van Dijk’s (1988) notion of ‘our group’ and ‘their group’ in the 11th paragraph (below).

Global warming already kills 150,000 people every year

① There’s no kinder way to put it: climate change is already happening, and it’s already claiming lives.

② In 2003, Europe experienced one of its hottest summers ever. Across the continents, temperatures soared: in France, the thermometer hovered around 40 degrees Celsius for a fortnight, while Belgium had the hottest summer since records began in 1833. In cities, where temperatures tend not to fall at night, there was little respite from the choking heat.

③ It was only once the heat had subsided that the human cost of the extreme weather began to be counted. In France, undertakers were forced to store bodies in a refrigerated warehouse. At first it was estimated that the heatwave had claimed some 35,000 lives across Europe. But three years on, the Earth Policy Institute issued its revised death toll: it now believes that more than 52,000 Europeans died from heat in the summer of 2003.

④ The Institute pointed out that heatwaves are silent killers — coroners’ reports rarely list heat as a cause of death, and it’s only when death counts can be compared with a ‘normal’ year that the true toll can be determined. And the Institute warns that because of this, policy-makers and the public haven’t yet grasped the full extent of what happened that summer — and what risks we may face in the future.

⑤ The heatwave had other serious consequences, too. Crop yields slumped as fields turned from green to brown, and Europe’s agricultural output fell to its lowest level in a century. Wheat harvests were down 20 per cent in France and nearly 650,000 hectares of forest were destroyed in fires. As Europe’s vegetation withered and died, its ability to absorb carbon dioxide from the air was hugely reduced — thus, cruelly, leading to far higher emissions across the continents.

⑥ Even in terms of death toll alone, this was the worst natural disaster Europe had faced in 50 years. And the World Health Organization warns that worse is to come. Every year, the WHO estimates that climate change leads to more than 150,000 deaths and 5 million illness — and that this toll could double by 2030.

⑪ The IPCC report made it very clear: it’s worse than we’ve thought, and we’ve done it to ourselves. And unless we, as a species, take drastic action, things are going to get very bad. But in a way, this may give us cause for hope. In 2007, there’s no excuse for not doing something about global warming. Our governments can no longer couch their discussions in paternalistic language, urging us to do our

bit while being reluctant to take strong action that might cost them votes. Slowly, we might be starting to realise that there's something bigger at stake here. And maybe, just maybe, a change is coming.

IV. EXAMINING THE PROGRESS OF OUR PROJECT

In this section, we examine the extent to which our project has functioned effectively so far. We also discuss the problems we face and suggest possible solutions.

1. Recognition of our blog

To achieve our objectives, our blog first needs to be recognised and visited by users. To determine whether our blog had been recognised and visited, we checked the size of our blog audience and the number of page views in two months, namely March and September 2013. The size of the blog audience refers to the number of people who visited it,⁸ while the number of page views indicates the number of pages that were clicked.

Figures 1 and 2 chart the size of the blog audience and number of page views in three weeks of March and September 2013.

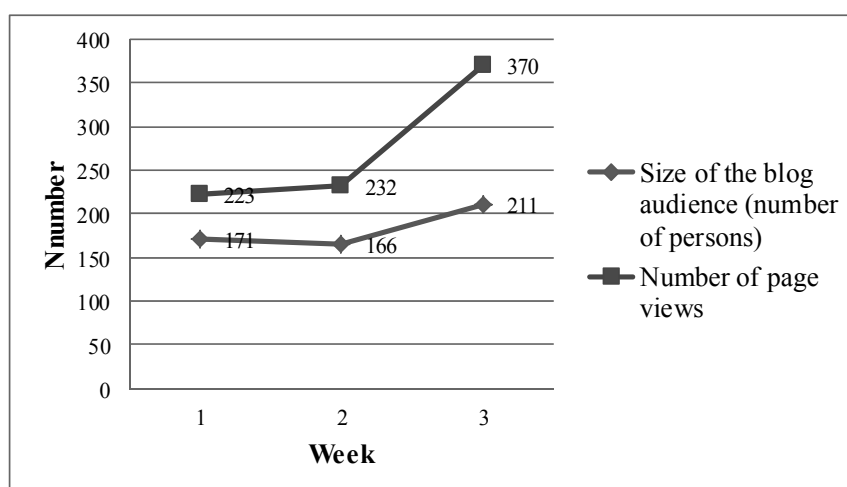


Figure 1. Size of the blog audience and number of page views in three weeks of March 2012. Numbers on the horizontal line indicate the following: 1 = 3–9 March, 2 = 10–16 March, and 3 = 17–23 March.

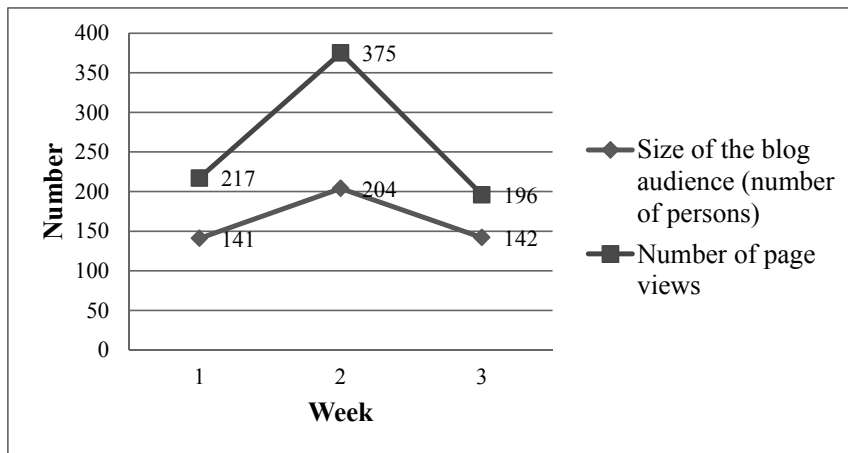


Figure 2. Size of the blog audience and number of page views in three weeks of September 2013. Numbers on the horizontal line indicate the following: 1 = 1–7 September, 2 = 8–14 September, and 3 = 15–21 September.

The size of the blog audience and number of page views varied from week to week, but there was one common aspect: When people visited the blog, some of them clicked some pages. This suggests that some members of the audience are interested in our blog and read our columns, activity information, forum announcements (forums that we organised) and so on. So far, we have received five comments from our blog audience. Other people in the audience might also read the comments and learn about what others think of teaching and/or our project.⁹

In short, as far as the results shown in the two figures are concerned, it might be safe to say that our blog has been recognised and has become a place that people visit to find information.

2. Communication type

The results shown in Figures 1 and 2 suggest that the blog is gaining recognition as a place that provides information on teaching. At present, this one-way type of communication is what exists between the blog audience and us and between the members of the blog audience. Although the comments we received encouraged us to pursue our project, they are too few for us to conclude that we have created two-way communication between the blog audience and us. What is more, the comments are not directly connected to each other in that they are not responses to other comments. This suggests that two-way communication has not been created between the members of our blog audience, either.

3. Necessity of our activities on a face-to-face basis

Our first two objectives are to encourage the registered members of our blog to develop a reflective view of the way they design materials and provide them with insights that they can employ in designing materials (Objective 1); and to boost the motivation of registered members to

design materials (Objective 2). To achieve these objectives, we need to encourage post-secondary English teachers to become registered members, download our uploaded materials, and observe the materials. However, we have hardly succeeded so far, as only a few post-secondary English teachers have registered, and there is no feedback about our materials. This situation raises a serious question as to whether cultivating the ability of post-secondary English teachers to design materials facilitates teacher development.

In order to promote our project and make post-secondary English teachers more aware of the wide range of possibilities offered by materials that we designed from different specialised viewpoints and based on the same English source materials, we gave several conference presentations, both individually and as a group, and organised several meetings and forums. The comments we received at our presentations, meetings and forums support our project; the comments showed that the possibilities offered by our materials aroused the participants' interest in materials design and developed in them a reflective view of their teaching. The informal comments they made confirmed that cultivating the ability of post-secondary English teachers to design materials facilitates teacher development.

Why, then, were there discrepancies between a few registered members and the participants' positive responses to the materials we introduced at the conferences and forums? There are two possible explanations. One is the existence of mental barriers to registration. The other, which can be drawn from the informal comments we received at the conferences and/or forums, is that it was not until we introduced the materials we had designed from different specialised viewpoints that many of the participants became aware of the wide range of possibilities for designing materials. If this is true, it suggests that once teachers are given a chance to observe our materials, they will likely be interested in materials design and develop a reflective view of their teaching. Considering these possible explanations, we certainly need to continue our activities on a face-to-face basis and make teachers aware of the wide range of possibilities for designing materials.

Moreover, it should be added that we have to redesign our blog, upload our materials more frequently, and offer a greater variety of materials, such as those focusing on remedial studies, in order to attract a larger blog audience. (Thus far, we have uploaded materials designed on the basis of two different English source materials.)

V. CONCLUDING REMARKS

This paper has reported on our ongoing research project for cultivating the ability of post-secondary English teachers to design materials as a way of facilitating teacher development. Since many post-secondary English teachers design materials to achieve the aims of their classes and meet the students' needs, designing materials is expected to help facilitate their development.

About 14 months have passed since we set up our blog and nearly one year since we uploaded the first materials. The blog has become a place that people visit to find information, but it still has a long way to go to achieve our objectives. We need to exert continuous effort towards achieving our objectives by reflecting on the feedback we receive from our face-to-face activities

and from our blog audience.

NOTES

- ¹ All the English source materials on our blog passed the blog's requirements for uploading, which include obtaining permission from the copyright holders.
- ² In addition to this, our different types of materials provide teachers with information on various courses. Because post-secondary teachers are frequently required to teach outside their fields, information on various courses will help them develop the ability to teach in unfamiliar fields.
- ³ <http://blog.goo.ne.jp/hiromikaken>
- ⁴ The tendency to give new information after old/given information is called, for example, the 'Given Before New Principle' (Gundel, 1988, p. 229).
- ⁵ Our inspiration for the experimental dialogue in (1) is the dialogue in Shirai (2008, p. 85).
- ⁶ Although *the mouse* is introduced in (1A) and is old/given information, none of the students changed (1B) into *It was caught by a cat*.
- ⁷ Ideologies are 'significations/constructions of reality which are built into various dimensions of the forms/meanings of discursive practices, and which contribute to the production, reproduction or transformation of relations of domination' (Fairclough, 1992, p. 87).
- ⁸ As it is impossible to know whether people who access the blog are post-secondary English teachers or not, we leave this matter in our discussion.
- ⁹ It is impossible for us to check whether the blog audience have read the comments or not.

ACKNOWLEDGEMENT

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Appendices

『JACET Kansai Journal (JACET 関西紀要)』刊行規定

(2008 年 12 月制定、2010 年 10 月 2 日改定)

1. 刊行趣旨・刊行物の名称

JACET 関西支部は支部会員に研究発表の機会を提供し、もって支部の研究活動の活性化に資するべく、研究紀要を刊行する。本紀要の名称は『JACET 関西紀要』(JACET Kansai Journal) とする。

2. 刊行日程

本紀要は年刊で発行する。発行までの日程は原則として次のとおりとする。

10 月 15 日 (必着)	投稿原稿締め切り
12 月 15 日	審査結果通知
1 月 31 日 (必着)	修正原稿締め切り
3 月末	刊行

3. 掲載論文の種類

本紀要に掲載する論文は下記の 3 種類とする。

- (1) 委嘱論文
- (2) JACET 関西支部大会および全国大会における口頭 (ポスター) 発表に基づく投稿論文
- (3) 一般投稿論文

なお、(1) の委嘱は紀要編集委員会の判断によって行う。また、(2) は投稿締め切り日を起点として過去 1 年以内に開催された大会における口頭 (ポスター) 発表に基づく論文を対象とする。すべての掲載論文は、投稿者の情報を隠した上で、該当専門分野に近い 2 名の査読者によって厳密に査読される。

4. 投稿論文の種別と内容

投稿論文は下記の 3 種とし、投稿時に投稿者が論文種別を申告する。ただし、審査の結果、異なる種別で採用する場合がある。

- (1) 研究論文
- (2) 実践論文
- (3) 研究ノート

5. 投稿論文

審査すべての投稿論文は、紀要編集委員会が原則として JACET 会員から委嘱した複数の審査員によって匿名方式で審査される。紀要編集委員会は、審査結果をふまえて採否の最終決定を行う。なお、審査結果は下記の 3 種とし、紀要編集委員会より投稿者に電子メールで通知されるものとする。

- (1) 採用
- (2) 修正条件付き採用
- (3) 不採用

6. 規定の改廃

本規定の改廃は支部役員会において行う。

JACET Kansai Journal

Publication Policy

Revised October 2, 2010

1. Journal name and reason for publication

JACET Kansai Journal (JKJ) is published by JACET Kansai Chapter to serve as a medium for publication of research by its Chapter members and thus promote research activities.

2. Publication schedule

The journal will be published annually according to the following schedule (subject to revision by the Editorial Committee).

Deadline for manuscripts: October 15

Announcement of editorial decision: December 15

Deadline for receipt of revised manuscripts: January 31

Publication: March 31

If revision of the manuscript is requested as a condition for publication, the revised manuscript must be received by January 31 or it will be considered to have been withdrawn.

3. Types of papers

Three types of papers will be published: (1) invited paper, (2) paper based on a presentation at a JACET Chapter or National Convention, (3) submitted paper (see 4). An invited paper can be requested by the Editorial Committee. A paper based on a JACET presentation (oral or poster) can be submitted if the presentation was made within one year prior to the submission deadline. All papers will be subject to peer review.

4. Types of submitted papers

All manuscripts submitted must have been authored by JACET Kansai Chapter members in good standing. Three types of submitted papers will be considered for publication: research article, application report, research note.

5. Review of manuscripts

All manuscripts submitted will be subject to review by the JKJ Editorial Committee. The decision of whether or not to accept a manuscript for publication will be based on peer review by reviewers, who will be JACET members selected by the editorial committee. The final decision by the JKJ Editorial Committee will be (1) accept, (2) accept if revised, or (3) reject.

6. Amendment

Amendment of this Publication Policy (Japanese version) will be subject to approval by the JACET Kansai Chapter Executive Committee. The English version will conform to the Japanese version.

『JACET Kansai Journal (JACET 関西紀要)』投稿規定

(2014 年 3 月 8 日改定)

1. 投稿資格

投稿者は投稿時において JACET 関西支部会員でなければならない。ただし、他支部に所属する JACET 会員が、関西支部会員を筆頭著者とする論文の連名執筆者となることは妨げない。なお、投稿者および連名執筆者に学会費の未納がある場合、投稿は受理されない。また、筆頭著者としての複数投稿、他誌に投稿中もしくは他誌に掲載済みの論文の投稿は認めない。各種学会等での口頭（ポスター）発表に基づく論文は審査対象となるが、論文末尾に口頭（ポスター）発表の事実を正確に記載するものとする。

2. 投稿論文の内容と種別

投稿論文は、大学における英語教育およびその関連分野の研究に関わる内容のものとする。また、投稿論文は下記の 2 種類とする。

- (1) JACET 関西支部大会および全国大会における口頭（ポスター）発表を経た投稿論文
- (2) 一般投稿論文

なお、(1) は投稿締め切り日を起点として過去 1 年以内に開催された大会における口頭（ポスター）発表に基づく論文を対象とする。

3. 使用言語・体裁・書式・分量

使用言語は英語または日本語とする。また、すべての投稿論文は、紀要編集委員会が作成した当該年度の投稿論文用テンプレートを使用して作成し、引用書式・参考文献書式等は APA の最新版に準じるものとする。字体は英文 Times New Roman 日本語 MS 明朝を使用し、サイズは 12p とする。図・表内のフォントは 9p 以上とする。論文の分量はタイトル、概要、キーワード、本文、参考文献、図表などをすべて含めて 10 頁以上 20 頁以内とする。

4. 投稿方法

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6. 規定の改廃

本規定の改廃は紀要編集委員会において行う。

2005 年 6 月制定

2007 年 6 月改定

2008 年 12 月改定

2009 年 7 月 25 日改定

2011 年 6 月 5 日改定

2014 年 3 月 8 日改定

JACET Kansai Journal Submission Guidelines

Revised March 8, 2014

1. Qualifications for manuscript submission

Papers can be submitted by Kansai Chapter members in good standing who have paid their dues for the current year. Each member can submit only one paper as a first author for each issue. If the first author is a Kansai Chapter member, coauthors can be JACET members of other chapters. All papers must be original and not have been published elsewhere nor be under consideration for publication (including overseas journals). If the research has been presented orally or as a poster and this is so indicated, the paper can be considered for publication.

2. Papers accepted for submission

Papers should be related to research on college/university English education or relevant areas. Two types of papers will be accepted for submission:

- 1) A paper that reports the content of an oral or poster presentation at a JACET Kansai Chapter Convention or a JACET National Convention
- 2) A paper submitted by a Kansai Chapter member

A paper based on a JACET presentation (oral or poster) can be submitted if the presentation was made within one year prior to the submission deadline.

3. Language, format, style and length

Papers should be written in English or Japanese. All manuscripts should be prepared using the current template prepared by the *JACET Kansai Journal (JKJ)* Editorial Committee. The reference format should conform to the most recent edition of the Publication Manual of the American Psychological Association (APA). Use font type Times New Roman, size 12 point font for body text and 9 and bigger point for Table and Figure. Papers must be more than 10 and no more than 20 printed pages, including the title, references, figures and other material.

4. Submission

Manuscripts should be submitted by e-mail to the *JKJ* Editorial Committee. Prepare the manuscript without the author name(s) or affiliation(s) or information in the Acknowledgments that can reveal the author(s) but leave the equivalent amount of space to allow the information to be added. Send the manuscript as an MS Word® document to the *JKJ* Editorial Committee. Use the following subject line template for the e-mail message: Paper submission to *JACET Kansai Journal*: Corresponding author name (corresponding author affiliation). The e-mail cover message should include the following information: (1) Author name(s), (2) author affiliation(s) and position(s), (3) type of submission [conference-presentation paper (give conference name and date) or submitted paper], (4) type of paper (research article, application report, research note), and (5) three to five keywords in the language used for the paper. If the manuscript is accepted for publication, a complete manuscript, including the author name(s) and affiliation(s), and a final camera-ready copy should be sent as an e-mail attachment to the *JKJ* Executive Committee office with the Attention note “JACET Kansai Journal manuscript.”

5. Copyright

If the manuscript is accepted for publication in *JACET Kansai Journal*:

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6. Amendment

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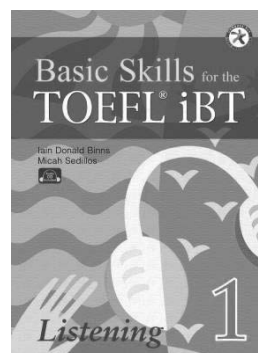
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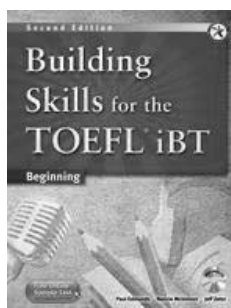


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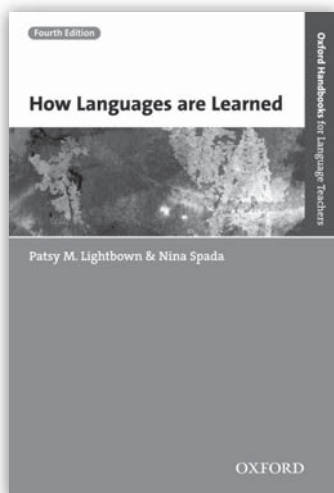
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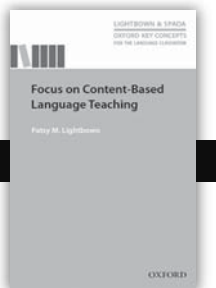
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