

Directed Motivational Currents and Their Triggers in Formal English Learning Educational Settings in Japan

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Abstract

The purpose of this study is to describe the nature of Directed Motivational Currents (DMC) experience among Japanese learners of English, and to identify long-term motivational barriers college students studying English compulsorily have. The most significant findings of this study reveal the proportion of respondents who reported experiencing DMC periods of motivation while learning English, the time of the experience and most common triggers. This study demonstrates that in Japanese educational settings, external factors and outcome-led goals play a dominant role to maintain English learning perseverance in students. One of the reasons may be that the Japanese college students are not always intimately connected to their self-concordant goals and to an individual core sense of self. Project-based learning is proposed as the means the teachers in Japan can use to help students overcome these barriers and facilitate a long-term motivation in English language learning in tertiary settings.

Key Words: DMC in Japan, value-based learning, group DMC

English language in the system of modern Japanese education occupies a significantly important place due to its social, cognitive and developmental functions; it is an important means of communication with the global world, means to expand the borders. Learning English is an effective means of self-expression of a person, her intellectual, moral development, and socialization. Knowledge of English gives an individual the opportunity to get real chances to take a more prestigious position in the globalizing Japanese society, both socially and materially.

An important component of success in learning a foreign language—the active long-term desire or perseverance of the student is often a real shortage. With all formal understanding of the importance of English in the life of a modern Japanese person, students often lack the grit to learn the language.

Perseverance is manifested in the willingness to make intensive efforts, to work continuously for a long time, despite the arising difficulties and obstacles, doubts and criticism, and bring the work to the end. Therefore, it is difficult to overestimate the role of perseverance in the English language learning process and the need to study its nature and the role it plays for Japanese college students is very important.

The purpose of this study is to describe the nature of English learning perseverance, identify long-term motivational barriers for college students studying English compulsorily, and finally propose ways the teachers in Japan can use to help students overcome these barriers and facilitate a long-term motivation in English language learning in tertiary settings.

Theoretical Basis of the Research

Perseverance as a form of motivation has been long viewed as an important concept, the result of investing significant efforts aimed at achieving goals (Heckhausen & Gollwitzer, 1987). At the beginning of this century, the role of perseverance was actively studied as an important predictor of academic achievement and as a part of conscientiousness manifested in the constancy of effort and long and persistent pursuit of long-term goals (Poropat, 2009).

As an independent characteristic of motivation, perseverance came into research light quite recently. In a series of studies conducted by Duckworth, Peterson and their colleagues, perseverance was shown to be a predictor of success in various areas of human activity, explaining on average 4% of the variance in success. In a series of six studies, Duckworth and his colleagues showed that perseverance does not depend on IQ (intelligence level) (or, in some samples, reveals weak negative correlations with it) and has predictive validity regarding the learning results (Duckworth et al., 2007). Nevertheless, the question remained unanswered about the internal sources of perseverance and the possibilities of its development and facilitation by teachers in children and adult learners.

Studies of internal sources of perseverance as an effective characteristic of motivation, which is a predictor of achievement, are still very few. Partially studies of sources and predictors of perseverance were undertaken in the framework of the attributive approach to motivation, however, a complete picture describing productive sources of perseverance has just started emerging in the western pedagogical psychology from motivational research of Zoltán Dörnyei. He and his colleagues (2016) state that DMCs (directed motivational currents) are the perfect building blocks of motivation, the ultimate source of perseverance in educational settings, and deserve the utmost attention of L2 (second language) acquisition research.

Directed Motivational Currents

Motivation is a complex concept, and a DMC is a unique notion within it, a perfect match between the source of it and an auto-pilot-like action strategy to sustain the motivation. DMCs ignite motivational momentum and enable the person to maintain it through a long-term productive learning path. DMCs have a set of following characteristics that energize and maintain motivated behavior.

Vision Orientedness

DMCs are goal-oriented. The goals the person have, in a directed motivation current must be self-concordant. Self-concordant goals are the goals fulfilling core values, strong convictions

and beliefs that are deeply seated in each individual (Sheldon & Elliot, 1999). Therefore, self-concordant goals are pursued with utmost grit and perseverance.

The DMC theory is a direct outcome of a new tendency in L2 research to focus more on learners' visions of themselves, as ideal or ought-to; and the search for such factors that can explain the perseverance and sustainability of a long-term learning motivation that is required for actual implementation of initial motives and plans (Dörnyei & Kubanyiova, 2014). The visions of idealized future selves are considered the main driving force of DMCs to utilize innate motivational capabilities, such as intrinsic or extrinsic motives.

There are several conditions needed to be satisfied for a possible-self vision to become a motivational fuel. The first condition is that a person must have a self-concordant possible-self vision (Dörnyei & Kubanyiova, 2014).

Second basic condition is that the possible-self must be plausible and perceived attainable with the means in hand (Dörnyei & Kubanyiova, 2014; Oettingen & Thorpe, 2006). The possible-self need to be accessible to a person (Markus & Nurius, 1986; Markus & Kunda, 1986; Oyserman & Destin, 2010). When a student perceives her possible-self as attainable, she begins forming goals (Carroll, Shepperd & Arkin, 2009). The possible-self has to be specific, vivid and well thought of (Markus & Nurius, 1986; Markus & Ruvolo, 1989). Students will be motivated if they can clearly see the ideal possible-self in detail and perceive a certain gap with their present-self (Higgins, 1987, 1998). Without this perceived discrepancy, there will be no motivational impetus created (Dörnyei & Kubanyiova, 2014).

The Launch of a DMC

The second unique notion of the DMC theory is that DMCs need to have a clearly identifiable trigger to start the motion. A person experiences DMCs only when the necessary personal and contextual conditions match with a concrete trigger.

The triggers vary according to a diverse nature of individuals, but the researchers have been able to identify two common triggers—opportunity for action, and a negative experience. Negative experience brings direct threat to highly self-concordant goals, giving an opportunity to reaffirm positive visions of ideal-self (Dörnyei et al., 2016).

The DMC Structure

The third key component of a DMC is an absence of purposely planned self-regulatory and self-discipline strategies. Instead, the learning is experienced effortlessly, and supported by a unique motivational state featured by automatized behavioral routines, sub-goals and progress checks, and affirmative feedback (Dörnyei et al., 2016).

The energy that a DMC gives to an individual fuels the initial motivation and includes an ability to self-regulate and self-discipline, resulting in effortless planning of activities, true dedication, high expectation of success, as well as a strong orientation toward overcoming possible difficulties and completion of work. People experiencing DMC states are notable for their devotion to their work, obsession and perseverance; they strive for success and are ready

to give up all sorts of entertainment (considering them as “distraction”) for it and even neglect leisure.

Group DMCs

Initial L2 learning research findings suggest that classroom-based group DMC experiences are well-known and as important for igniting and sustaining motivation in students as are individual DMCs (Muir, 2016). However, there is an important key difference between group and individual DMCs. The group DMCs are triggered in a significantly different way than individual DMCs. In a group DMC, trigger and following maintenance strategies are merged together. Therefore, for a trigger to work effectively, the classroom environment has to fit certain motivational conditions, such as maturity of the students’ relationships and attitude towards studying, satisfaction of their basic psychological needs and adequate autonomy support from the teacher.

Quantitative Study on DMCs

The first quantitative study of DMCs was conducted by Muir (2016) on a sample of more than 1500 individuals, and revealed high relevance of this motivational concept across countries and cultures. She has designed the first DMC Disposition scale that proved to produce statistically significant results, with a medium effect size ($\eta^2 = .11$).

The study showed that as many as 36.5% of participants reported having experienced strong DMC-like periods of motivation once or several times in their lives. The data collected in the study also revealed that there were no differences in experiencing this type of long-term intense motivation between different genders and different nationalities, and only a slight variation between different age groups.

Over 19% of participants reported having experienced a DMC fueled motivation while learning a foreign language; of those 59% indicated that this experience occurred in a formal educational settings: at school, university or at a private language school. Therefore, it can be said that formal educational settings can provide necessary contextual conditions for students to allow a DMC to launch.

Research Hypotheses

This study was conducted on a sample of business major female college students, using a quantitative approach to investigate the DMCs—Muir’s DMC Disposition scale. The primary research objectives of this study were to investigate how commonly recognized and experienced the DMC phenomenon is in Japan; and to look at its manifestations across different stages of formal English education. The secondary objective was to examine triggers and goals behind DMC-led perseverance to learn English in Japanese educational institutes in order to reveal possible value-based motivational barriers in non-English major university students. The hypotheses of the study are as follows:

- (1) Japanese college student will have experienced DMC type episodes of intense motivation

to study English, and the proportion of the participants who have experienced such states will be in line with previous research findings by Muir.

(2) Intense perseverance to study English in Japanese educational settings is the result of a system of regulatory and cognitive-reflexive factors and self-concordant values, that trigger the directed motivational currents; accordingly, these triggers can be identified, in order to design an appropriate intervention framework for future pedagogical implications.

Participants and Methodology

Sophomore students of a private female Japanese university were asked to participate in the study at the end of their second year spring semester in 2019. Total 119 students of Business Department took part in the study. QR codes with a link to the DMC questionnaire were created and given to the students during class time. To assess the most intense perseverance in the long-run motivation, the author translated the Muir's DMC Disposition scale into Japanese and used it.

Quantitative data analysis of the DMC questionnaire was completed using SPSS software. The analysis of different patterns of DMCs in Japanese educational context relied on standard statistical procedures such as ANOVA analyses, t-tests and analyses of correlations.

Research Results

The primary aim of this study was to find out how many people, when and how have experienced DMCs in Japanese EL educational settings. After agreeing to participate in the study and having read the DMC's description (Appendix), respondents indicated 1=no and 2=yes whether they recognized this type of intense motivation (N=119), and then whether they had personally experienced this type of intense motivation while learning English (n=79).

The noticeably large proportion of the participants (66.4%) answered that they recognized this type of motivation. In the previous study using the DMC questionnaire by Muir (2016), 64.8 % of the respondents all around the world (N=1500) indicated that they recognized it. Similarly high percentage (47.9%) of total participants of this study and 72.2% of those who recognized the concept of DMC, answered that they had personally experienced it while learning English.

The fact that almost the same percentage in the present study and in the Muir's study recognized this type of motivation, offered a support to the Muir's findings that the DMC phenomenon is widely recognizable, and thus identifiable in Japanese educational settings.

Following that, the participants were asked to indicate the duration of their DMC experience (Table 1), the intensity of it (10-point scale), and how many times in their lives they had experienced it.

The intensity variable (sample average 8 on a 10-point scale) of a DMC experience in the sample group had a very strong statistical correlation with the duration of the experience (Table 2), the finding which corresponds to the definition of the DMC discussed in this article earlier as a very strong motivation, experience in weeks and even months.

Table 1: Duration of the DMC experience

	Frequency	Percent	Valid Percent	Cumulative Percent
less than a month	20	16.8	16.8	81.5
between 1 to 2 months	12	10.1	10.1	64.7
between 2 to 4 months	6	5.0	5.0	86.6
between 4 to 6 months	5	4.2	4.2	90.8
more then 6 months	11	9.2	9.2	100.0
Total	119	100.0	100.0	

Table 2: Pearson Correlation of the strength and duration of the DMC experience

		Duration	Strength
Duration	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	129.426	89.352
	Covariance	2.442	1.686
	N	54	54
Strength	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	89.352	183.204
	Covariance	1.686	3.457
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

The following step was to calculate a DMC Index using all DMC indicative items (Table 3) from the questionnaire. The participants in this study showed a high DMC Index (3.85, calculated from the DMC items in Table 3), supporting the notion that the long-term motivation they had experienced was indeed a DMC experience (Table 4).

Table 3: One Sample statistics of DMC items

	N	Mean	Std. Deviation	Std. Error Mean
positive memory	53	4.08	.730	.100
effective study	54	4.09	.622	.085
surprised at abilities	54	3.80	.855	.116
achieved everything wanted	54	3.80	.683	.093
it was special and great	54	4.06	.627	.085
studying English was central	54	3.74	.732	.100
people around me recognized	54	3.54	.946	.129
felt like current, not work	54	3.69	.797	.108
always thought about goal	54	3.80	.711	.097
had vision of the final goal	54	4.00	.614	.084
enjoyable experience	54	3.74	.851	.116

Table 4: Anova statistics for DMC Index

ANOVA					
DMC Index					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.355	1	1.355	7.081	.010
Within Groups	9.762	51	.191		
Total	11.118	52			

Following that, a correlational analysis was conducted to see whether the relationships between items further support the theoretical nature of DMCs. It was revealed that the DMC Index is moderately correlated ($r=0.349$) with the desire to repeat the experience among the participants. The stronger the DMC experience participants have, the more they want to experience again.

The previous quantitative research on DMC revealed that DMCs are gender-neutral, confirming that there is no significant dispositional advantage or ability to experience DMCs between different genders (Muir, 2016). The sample of this study was mono-gender, so no gender comparisons were possible.

The next basic characteristic considered in this research was the age when the participants had a DMC experience (Time). The results revealed that majority (90.8%) of second year students experienced DMCs in pre-tertiary settings: high school (63%) and junior high school (27.8%). Only 35.3% of the respondents claimed they had experienced it in the university.

Although these figures come from a relatively small sample, they can indicate that a significant proportion of the university respondents reported English language learning DMCs in Japan taking place within pre-tertiary settings rather than college. The earlier international quantitative study by Muir showed that the majority of language learning DMCs world-wide occur in the university settings (77%), and only half (49%) of the respondents in her study answered that they had experienced this type of motivation in high school and junior high school.

The findings of this study may go against an argument that DMCs are only capable of emerging within environments in which participants have greater levels of personal freedom. At least in Japanese educational settings, DMCs appear to occur in environments with lesser personal freedom. It is also perhaps surprising that relatively few DMCs occurred during period of mandatory study abroad that they complete in their second year (9.3%) and may indicate that such a course within the given university is not optimally designed.

At the same time, duration and time of experience correlation analysis showed that the later the students had experienced DMCs, the longer and stronger the experience was. This finding may suggest that the best timing for a DMC experience while learning English is indeed in university rather than high school, as there it lasts longer with more intensity than in pre-tertiary settings ($r=.285$). Therefore, potentially, DMCs in the university settings may be of a

better “quality”, however, in Japan, such occurrences are still limited if compared to the pre-tertiary settings.

The quantitative findings in this study were consistent with the Muir’s international study results on majority of constructs, however, these initial findings also offer new notion that DMCs in Japanese settings are usually experienced in less autonomous educational settings than in the rest of the world, possibly due to a different common nature of self-concordant goals and values of Japanese students. The large number of respondents claimed they had this type of motivation in pre-tertiary settings, which makes it even more interesting to look at the qualitative part of the survey and see what kind of triggers were among most popular in this sample.

Overview of the Qualitative Dataset

Qualitative data was collected from the participants twice: the first question asked how this period of intense motivation began; the second asked for a few details of what exactly they experienced during these periods of highly intense motivation.

The answers for the first question were coded and further separated into four categories (Muir, 2016):

- 1) Positive external trigger. Participants were triggered by external positive events.
- 2) Negative external trigger. Participants were triggered by external negative events.
- 3) Outcome led trigger. Participants were triggered by appearance of specific extrinsic goals.
- 4) Intrapersonal reasons. Participants were triggered by reasons of an inner nature, self-concordant values.

Looking at the data collected, it is apparent that the outcome-led trigger was the most common among the participants ($N=26$, $n=13$), and is clearly identifiable in many answers. The previous multinational study revealed that outcome-led triggers are indeed specifically evident in DMC types of long-term motivation (Muir, 2016). According to Muir’s findings, 31.7% of the DMC group had outcome-led reasons for beginning their intense studies. As described earlier in this article, a core feature of DMCs is that they are goal/vision oriented, and so it is perhaps unsurprising to see such results in this study. However, in the Japanese sample of second year business female students, a considerably larger percentage than in the Muir’s data defined their DMC triggers a test-led and exam-oriented (50% vs 31.7%).

The reason why in this study such a large number of participants experienced outcome-led triggers can be linked with the time of the DMC experience for the majority of the respondents—the high school. Majority of students identified a desire to pass college entrance examination (*jyukēn eigo*) as a prime goal of their DMC-led learning. It is during high school years when the students in Japan are most concerned with the test results and college entrance examinations.

According to Muir’s findings, the most common reasons given for triggering DMC periods of motivation were intrapersonal reasons, self-concordant values. Such answers comprised nearly 40% of the responses in her study. However, the Japanese sample revealed only 7.6% of

the respondents having intrapersonal reasons. One of the few respondents answered: “英語が苦手なのに、ある日突然勉強したいと思い […]” (I am not good at English; but one day suddenly I wanted to learn it).

The low result was commensurate with the understanding and possible recognition that the Japanese students are not intimately connected to autonomous values of Self-direction as they are to Achievement values. Indeed, 38.5% of the respondents claimed that it was a rather external source than internal, either a positive (30.7%) or negative (7.7%) source that triggered their intense long-term motivation to learn English.

Eight of the students participated in the study decided to leave additional comments describing their DMC experiences. Due to the limited number, all of them are presented below.

1. 英語辛い (English kills me). The person who wrote this comment had a specific outcome-led goal to pass the college entrance examination. She experienced the motivation, even she hated the subject, but studying it was a necessary condition to obtain her goal.
2. 英語の中間テストがある時期で、授業や課題がよく分かるようになって、そのままテスト勉強のモチベーションにつながった (By the time when I had to take midterm test, I became able to understand the lessons and assignments well; this gave me motivation to continue my studies). This comment supports the notion that for a DMC to develop and self-maintain, attainability of goals and a set of sub-goals are important conditions. A person whose motivation was triggered by intrapersonal values left the comment.
3. やるしかない状況だと人はできると思った (I thought people could do many things when there is no other choice left). A person who was triggered by a negative external reason left this comment. She failed her college entrance examination and had to wait for a year to try again. She had a very strong trigger to work hard to pass the next examination.
4. もっと英語の勉強を頑張りたい (I want to study English more). This comment supports the idea that while in a DMC, people feel constant desire to continue what they are doing.
5. これからは TOEIC テストに向けて英語の学習を頑張りたいと思います！ (I would like to study English for the TOEIC test). This comment supports the study findings that the majority of DMCs in Japanese educational settings are goal-oriented and outcome-led, at the same time it also shows that the person who has experienced a DMC before, would like to repeat the experience.
6. 中学生のときは特に英語が好きで一番得意な教科でした。勉強がとても楽しかったです。(When I was a junior high school student, English was my favorite subject, and I really enjoyed studying it). The person experienced joy while being in the current.
7. まだ、挑戦している途中なので結果は分からないけど、努力しようと思います。(I am still experiencing it, even I do not know the results, I will do my best). The person who wrote it is still in the current and shows high determination to achieve her learning goals.
8. 毎日音読してました。(I read out-loudly every day). This comment supports the notion of routine tasks as a necessary condition to maintain a DMC.

9. ○○先生大好きです！(I like my English teacher). This comment shows that for a successful DMC, interpersonal relationships and sufficient contextual conditions in the language classroom are very important.

All of the comments above reflect the necessary features of the DMC-led motivation, such as being motivated even when doing unpleasant things, having sub-goals to check the progress, having a strong and distinctive trigger before the launch of a DMC, constant desire and determination to do the tasks, emotional positivity and joy, positive relationships with the significant participants of the learning process, and finally a desire to repeat the experience.

However, it should be noted, that these results are based on a relatively small sample, and only few sentences from each participant. The author hopes that these qualitative responses can ignite a further quantitative DMC research in the Japanese educational field, which in its turn will better contribute to understanding of reasons DMCs begin or occur in Japan, providing a more detailed picture.

Discussion

This study was the first look at DMCs in Japanese educational settings by taking on a quantitative approach, providing novel conclusions and new answers to questions about English learning motivation, which had previously not been sufficiently addressed. The most significant finding of this study is that about half of the respondents learning English in formal educational settings reported personal experience of strong DMC-like periods of motivation while doing so. The findings also demonstrate that in Japanese educational settings, external factors and outcome-led goals play a dominant role to maintain English learning perseverance. In contrast with worldwide tendencies to experience DMCs in more autonomous university settings relying on self-concordant goals, the participants of this study demonstrated strong record of being more persistent in their studies while studying in high school and preparing for college entrance examinations.

It is significant that the externally driven desire to get good grades and pass tests is the most common trigger for DMCs in adolescents of modern Japanese high school to learn English. Why does being a good student, why does getting good grades occupy such an important place among the hierarchy of dominant motives of Japanese students learning English?

Anecdotal evidence shows that according to many parents and teachers in Japan, good academic performance is a measure of the success and value of a child, and the use of grades is the only reliable way to induce them the “desire to learn”. Speculating further, the self-concordant values that trigger directed motivational currents and provide intensive perseverance in Japanese students learning English, maybe after all, be focused on not to get a good grade, but to please a parent or a teacher, to prove them you deserve to be appreciated and loved.

Alternatively, frankly speaking, in Japan, in order to succeed in life you do not have to *really* know English, rather you need to get a good grade on it, get high scores in a TOEIC test, get a job... Sadly, are not those values students have, unconsciously perceived as their own, true and self-concordant, but after all, socially imposed? The values of grades, test marks and entrance examination are most probably induced by teachers, educators, parents, and the society; and as such tend to disappear once the students get into college, leaving an empty vault of lost sense of self and no personal value core to hold on in further studies.

This leaves the Japanese college students not intimately connected to their self-concordant goals and to an individual core sense of self. While the nature of English learning motivation in university settings is more autonomous, and thus has more potential to lead the students to the desired achievements; the empty “value-shelves” brought by a sudden freedom the students get from the disappearance of the burden of external goals, such as passing tests and examinations, together with the lack of defined self-concordant values and goals, keep the students from igniting the engine of their English learning motivation. This value-based paradox is the reason why so many non-English major students in Japan, have motivational barriers while learning English in university settings.

Directed Motivational Currents are one of the most intense and effective means to maintain long-term motivation among learners of English. Participants in this study clearly stated that they would like to have a DMC-like experience again in their lives. The majority of the students participated indicated that DMCs brought them joy, helped them maintain focussing on tasks and concentrating on educational goals.

By looking at DMCs for the first time in Japanese educational settings, this study unveils the lack of learning perseverance among university students, thereby laying the groundwork for designing a pedagogical intervention framework, which will help the students explore their self-concordant values and allow teachers to trigger group DMCs and facilitate long-term motivation among their students.

The language classroom should become a space that initiates the student’s personal development, encourages her to affirm one’s “self”, and makes it possible to build her own system of relations with the world and others, contributing to creative and intellectual self-development, the features of integral self-organization, the meaning of life concept of personality. However, the difficulties encountered by students in the educational process, called barriers, are not uncommon in modern Japanese educational settings.

In the educational process, such motivational barriers acquire a certain specificity due to the directed influence on the part of the teacher who, to one degree or another, controls the educational process. In the value-forming model of teaching, the content of the educational process becomes the “subjective experience—objective value”, i.e. personal meaning type of relationship. If such an attitude does not prevail in the classroom, a value barrier arises, which becomes a significant obstacle to the personal internalization of what is studied.

However, the traditional paradigm in Japanese education orientates the educational process, and in particular, the study of a foreign language, to Gnostic forms of learning, i.e. on the assimilation of linguistic patterns. The assimilation of values is a cognitive formation; therefore, cognitive mechanisms that would bring the elements of a foreign language to the level of the actual conscious (elements of mental activity) are not involved. In order to reach the personal level, it is necessary to learn a foreign language at a motivational-semantic level, focusing on personal value orientation and system of meanings. The deeper the personal value alongside the initial motive, the more likely it is that this motive will be further ignited in the engine of long-term learning.

It is highly desirable that students obtain knowledge not in the finished form, when the knowledge is essentially imposed on them, but acquire it independently, while striving to learn, create new knowledge, and develop their personal skills and competencies. In English learning educational system in Japan, the value-forming methods should be the leading ones.

The idea of a self-concordant value formation can be very well realized with a project-based teaching approach. Among the different methods of teaching a foreign language, the project method has a particular motivational potential which forms meaning. Project-based methods are called the best means to facilitate directed motivation currents in group settings (Muir, 2016). Project work is a certain challenge to the new possibilities of using the language in a real life situation; it is a search for something new and motivating. The search leads the students to the meaningful content of the educational process, to a certain choice; when they create themselves, their individual and unique “self”, rediscover their self-concordant value system.

Conclusion

The most significant finding of this study reveals the proportion of respondents who reported experiencing DMC periods of motivation while learning English. Although the small sample does not yet allow for generalization, the consistency of the results and the fact that almost a half of participants (N=57, 47.9%) have experienced English learning DMC periods in their lives is a significant finding.

Finally, the findings have highly valuable implications for the facilitation of DMC motivation in language classroom, as majority of the respondents wanted to repeat the experience. This study does not offer definitive answers; yet, it demonstrates that in Japanese educational settings, external factors and outcome-led goals play a dominant role to maintain English learning perseverance in students. One of the reasons may be that the Japanese students are not always intimately connected to their self-concordant goals and to an individual core sense of self.

By looking at DMCs for the first time in Japanese educational settings, this study offers a possible explanation of value-based motivational barriers and calls for further exploration of perseverance and self-concordant goals of college students studying English. The author hopes

this study gives the groundwork both for more comprehensive quantitative and qualitative studies, and for elaborate design of project-based intervention, that would prove a possibility to facilitate DMC experience in Japanese tertiary educational settings.

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Appendix

Directed Motivational Currents—Japanese Definition in the Survey

大学生による英語の習得レベルに関連する教育意欲の詳細を特定するためのアンケート（日本語版）

人は何週間または何ヶ月間か、「集中的」に英語を勉強することに非常に夢中になる時があります。

彼らはこう言います：

- 1) 昼夜を問わず、英語の勉強について考えています。
- 2) 長い間ずっと集中し続けることができたことに驚いています、英語を勉強することをとても楽しんでいるので、英語の学習を簡単に行うことができます。
- 3) こんなに達成できるとは思わなかった！
- 4) 友人や家族は、私に特別なことが起こっていることをはっきりと見て取ることができます。
- 5) この種の動機を経験することができるのならば、どんな目標にも取り組みたいと思います。

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