

Effective Motivational Strategies for English Classes in Japan (2)

—Based on Questionnaires to Teachers and Students—

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Abstract

The present article aims at exploring effective motivational strategies through investigating how junior high and senior high school students are motivated by the strategies. The questionnaire titled “Research on attitudes toward English classes and English learning” with the same 50 items utilized in the questionnaire for teachers in the previous article (1) (Narikawa and Okazaki, 2011) was administered to 223 junior high school and 492 senior high school students. Two remarkable findings were discovered: one is that both junior and senior high school students hope for more opportunities in which they can use English than they presently have and the other is that strategies for promoting extrinsic motivation can be effective for students who seem not to have high motivation for learning English. The pedagogical implications suggest Japanese English teachers can motivate their students if they increase the opportunities inside and outside classes in which students can actually use English, and that teachers can utilize extrinsic motivation more effectively.

keywords : Motivational Strategies, Japanese English Classes, Ten Commandments

1. Introduction

The previous article (Narikawa and Okazaki, 2011) presented the results of an empirical survey on motivational strategies from the perspectives of English teachers. Eighty-six Japanese teachers of English from junior high and senior high schools were asked how important they considered a selection of 50 teaching strategies (Dörnyei and Csizér, 1998). Based on their responses, a concise set of ten motivational macrostrategies called the ‘Ten commandments for motivating Japanese students’ were compiled, and then compared with those proposed by Dörnyei and Csizér (1998). We could understand motivational strategies which teachers considered important. However, it is not clear whether these strategies are really effective for students or not.

Therefore, the present article aims at exploring effective motivational strategies through investigating how junior high and senior high school students are motivated by the strategies. We will suggest differences between teachers’

attitudes and students’ attitudes, and propose necessary strategies which teachers should adopt when they motivate their students.

2. Method

2.1. Participants

We administered the questionnaire to students studying English at 2 junior high schools and 5 senior high schools, and received a total of 223 completed questionnaires from the junior high school students and 492 completed questionnaires from the senior high school students. With regard to senior high schools, the future course of students upon graduation is different. The students of three senior high schools generally proceed to university after graduation. The students of the other two generally work after graduation. The motivation for learning English which students have is probably different in these senior high schools.

2.2. Questionnaire

The questionnaire titled “Research on attitudes toward English classes and English learning” was administered to the students in October,

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November and December of 2007. We asked the teachers of each school to issue the questionnaire to their students. We utilized the same 50 items as in the questionnaire administered to teachers (Narikawa and Okazaki, 2011), but altered the language to reflect the perspective of the students. Some of the language of the original version of the questionnaire was simplified to make it easier for students to understand.

The questionnaire consisted of 50 items arranged in a five-point Likert scale with perceived importance from “utterly unimportant” to “greatly important”. The reason we chose a five-point Likert scale was to enable the students to answer the questionnaire easily. We thought a seven-point Likert scale would be

hard for students to answer.

2.3. Procedure and Statistical Analysis

Descriptive statistics were conducted on the data collection of students. We divided the data according to junior high and senior high school. Table 1 gives the descriptive statistics for the 50 items.

The data was analyzed in two ways. First, a t-test was performed to compare the attitudes of junior high school students with those of senior high school students. Second, a factor analysis was administered to summarize the underlying characteristics of students’ motivational factors in learning English. These two analyses will be explained in detail.

Table 1: Descriptive Statistics for the 50 Questionnaire Items to Students

N	Strategy	Junior High		Senior High		Senior High (academic)		Senior High (vocational)	
		M	SD	M	SD	M	SD	M	SD
1	Teachers prepare for the lessons properly.	2.99	0.84	3.05	0.94	3.23	0.87	2.66	0.97
2	Teachers create a pleasant atmosphere in the classroom.	3.54	1.02	3.80	0.94	3.99	0.88	3.40	0.97
3	Teachers give clear instructions to you.	3.38	0.95	3.62	0.98	3.86	0.88	3.09	0.99
4	You develop a good relationship with your teachers.	3.24	1.05	3.48	0.99	3.72	0.89	2.95	1.01
5	Teachers give positive feedback and appraisal to you.	3.20	1.07	3.49	1.02	3.69	0.94	3.05	1.06
6	Teachers select interesting tasks.	3.70	1.10	3.95	0.94	4.11	0.88	3.61	0.99
7	Teachers encourage creative and imaginative ideas.	3.26	1.02	3.47	0.91	3.64	0.84	3.08	0.94
8	Teachers try and fill the tasks with personal content that is relevant to you.	3.49	1.04	3.77	0.92	3.89	0.84	3.52	1.02
9	Teachers help you develop realistic expectations about your learning.	3.41	1.03	3.82	0.98	4.06	0.88	3.29	1.00
10	Teachers familiarize you with the cultural background of the language you are learning.	2.73	1.06	2.89	1.03	2.99	1.01	2.67	1.03
11	Regular group work is included in your class.	2.76	1.07	2.8	0.97	2.89	0.94	2.61	1.02
12	Teachers help you realize that it is mainly effort that is needed for success.	3.06	1.12	2.88	1.07	2.98	1.04	2.66	1.09
13	Teachers emphasize the usefulness of the language.	3.18	0.98	3.05	0.98	3.18	0.94	2.77	1.00
14	Besides giving grades, teachers give you other rewards.	2.71	1.14	2.67	1.00	2.6	0.94	2.83	1.12
15	You are involved in creating your own classroom rules.	2.88	1.08	2.62	0.95	2.58	0.88	2.73	1.07
16	You are allowed to create products that you can display.	2.57	1.15	2.33	1.01	2.32	0.98	2.36	1.10
17	Teachers encourage you to decorate the classroom and make it cozy in any way you can.	2.79	1.12	2.46	0.99	2.47	0.97	2.45	1.04
18	You are not compared with other students.	3.07	1.08	3.12	0.88	3.19	0.86	2.96	0.91
19	Teachers show a good example by being committed and motivated.	3.10	1.11	3.37	0.97	3.53	0.90	3.02	1.04
20	Teachers bring in humor, laughter and smile.	3.32	1.19	3.61	1.00	3.77	0.96	3.25	1.00
21	Teachers provide guidance about how to do the task.	3.05	1.01	3.29	0.92	3.42	0.84	2.99	1.03

22	You can experience success regularly.	3.15	0.96	3.37	0.92	3.52	0.88	3.03	0.93
23	Teachers choose interesting topics and supplementary materials.	3.41	1.03	3.69	0.94	3.85	0.84	3.33	1.05
24	Teachers encourage questions and other contributions from you.	2.55	1.03	2.66	0.92	2.75	0.87	2.48	1.00
25	You set up several specific learning goals.	2.68	0.99	3.00	1.05	3.22	0.97	2.53	1.05
26	Authentic materials are used.	2.77	1.06	2.87	1.03	3.00	0.99	2.60	1.07
27	You can get to know one another.	3.03	1.66	3.01	0.95	3.12	0.89	2.75	1.01
28	Teachers help maintain the set of classroom rules that you accepted.	2.76	1.00	2.66	0.83	2.71	0.79	2.55	0.90
29	Teachers try to behave naturally and be themselves in class.	2.85	1.12	3.34	0.93	3.53	0.84	2.94	0.99
30	Games and fun are had in class.	3.44	1.12	3.50	1.02	3.62	0.97	3.22	1.09
31	Teachers state the purpose and the utility of every task.	3.21	1.01	3.38	0.93	3.57	0.83	2.97	1.02
32	Teachers constantly encourage you.	2.77	1.09	3.07	0.99	3.22	0.98	2.74	0.94
33	Teachers offer a variety of materials.	2.79	0.92	2.88	0.90	3.01	0.85	2.61	0.96
34	You can have as much responsibility to organize the learning process as possible.	2.76	0.99	2.67	0.84	2.73	0.79	2.55	0.93
35	Teachers increase the group's goal-orientedness.	2.71	0.91	2.76	0.92	2.82	0.87	2.62	1.00
36	Native speakers teach some classes.	2.92	1.06	3.03	0.96	3.07	0.94	2.92	1.01
37	You think you are an ordinary member of the group as much as possible.	2.89	0.92	2.89	0.93	3.01	0.90	2.62	0.93
38	You regularly review the classroom rules with your teachers.	2.50	0.88	2.50	0.81	2.55	0.78	2.38	0.85
39	Teachers are sensitive and accept you.	2.82	0.98	3.05	0.9	3.14	0.88	2.86	0.92
40	You do game-like competitions within class.	3.35	1.23	3.14	1.15	3.20	1.09	3.01	1.27
41	Teachers say that mistakes are a natural part of learning.	2.78	1.05	2.98	0.98	3.08	0.96	2.78	1.00
42	There are various activities.	3.17	1.03	3.26	0.97	3.40	0.91	2.95	1.02
43	Teachers analyze your language goals and needs.	3.09	1.05	3.17	0.98	3.34	0.89	2.79	1.06
44	You have pen-friends.	2.74	1.18	2.77	1.13	2.96	1.10	2.36	1.10
45	You have extracurricular (out-of-class) activities.	2.80	1.18	2.85	1.14	3.03	1.10	2.45	1.13
46	Teachers select tasks that do not exceed your competence.	2.92	1.06	3.10	0.98	3.27	0.89	2.73	1.07
47	Teachers make tasks challenging to involve you.	3.03	1.13	2.82	1.06	2.99	1.00	2.44	1.10
48	You design your individual study plans.	2.81	1.12	2.77	1.07	2.99	1.00	2.31	1.08
49	Teachers build on your interests rather than tests or grades as the main energizer for learning.	3.07	1.14	3.21	1.05	3.40	0.97	2.81	1.10
50	Teachers raise your curiosity by introducing unexpected or exotic elements.	3.19	1.17	3.16	0.94	3.32	0.86	2.81	1.03

3. RESULTS AND DISCUSSION

3.1. Comparison of Junior and Senior High School Students

3.1.1. Results of Factor Analysis – Junior High School Students

Applying Unweighted Least Squares and Varimax with Kaiser Normalization, we extracted three factors. Table 2 presents the factor matrix with items loading greater than 0.45 as the criterion of salience. These factors accounted

for 58.4 % of the variance in the 27 items.

Factor 1 obtained loading from twelve items (14, 19, 24, 28, 29, 32, 35, 36, 37, 38, 39 and 41). Nine items (14, 19, 24, 29, 32, 36, 38, 39 and 41) relate to teachers' behavior, while the other three (28, 35 and 37) are relevant to classmates. We suppose that those three items are ensured by teachers' consideration. Therefore, this factor is called *the thoughtful consideration of teachers*.

Factor 2 received loading from eight items

Table 2: Results of Factor Analysis for Junior High School Students

N	Questionnaire Items	F1	F2	F3
32	Teachers constantly encourage you.	0.79		
39	Teachers are sensitive and accept you.	0.75		
38	You regularly review the classroom rules with your teachers.	0.70		
41	Teachers say that mistakes are a natural part of learning.	0.69		
35	Teachers increase the group's goal-orientedness.	0.65		
24	Teachers encourage questions and other contributions from you.	0.60		
19	Teachers show a good example by being committed and motivated.	0.58		
14	Besides giving grades, teachers give you other rewards.	0.56		
28	Teachers help maintain the set of classroom rules that you accepted.	0.55		
29	Teachers try to behave naturally and be themselves in class.	0.52		
37	You think you are an ordinary member of the group as much as possible.	0.51		
36	Native speakers teach some classes.	0.45		
49	Teachers build on your interests rather than tests or grades as the main energizer for learning.		0.70	
47	Teachers make tasks challenging to involve you.		0.69	
43	Teachers analyze your language goals and needs.		0.67	
50	Teachers raise your curiosity by introducing unexpected or exotic elements.		0.66	
46	Teachers select tasks that do not exceed your competence.		0.66	
31	Teachers state the purpose and the utility of every task.		0.54	
48	You design your individual study plans.		0.53	
12	Teachers help you realize that it is mainly effort that is needed for success.		0.48	
6	Teachers select interesting tasks.			0.74
30	Games and fun are had in class.			0.73
2	Teachers create a pleasant atmosphere in the classroom.			0.67
8	Teachers try and fill the tasks with personal content that is relevant to you.			0.62
20	Teachers bring in humor, laughter and smile.			0.54
40	You do game-like competitions within class.			0.53
1	Teachers prepare for the lessons properly.			0.46
	Eigenvalue	12.10	44.80	44.80
	Percentage of Variance	2.05	7.59	52.40
	Cumulative Percentage of the Total Variance	1.62	6.01	58.40

(12, 31, 43, 46, 47, 48, 49 and 50). Three items (12, 31 and 43) are concerned with understanding of the necessity of learning, while three items (46, 47 and 50) relate to activities. Item 48 is related to planning of learning English, and item 49 is relevant to the interest of students. With regard to all items of this factor, they are linked to the usefulness of content of learning. Therefore, we call this factor *the usefulness of content of learn-*

ing.

Factor 3 obtained loading from seven items (1, 2, 6, 8, 20, 30 and 40). All items except for the first item are relevant to the fascinating aspect of learning and activities. Item 1 is fundamental to other items and the loading of this item is not so great (0.46) in this factor. Therefore, this factor is called *the fascinating aspect of activities.*

3.1.2. Results of Factor Analysis – Senior High School Students

Applying Unweighted Least Squares and Varimax with Kaiser Normalization, we extracted three factors. Table 3 shows the factor matrix with items loading greater than 0.45 as the criterion of salience. These factors accounted for 52.1 % of the variance in the 38 items.

Factor 1 received loading from nineteen items (10, 12, 13, 24, 25, 26, 28, 32, 33, 34, 35, 37, 38, 43, 44, 45, 47, 48 and 50). These items are very diverse. We classify these items into seven categories. The first category is related to content of learning (10, 16, 33, 44, 45 and 50). The second category is concerned with the understanding of the need for learning English (12, 13 and 43). The third category is relevant to a goal of learning English (25 and 35). The fourth category relates to teachers' behavior (24 and 32). The fifth category deals with the rules of behavior in English classes (28 and 38). The sixth

category has to do with activities (37 and 47). The last category is relevant to students' autonomy (34 and 48). Altogether, we consider that those categories can be integrated into meaningful classes. Therefore, this factor is called *meaningful classes*.

Factor 2 obtained loading from fourteen items (1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20, 22, 23 and 29). These items are divided into 4 categories. The first category is related to teachers' behavior (1, 3, 4, 5, 7, 19, 20 and 29). The second category is concerned with activities (6, 8, 9 and 22). The third category is relevant to classroom atmosphere (2). The last category relates to interesting topics (23). We suppose that these categories are linked to teachers' consideration. Therefore, we call this factor *teachers' consideration*.

Factor 3 received loading from 5 items (11, 15, 16, 17 and 27). These items relate to group activities. Therefore, this factor is called *collaborative learning*.

Table 3: Results of Factor Analysis for Senior High School Students

N	Questionnaire Items	F1	F2	F3
33	Teachers offer a variety of materials.	0.69		
35	Teachers increase the group's goal-orientedness.	0.67		
38	You regularly review the classroom rules with your teachers.	0.65		
43	Teachers analyze your language goals and needs.	0.65		
47	Teachers make tasks challenging to involve you.	0.65		
25	You set up several specific learning goals.	0.64		
24	Teachers encourage questions and other contributions from you.	0.62		
37	You think you are an ordinary member of the group as much as possible.	0.60		
12	Teachers help you realize that it is mainly effort that is needed for success.	0.60		
32	Teachers constantly encourage you.	0.59		
28	Teachers help maintain the set of classroom rules that you accepted.	0.58		
13	Teachers emphasize the usefulness of the language.	0.58		
44	You have pen-friends.	0.57		
34	You can have as much responsibility to organize the learning process as possible.	0.56		
48	You design your individual study plans.	0.54		
10	Teachers familiarize you with the cultural background of the language you are learning.	0.54		
26	Authentic materials are used.	0.52		
45	You have extracurricular (out-of-class) activities.	0.50		
50	Teachers raise your curiosity by introducing unexpected or exotic elements.	0.46		
6	Teachers select interesting tasks.		0.74	

3	Teachers give clear instructions to you.	0.71
4	You develop a good relationship with your teachers.	0.69
9	Teachers help you develop realistic expectations about your learning.	0.67
5	Teachers give positive feedback and appraisal to you.	0.66
2	Teachers create a pleasant atmosphere in the classroom.	0.66
8	Teachers try and fill the tasks with personal content that is relevant to you.	0.65
7	Teachers encourage creative and imaginative ideas.	0.62
22	You can experience success regularly.	0.61
23	Teachers choose interesting topics and supplementary materials.	0.60
20	Teachers bring in humor, laughter and smile.	0.56
19	Teachers show a good example by being committed and motivated.	0.54
1	Teachers prepare for the lessons properly.	0.50
16	You are allowed to create products that you can display.	0.67
17	Teachers encourage you to decorate the classroom and make it cozy in any way you can.	0.66
15	You are involved in creating your own classroom rules.	0.57
27	You can get to know one another.	0.49
11	Regular group work is included in your class.	0.48
	Eigenvalue	14.8 39 39
	Percentage of Variance	2.99 7.86 46.8
	Cumulative Percentage of the Total Variance	2 5.26 52.1

4. Overall Discussion-Teachers and Students

4.1. Comparison of Ten Commandments from Teachers' and Students' Perspectives

We compare three sets of Ten Commandments, from the teachers' perspective and the students' perspective. Focusing on four major differences between teachers' and students' perspectives, we point out Commandments which teachers should keep in mind (see Table 4).

First, the Commandment "set a personal example with your own behavior" was ranked highest for teachers, while it was tenth for junior high school students, and ninth for senior high school students. As one of reasons, teachers may regard the item "prepare for the lessons properly", which has the highest ranking in their Commandments, as being extremely important for teaching English, and therefore they answered giving high priority to this item. On the other hand, students may take it for granted that teachers ought to be eager and properly prepare for classes, and so they did not give high

priority to this item. As a result, there is a big difference between teachers and students with regard to this Commandment.

Second, the Commandment "make the English classes interesting" was ranked highest for both junior and senior high school students, while it was sixth for teachers. This Commandment relates to the content of learning and tasks in English classes. Through these results, we can observe that interest in English classes, namely the content of learning and tasks, seems to influence students' motivation. In accordance with Kimura (1995, p.129), who mentioned that "the best attraction of communicative activities is the enjoyment of them" (translated by the author), we suppose that it is important that there are interesting factors in activities or English classes themselves. However, Kimura (1995) also indicated the compatibility of making classes interesting and meaningful, so teachers should always consider tasks or classes which have enjoyment and meaningfulness as

Table 4: Ten Commandments for Motivating Students from Teachers' and Students' Perspectives

	Teachers' perspective	Junior High School Students' perspective	Senior High School Students' perspective
1	Set a personal example with your own behavior.	Make the English classes interesting.	Make the English classes interesting.
2	Present the tasks properly.	Create a pleasant, relaxed atmosphere in the classroom.	Increase the students' goal-orientedness.
3	Develop a good relationship with students.	Personalize the learning process.	Create a pleasant, relaxed atmosphere in the classroom.
4	Increase the students' linguistic self-confidence.	Increase the students' goal-orientedness.	Personalize the learning process.
5	Create a pleasant, relaxed atmosphere in the classroom.	Present the tasks properly.	Present the tasks properly.
6	Make the English classes interesting.	Promote students' autonomy.	Increase the students' linguistic self-confidence.
7	Increase the students' goal-orientedness.	Develop a good relationship with the students.	Develop a good relationship with the students.
8	Personalize the learning process.	Increase the students' linguistic self-confidence.	Promote students' autonomy.
9	Familiarize students with the target language culture.	Emphasize the usefulness of the language learning.	Set a personal example with your own behavior.
10	Utilize collaborative learning.	Set a personal example with your own behavior.	Avoid any comparison of students to one another.

well.

With regard to the Commandment “personalize the learning process”, it was ranked eighth for teachers, while it was third for junior high school students and fourth for senior high school students. Through these results, students seem likely to hope for tasks which are relevant to their personal interests. Therefore, we consider that teachers need to grasp students' personal interests.

Finally, the Commandment “increase the students' goal-orientedness” was ranked seventh for teachers, while it was second for senior high school students and fourth for junior high school students. Especially senior high school students seem to be motivated when they have clear goals of learning English. Students can understand what the content of learning is effective for, or what abilities they can acquire through tasks, if teachers make goals of learning clear. Therefore, teachers should tell their students the goals before starting new tasks or lessons.

As we mentioned above, there were some

differences among the three sets of the Ten Commandments of teachers and students. We suggest that teachers should utilize the Commandments which students themselves consider important for their motivation.

4.2. Comparison of Junior High School Teachers and Students

A two-tailed t-test was calculated to investigate the differences between attitudes of teachers and those of students with regard to motivational strategies (see Table 5). At the same time, the data of students which were gathered on a five-point Likert scale were changed into a seven-point Likert scale to compare them with teachers' data. The t-test results show that significant differences exist in all except 7 items (16, 17, 34, 40, 44, 45 and 46). In the items in which significant differences exist, the mean of junior high school students in only item 15 is higher than that of teachers. We focus on this item here.

With regard to the 15th item “students are involved in creating their own classroom rules”,

we can find the aspiration of students to be positively involved in English classes. In the factor analysis of junior high school teachers, the factor “autonomy” was extracted. However, teachers may not live up to this in actual fact.

Additionally, we focused on the items which occupy the highest and lowest 15 rankings in each group (see Appendices A and B). We found that there were large differences in the 40th and 50th items, which were ranked highly by students and lowly by teachers. On the other hand, there were large differences in the 32nd and 41st items, which were ranked highly by teachers and lowly by students.

With regard to the 40th item “there are game-like competitions within classes”, it was ranked eighth by students while it was ranked fortieth by teachers. Through this result, teachers are likely to consider that games are not serious activities, and we agree with Kimura (1995), who mentioned that while students and teachers suppose that games are enjoyable, they are not considered effective for learning. However, it could be very effective for motivating students to adopt game-like activities if teachers ponder deeply about making the activities meaningful.

Regarding the 50th item “teachers raise students’ curiosity by introducing unexpected or exotic elements”, students may expect surprises or new experiences in every English class. On the other hand, teachers seem to feel difficulty in introducing new activities every time,

much as Dörnyei (2001b, p.75) stated that “teachers have little time to introduce new activities”. As a result, the gap between rankings of teachers and students might appear.

With regard to item 32 “teachers constantly encourage their students” and item 41 “teachers say that mistakes are a natural part of learning”, the results were unexpected for us. We expected that they would be ranked highly by students, but in fact item 32 was ranked thirty-eighth by students and eleventh by teachers. Furthermore, students ranked item 41 as thirty-seventh, while teachers ranked it as twelfth.

The 32nd item itself would be ambiguous in terms of whether teachers encourage students’ efforts, performances or ideas. As conjectured from items 10 and 13 in the ranking list (Appendix B), junior high school students would be motivated when they are given encouragement and feedback on their creative ideas or performances.

Regarding item 41, what would be most important for students is that their English class should be a safe and pleasant place where they can make mistakes without being self-conscious with other students. The teachers’ claim that “mistakes are a natural part of learning” would not persuade and motivate students to use English. A pleasant atmosphere, however, created by teachers would motivate students to try to use English, as implied from the 2nd item in the ranking list (Appendix B).

Table 5: Results of T-test for Junior High School Students and Teachers

	School	Mean	SD	t	df	p
1	S ¹	4.19	1.17	-19	92.4	0.000***
	T ²	6.64	0.69			
2	S	4.95	1.42	-8.3	84.6	0.000***
	T	6.36	0.91			
3	S	4.73	1.33	-12	87.1	0.000***
	T	6.60	0.83			
4	S	4.53	1.47	-14	131	0.000***
	T	6.60	0.66			
5	S	4.48	1.50	-15	134	0.000***
	T	6.57	0.67			

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6	S	5.18	1.54	-6.9	115	0.000***
	T	6.26	0.77			
7	S	4.56	1.42	-4.5	69.1	0.000***
	T	5.45	1.11			
8	S	4.89	1.45	-5.6	79.3	0.000***
	T	5.90	0.98			
9	S	4.78	1.45	-8.8	94.1	0.000***
	T	6.21	0.84			
10	S	3.82	1.48	-5	63.7	0.000***
	T	4.93	1.28			
11	S	3.86	1.50	-10	82.5	0.000***
	T	5.74	0.99			
12	S	4.29	1.57	-6.3	75.8	0.000***
	T	5.55	1.11			
13	S	4.45	1.37	-3.1	261	0.002**
	T	5.17	1.24			
14	S	3.80	1.60	-6.9	81.8	0.000***
	T	5.14	1.05			
15	S	4.04	1.51	2.15	71.5	0.035*
	T	3.61	1.09			
16	S	3.59	1.61	-0.6	263	0.521
	T	3.76	1.39			
17	S	3.90	1.56	-1.9	262	0.055
	T	4.40	1.43			
18	S	4.30	1.52	-3.4	262	0.001**
	T	5.17	1.45			
19	S	4.34	1.55	-5.2	262	0.000***
	T	5.66	1.02			
20	S	4.65	1.67	-6.8	95.4	0.000***
	T	5.90	0.96			
21	S	4.28	1.42	-14	103	0.000***
	T	6.40	0.77			
22	S	4.41	1.34	-10	80.7	0.000***
	T	6.12	0.89			
23	S	4.77	1.44	-5.9	78.4	0.000***
	T	5.83	0.99			
24	S	3.57	1.44	-8.8	67	0.000***
	T	5.36	1.16			
25	S	3.75	1.39	-7.4	263	0.000***
	T	5.43	1.11			
26	S	3.87	1.50	-8.8	69.7	0.000***
	T	5.63	1.11			
27	S	4.24	2.32	-6.2	260	0.000***
	T	5.60	1.04			
28	S	3.87	1.39	-4.4	262	0.000***
	T	4.93	1.54			
29	S	3.99	1.56	-3.6	263	0.000***
	T	4.93	1.40			

30	S	4.82	1.56	-4	87.3	0.000***
	T	5.55	0.97			
31	S	4.50	1.42	-4.4	263	0.000***
	T	5.55	1.40			
32	S	3.88	1.52	-13	88.6	0.000***
	T	6.10	0.93			
33	S	3.91	1.29	-12	84.5	0.000***
	T	5.76	0.80			
34	S	3.87	1.39	-1.4	262	0.163
	T	4.20	1.33			
35	S	3.79	1.27	-6.5	261	0.000***
	T	5.19	1.31			
36	S	4.09	1.48	-10	77.6	0.000***
	T	5.98	0.99			
37	S	4.05	1.29	-6.4	263	0.000***
	T	5.43	1.29			
38	S	3.50	1.23	-4.5	261	0.000***
	T	4.49	1.52			
39	S	3.95	1.38	-7.7	261	0.000***
	T	5.69	1.16			
40	S	4.69	1.72	-1	79.2	0.322
	T	4.90	1.16			
41	S	3.89	1.48	-13	87.8	0.000***
	T	6.05	0.91			
42	S	4.44	1.44	-10	94.4	0.000***
	T	6.12	0.83			
43	S	4.33	1.47	-3.3	262	0.001**
	T	5.12	1.29			
44	S	3.83	1.65	1.2	262	0.227
	T	3.50	1.60			
45	S	3.92	1.65	0.86	74.4	0.393
	T	3.74	1.19			
46	S	4.09	1.49	-1.8	260	0.076
	T	4.52	1.33			
47	S	4.24	1.58	-3.5	82.4	0.001**
	T	4.90	1.03			
48	S	3.93	1.57	-2	263	0.043*
	T	4.45	1.25			
49	S	4.29	1.60	-3.4	263	0.001**
	T	5.19	1.23			
50	S	4.47	1.63	-2.5	67.7	0.014*
	T	5.05	1.31			

1: Students 2: Teachers

*p<0.05 **p<0.01 ***p<0.001

4.3. Comparison of Senior High School Teachers and Students

A two-tailed t-test was calculated to evalu-

ate the differences between attitudes of senior high school teachers and those of senior high school students, in the same way as we

conducted for junior high school teachers and students. At the same time, the data of students which were collected on a five-point Likert scale were changed into a seven-point Likert scale to compare them with teachers' data. The t-test results show that significant differences exist in 76 % of items. In the items in which significant differences exist, the mean of students in only the 44th item was higher than that of teachers (see Table 6). We focus on this item here.

Regarding item 44 “students have pen-friends”, senior high school students seem to hope to communicate with people by using English. On the other hand, senior high school teachers tend to underestimate the necessity to set opportunities in which students use English practically. Teachers should increase the opportunities in which students can use English practically in order to motivate them. This is also in accordance with the 1999 *Course of Study* for English language, proposed by the Ministry of Education, Culture, Sports, Science and Technology, which mentions that students should develop basic practical communication abilities.

Additionally, we focused on the items which occupy the highest and lowest 15 rankings in each group. We found that there were large differences in the 29th item between teachers and

academically orientated senior high school students and in the 40th item between teachers and vocationally orientated senior high school students.

With regard to the 29th item “teachers try to behave naturally and be themselves in class”, it was ranked fourteenth by academically orientated senior high school students and thirty-sixth by teachers. English is generally taught in a style of teaching students en masse in academically orientated senior high schools. Therefore, students in these schools might hope to shorten the mental distance between themselves and their teachers.

Regarding the 40th item “there are game-like competitions within classes”, it was ranked thirteenth by vocationally orientated senior high school students while fortieth by teachers. Teachers might tend to suppose that game-like activities are not effective for motivating senior high school students because of the students' age. However, in reality, it seems that teachers can motivate students in vocationally orientated senior high schools by carrying out game-like activities. Therefore, we believe that teachers should utilize this strategy, as we mentioned in 3.2.

Table 6: Results of T-test for Senior High School Students and Teachers

	School	Mean	SD	t	df	p
1	S ¹	4.27	1.31	-9.9	527	0.000***
	T ²	6.35	0.80			
2	S	5.32	1.32	-2.7	530	0.008**
	T	5.90	1.24			
3	S	5.06	1.37	-8.5	55.3	0.000***
	T	6.38	0.90			
4	S	4.87	1.39	-8.2	53.1	0.000***
	T	6.18	0.91			
5	S	4.89	1.43	-8.8	55.4	0.000***
	T	6.26	0.88			
6	S	5.53	1.32	-2.7	51.4	0.010*
	T	5.98	0.97			
7	S	4.85	1.27	-2.1	50	0.044*
	T	5.20	0.99			

8	S	5.28	1.29	-2	526	0.047*
	T	5.70	1.02			
9	S	5.35	1.38	-3.3	52.4	0.002**
	T	5.90	0.98			
10	S	4.04	1.44	-5.6	52.8	0.000***
	T	5.00	1.01			
11	S	3.92	1.36	-5.2	528	0.000***
	T	5.08	1.10			
12	S	4.03	1.49	-3.6	529	0.000***
	T	4.90	1.39			
13	S	4.27	1.37	-0.9	529	0.368
	T	4.48	1.47			
14	S	3.74	1.40	-3.5	527	0.000***
	T	4.55	1.20			
15	S	3.67	1.33	1.24	526	0.217
	T	3.40	1.48			
16	S	3.26	1.42	-2.6	527	0.009**
	T	3.88	1.24			
17	S	3.44	1.39	-2.2	529	0.027*
	T	3.95	1.41			
18	S	4.37	1.23	-3.9	41.6	0.000***
	T	5.41	1.62			
19	S	4.72	1.36	-3.8	530	0.000***
	T	5.55	1.06			
20	S	5.05	1.40	-4.6	54.3	0.000***
	T	5.80	0.94			
21	S	4.60	1.29	-11	55.2	0.000***
	T	6.28	0.85			
22	S	4.71	1.29	-6.2	51.9	0.000***
	T	5.70	0.94			
23	S	5.16	1.32	-1.9	527	0.055
	T	5.58	1.11			
24	S	3.73	1.29	-6.5	530	0.000***
	T	5.10	1.13			
25	S	4.20	1.46	-3.1	530	0.002**
	T	4.93	1.05			
26	S	4.02	1.44	-5.4	530	0.000***
	T	5.28	1.09			
27	S	4.21	1.32	-4.5	526	0.000***
	T	5.18	0.98			
28	S	3.73	1.16	-3.4	526	0.001**
	T	4.38	1.25			
29	S	4.68	1.31	-0.2	530	0.828
	T	4.73	1.41			
30	S	4.90	1.43	-0.6	529	0.582
	T	5.03	1.33			
31	S	4.73	1.31	-1.1	529	0.263
	T	4.98	1.37			

32	S	4.30	1.39	-6.9	529	0.000***
	T	5.85	1.12			
33	S	4.03	1.26	-7.8	528	0.000***
	T	5.67	1.20			
34	S	3.74	1.19	-2.5	528	0.014*
	T	4.23	1.37			
35	S	3.86	1.29	-4.5	529	0.000***
	T	4.80	1.09			
36	S	4.24	1.35	-4.9	528	0.000***
	T	5.33	1.27			
37	S	4.04	1.30	-3.6	526	0.000***
	T	4.80	1.24			
38	S	3.50	1.13	-2.7	523	0.008**
	T	4.00	1.26			
39	S	4.27	1.26	-5.3	525	0.000***
	T	5.35	1.03			
40	S	4.40	1.61	-0.8	55.7	0.404
	T	4.55	1.04			
41	S	4.18	1.38	-7.4	528	0.000***
	T	5.85	1.29			
42	S	4.56	1.35	-5.6	529	0.000***
	T	5.80	1.02			
43	S	4.44	1.37	-1.6	527	0.107
	T	4.80	1.29			
44	S	3.88	1.58	2.57	530	0.010*
	T	3.23	1.27			
45	S	3.98	1.60	-0.4	529	0.724
	T	4.08	1.35			
46	S	4.34	1.37	-1.4	528	0.171
	T	4.65	1.19			
47	S	3.94	1.49	-2.7	530	0.007**
	T	4.60	1.24			
48	S	3.88	1.50	-1.7	529	0.090
	T	4.30	1.32			
49	S	4.50	1.47	-1.1	530	0.286
	T	4.75	1.15			
50	S	4.42	1.32	-3.3	530	0.001**
	T	5.13	1.16			

1: Students 2: Teachers

*p<0.05 **p<0.01 ***p<0.001

5. Conclusion

5.1. Summary of the Findings

The primary purpose of this article was to find effective strategies for motivating students in English classes in Japan. This primary purpose was divided into two secondary purposes. The first secondary purpose (1) was to propose

Ten Commandments for motivating students in the Japanese context, and then compare them with those proposed by Zoltán Dörnyei and Kata Csizér (1998) in the Hungarian context. The second purpose (2) was to compare attitudes of Japanese teachers of English with junior and senior high school students through question-

naires regarding motivational strategies.

Regarding the other secondary purpose, we discovered two remarkable points. One was that both junior and senior high school students hope for more opportunities in which they can practice English than they can presently. The other was that extrinsic motivation can be effective for students who seem not to have high motivation for learning English. Moreover, we found three effective strategies for junior high school students: “teachers involve students in creating their own classroom rules”, “there are game-like competitions within classes” and “teachers raise students’ curiosity by introducing unexpected or exotic elements”. For senior high school students, the strategy “teachers find pen-friends for their students”, that is to say, they make opportunities in which their students can use English outside the classroom, is effective. In addition, we could also find a useful strategy especially for academically orientated senior high school students: “teachers try to behave naturally and be themselves in class”, and one for vocationally orientated senior high school students: “there are game-like competitions within classes”.

As for the pedagogical implications of these points, we anticipate that teachers can motivate their students if they increase the opportunities inside and outside classes in which students can actually use English. Additionally, we suggest that teachers can utilize extrinsic motivation more effectively because there is a possibility that extrinsic motivation increases intrinsic motivation, as Hayamizu (1993) mentioned. Therefore, teachers should observe what their students hope for, and then utilize the motivational strategies which are appropriate and effective for them.

Additionally, we believe that more motivational research should be conducted in Japan because motivation is essential in an environment in which people do not have to use English in their daily life. Moreover, the motivation which students have is different in different

kinds of schools, classroom atmospheres, and so on. Therefore, we should carry out motivational research which is appropriate for each particular situation. Especially for students who appear to have low motivation, we strongly believe that we have to find effective motivational strategies.

5.2. Suggestions for Future Research

For future research, some suggestions are proposed based on this study. First, further study is needed with a larger number of participants, especially the number of teachers, in order to increase the reliability of the results. Second, there can be more motivational strategies which are appropriate for the Japanese context. We adopted the motivational strategies which Dörnyei and Csizér used in their questionnaire. Therefore, the strategies were based on teachers in Hungary. The research into effective motivational strategies for the Japanese context could be conducted by questionnaires including original strategies based on the suggestions of a select group of Japanese teachers and students.

Through this article, we have explored the effective strategies for motivating students in the Japanese context. We sincerely hope that the findings of this article will be utilized by teachers, and students will have higher motivation for learning English.

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Appendix A Ranking of 50 Items by Junior High School Teachers of English

*	**	Strategy	Mean	SD
1	1	Prepare for the lessons properly.	6.64	0.69
2	3	Give clear instructions.	6.60	0.83
3	4	Develop a good relationship with your students.	6.60	0.66
4	5	Give positive feedback and appraisal.	6.57	0.67
5	21	Provide guidance about how to do the task.	6.40	0.77
6	2	Create a pleasant atmosphere in the classroom.	6.36	0.91
7	6	Select interesting tasks.	6.26	0.77
8	9	Help the students develop realistic expectations about their learning.	6.21	0.84
9	22	Make sure that students experience success regularly.	6.12	0.89
10	42	Vary the activities.	6.12	0.83
11	32	Constantly encourage your students.	6.10	0.93
12	41	Demystify mistakes: they are a natural part of learning.	6.05	0.91
13	36	Invite native speakers to some classes.	5.98	0.99
14	8	Try and fill the tasks with personal content that is relevant to the students.	5.90	0.98
15	20	Bring in humor, laughter and smile.	5.90	0.96
16	23	Choose interesting topics and supplementary materials.	5.83	0.99
17	33	Offer a variety of materials.	5.76	0.80
18	11	Include regular group work in your class.	5.74	0.99
19	39	Be as sensitive and accepting as you can.	5.69	1.16
20	19	Show a good example by being committed and motivated.	5.66	1.02
21	26	Use authentic materials.	5.63	1.11
22	27	Help students to get know one another.	5.60	1.04
23	12	Help students realize that it is mainly effort that is needed for success.	5.55	1.11
24	30	Have games and fun in class.	5.55	0.97
25	31	State the purpose and the utility of every task.	5.55	1.40
26	7	Encourage creative and imaginative ideas.	5.45	1.11
27	25	Set up several specific learning goals for the students.	5.43	1.11
28	37	Be an ordinary member of the group as much as possible.	5.43	1.29
29	24	Encourage questions and other contributions from the students.	5.36	1.16
30	35	Increase the group's goal-orientedness.	5.19	1.31
31	49	Build on the students' interests rather than tests or grades, as the main energizer for learning.	5.19	1.23
32	13	Emphasize the usefulness of the language.	5.17	1.24

33	18	Avoid any comparison of students to one another.	5.17	1.45
34	14	Besides giving grades, give the language students other rewards.	5.14	1.05
35	43	Do a needs analysis about students' language goals and needs.	5.12	1.29
36	3	Raise students' curiosity by introducing unexpected or exotic elements.	5.05	1.31
37	4	Familiarize the students with the cultural background of the language they are learning.	4.93	1.28
38	22	Try to behave naturally and be yourself in class.	4.93	1.40
39	42	Help maintain the set of classroom rules that students accepted.	4.93	1.54
40	32	Have game-like competitions within class.	4.90	1.16
41	41	Make tasks challenging to involve your students.	4.90	1.03
42	36	Select tasks that do not exceed the students' competence.	4.52	1.33
43	8	Regularly review the classroom rules with your students.	4.49	1.52
44	20	Help students design their individual study plans.	4.45	1.25
45	23	Encourage the students to decorate the classroom and make it cozy in any way they can.	4.40	1.43
46	49	Share as much responsibility to organize the learning process with your students as possible.	4.20	1.33
47	13	Allow students to create products that they can display.	3.76	1.39
48	18	Organize extracurricular (out-of-class) activities.	3.74	1.19
49	14	Involve students in creating their own classroom rules.	3.61	1.09
50	43	Find pen-friends for your students.	3.50	1.60

* Ranking ** Number of the items listed in the questionnaire

Appendix B Ranking of 50 Items by Junior High School Students

*	**	Strategy	Mean	SD
1	6	Teachers select interesting tasks.	3.70	1.10
2	2	Teachers create a pleasant atmosphere in the classroom.	3.54	1.02
3	8	Teachers try and fill the tasks with personal content that is relevant to you.	3.49	1.04
4	30	Games and fun are had in class.	3.44	1.12
5	9	Teachers help you develop realistic expectations about your learning.	3.41	1.03
6	23	Teachers choose interesting topics and supplementary materials.	3.41	1.03
7	3	Teachers give clear instructions to you.	3.38	0.95
8	40	You do game-like competitions within class.	3.35	1.23
9	20	Teachers bring in humor, laughter and smile.	3.32	1.19
10	7	Teachers encourage creative and imaginative ideas.	3.26	1.02
11	4	You develop a good relationship with your teachers.	3.24	1.05
12	31	Teachers state the purpose and the utility of every task.	3.21	1.01
13	5	Teachers give positive feedback and appraisal to you.	3.20	1.07
14	50	Teachers raise your curiosity by introducing unexpected or exotic elements.	3.19	1.17
15	13	Teachers emphasize the usefulness of the language.	3.18	0.98
16	42	There are various activities.	3.17	1.03
17	22	You can experience success regularly.	3.15	0.96
18	19	Teachers show a good example by being committed and motivated.	3.10	1.11
19	43	Teachers analyze your language goals and needs.	3.09	1.05
20	18	You are not compared with other students.	3.07	1.08
21	49	Teachers build on your interests rather than tests or grades as the main energizer for learning.	3.07	1.14

22	12	Teachers help you realize that it is mainly effort that is needed for success.	3.06	1.12
23	21	Teachers provide guidance about how to do the task.	3.05	1.01
24	47	Teachers make tasks challenging to involve you.	3.03	1.13
25	27	You can get to know one another.	3.03	1.66
26	1	Teachers prepare for the lessons properly.	2.99	0.84
27	36	Native speakers teach some classes.	2.92	1.06
28	46	Teachers select tasks that do not exceed your competence.	2.92	1.06
29	37	You think you are an ordinary member of the group as much as possible.	2.89	0.92
30	15	You are involved in creating your own classroom rules.	2.88	1.08
31	29	Teachers try to behave naturally and be themselves in class.	2.85	1.12
32	39	Teachers are sensitive and accept you.	2.82	0.98
33	48	You design your individual study plans.	2.81	1.12
34	45	You have extracurricular (out-of-class) activities.	2.80	1.18
35	33	Teachers offer a variety of materials.	2.79	0.92
36	17	Teachers encourage you to decorate the classroom and make it cozy in any way you can.	2.79	1.12
37	41	Teachers say that mistakes are a natural part of learning.	2.78	1.05
38	26	Authentic materials are used.	2.77	1.06
39	32	Teachers constantly encourage you.	2.77	1.09
40	28	Teachers help maintain the set of classroom rules that you accepted.	2.76	1.00
41	34	You can have as much responsibility to organize the learning process as possible.	2.76	0.99
42	11	Regular group work is included in your class.	2.76	1.07
43	44	You have pen-friends.	2.74	1.18
44	10	Teachers familiarize you with the cultural background of the language you are learning.	2.73	1.06
45	14	Besides giving grades, teachers give you other rewards.	2.71	1.14
46	35	Teachers increase the group's goal-orientedness.	2.71	0.91
47	25	You set up several specific learning goals.	2.68	0.99
48	16	You are allowed to create products that you can display.	2.57	1.15
49	24	Teachers encourage questions and other contributions from you.	2.55	1.03
50	38	You regularly review the classroom rules with your teachers.	2.50	0.88

* Ranking ** Number of the items listed in the questionnaire

