Original Teaching Content and Student Motivation in the EFL Classroom

Koji UENISHI

Institute for Foreign Language Research and Education

Hiroshima University

English language has been playing an increasingly important role as a tool of communication in the global era since becoming the so-called lingua franca used in various aspects of international society such as economics and politics. In Japan, the Ministry of Education, Culture, Sports, Science and Technology has also promoted this flow by introducing some policies such as the Top Global University Project, in which selected universities have to endeavor to enhance the English skills of staff members as well as students.

In such circumstances, what is the significance of English learning in tertiary education? Certainly, university students who are intending to work using English as a tool after graduation need to improve their English proficiency, which can lead to increased motivation to learn English at university.

In general, however, it seems that, after entering university, students tend to think much less about the significance of English learning in tertiary education. Moreover, they tend to have little motivation to learn English on an undergraduate course. Except for the above-mentioned motivated students, most do not feel language learning to be meaningful. In short, the majority of students just have the aim of obtaining credits for their general English classes. Especially, by the time they become sophomores, students' attitudes toward English study are becoming diverse; in fact, some students are actively demotivated to learn English and others are just losing interest in the language. However, it is a truism that among sophomores some students have studied the target language very seriously by setting their own goal(s) such as getting a higher score on the TOEIC Test or improving their English proficiency in order to study abroad.

Given this situation, it is vital for the university teacher to create a class to motivate more students into English learning. In this paper, one useful method to achieve this is considered, when teaching students who are less motivated or demotivated to learn English, to help them discover the significance of studying English in class. In this method, an attempt is made to implant feelings of the usefulness and pleasure of learning English into the students through the use of original materials that can motivate students to learn the language.

LITERATURE REVIEW

There have been numerous studies on English learning motivation. Particular attention has been paid to intrinsic motivation and extrinsic motivation. These types of motivation are distinguished in *self-determination theory* (e.g., Deci & Ryan, 1985; Ryan & Deci, 2002). Intrinsic motivation is responsible for learners taking an interest in English learning and wanting to communicate with English speakers in English. On the other hand, extrinsic motivation, coming from external sources, leads to learners aiming at obtaining qualifications or passing examinations (Deci & Ryan, 1985). Even so, it is often said that these motivations do not conflict with each other; rather, they complement each other in the achievement of learner goals (Lin,

McKeachie, & Kim, 2003).

Some research on learners' intrinsic motivation has been conducted by introducing presentation activities in class; in these studies, enhancement of intrinsic motivation has been shown to be successful (e.g., Tanaka & Hiromori, 2007). Also, Kato (2012) examined effects of learner activities such as shadowing, production activities and group work on intrinsic motivation and found all the activities to enhance this type of motivation. Hayashi (2009) explored the relationships between motivation (both intrinsic and extrinsic) and learner activities by classifying learners into three groups based on their autonomy. Hayashi concludes that regardless of their autonomy, learners have a tendency to practice 'enjoyable' activities in class. Iwanaka (2011) confirms that it may be possible to enhance learner motivations toward class activities, English classes and English learning by satisfying three psychological needs of 'competence', 'relatedness', and 'autonomy'. All the above-mentioned research was conducted in order to enhance intrinsic motivation through various learner activities.

In addition, Kato (2008) has targeted working adults' and university students' intrinsic and extrinsic motivations and explored the diversity of learner motivation according to differences of occupation. Kato's findings show that working adults have a higher motivation to learn English than university students.

Regarding longitudinal research, Miura (2010) conducted long-term research on students' learning motivation from junior high school to university, and found that university students are usually less motivated in language learning after entering university even though their motivation tends to increase in the third year of both junior high and senior high school. Also, Hamada's (2008) quantitative research on junior and senior high school students' awareness shows that formally adopted textbooks were particularly demotivating. Furthermore, Sakai and Kikuchi (2009) collected 656 Japanese high school students' learning motivation data, and found that, for many of those students, two demotivating factors were *learning contents and materials* and *test scores,* particularly for less motivated learners.

Tanaka (2009) conducted motivation research focusing on English learning materials, especially overseas dramas and movies, and likewise he found these to have the positive effect of enhancing intrinsic motivation. It can be considered that the use of DVDs in the classroom has a great influence on motivation for learning English.

Based upon his data findings, Hamada (2011) lists the following methods, which he believes are effective in preventing students' demotivation:

(1) Practice listening by shadowing

(2) Communicative tasks

(3) Group/pair work

(4) Less use of grammar translation methodology

(5) Presentations

(6) Teachers' uniqueness

The last category, *Teachers' uniqueness*, includes teachers' creative ideas such as their experiences abroad and their use of quizzes in English on current world news (Hamada, 2011). Hamada further mentions that this category can be said to be related to the materials the teacher uses. When it comes to the English reading class especially, the teaching content has a crucially important effect on student learning motivation. Based

upon the concept of enhancing student motivation, the author has previously demonstrated English teaching using his original teaching materials. The post-test data results showed that the teacher's original teaching content was interesting and pleasurable to learners (Uenishi, 2015).

THE STUDY
Research Objectives
The present research investigates university students' intrinsic motivation to learn English and explores to what extent the content of teaching materials is received favorably by non-English-major students, and whether or not introducing original materials is related to student awareness of English learning. The specific research questions are:

(1) Are there differences between pre- and post-test learner awareness and motivation?
(2) To what extent does a textbook specially designed to be motivating to students achieve its aim?
(3) To what extent does learner awareness of English learning have a relation to English abilities?

Research Methods
All students were divided into several classes, based primarily on their TOEIC Test scores. The subjects were 40 non-English major students, and the class was taught using the author's original textbook, *Ryu's Misadventures Abroad*. Regarding the students' English level, the average TOEIC Test score of the class was 371 out of 990 points, which meant a high-basic level.

In the reading class, the author's textbook based upon overseas experiences was introduced as a means of enhancing student motivation to learn English. At the beginning and the end of the semester (15 weeks) a questionnaire was administered to explore learner awareness of the teaching materials and language learning (Appendix 1). Before taking the practical classes using the author's textbook, the students were requested to reflect on their English study and answer the questionnaire. To obtain clear answers from the subjects, the questionnaire used a 6-point Likert scale. The questionnaire items used in the previous study (Uenishi, 2015) were improved, and the new version of questionnaire was utilized. The questionnaire items were classified into seven categories based upon the content of each questionnaire. After that, the collected data were analyzed using the *t*-test.

 Furthermore, based upon two-year data (2012 and 2014) the common questionnaire items were classified into six categories, following the 2014 classification. The two-year data was then divided in terms of student English level or class, and was analyzed and examined using two-way ANOVAs. As mentioned above, based upon the average values of their TOEIC scores, the classes were classified in advance: Group 1 (596 points), Group 2 (399 points), and Group 3 (370 points). Groups 1 and 3 belonged to the Faculty of Education, while students in Group 2 belonged to diverse faculties such as Letters, Integrated Arts and Sciences, Economics and Law.

Class Content
The research aimed at encouraging students to take a greater interest in English learning, becoming more motivated to learn it, and enhancing their English proficiency through use of materials based on the

teacher's traveling experiences, including 'misadventures'. As stated above, the textbook introduced is the teacher's original, *Ryu's Misadventures Abroad*, which constitutes 24 chapters, covering eight countries or regions. However, since students have 15 classes in one semester, they could only cover 12 chapters (four countries or regions). Below are the nations or regions they read about, and some of the problems Ryu encountered:

China: Visiting Beijing, and flooding his hotel room with water.

Hawaii: Sightseeing on Oahu Island, and suffering from diarrhea while climbing down the mountain.

Sri Lanka: Participating in an international conference, and having to go to hospital because of food poisoning.

Scotland: Attending the Edinburgh Tattoo performance, and being inconvenienced by an acquaintance's lack of punctuality.

The following teaching methods were used in class.

(1) Vocabulary check (10 words)

(2) Reading the passages and checking phrases

(3) Listening (4 questions)

(4) Listening to the teacher's explanation

(5) Reading comprehension (4 questions)

(6) Filling in the blanks in two dialogues

(7) Doing role plays using the above dialogues

Regarding the vocabulary check section, students first check vocabulary, including difficult and unknown words, in each passage. Next, they read a slightly longer passage (800-1000 words). The passage comes with one or two photos, which hopefully can lower students' resistance to reading the long text. If necessary, comments on the photo(s) are made before reading.

With regard to the listening section on the passage, students listen to the teacher-produced CD and answer the questions. This type of somewhat longer text might be difficult for slow learners to read. Then, moving on to reading comprehension, students answer Japanese questions on the content of the passage in order to deeply understand it. Additional explanation based upon the writer's actual experiences may further motivate learners to have a more positive attitude toward English learning.

In another activity, students fill in the blanks in the dialogues created from the text, and after checking answers, they play the roles of Ryu and another person. One aim of this activity is to deepen students' understanding of the content while reading the passage again in order to fill in the blanks. The other aim is to enable them to have a 'virtual reality' experience of an overseas trip by doing the pair work activity as if they actually were Ryu traveling abroad.

RESULTS AND DISCUSSION

This research examined whether or not students were, overall, motivated to learn English through the use of the author's original teaching materials. In addition, changing student awareness concerning English learning including the teaching content was explored.

Categorized Evaluation Analysis

Comparison between Pre- and Post-tests

As mentioned in the Research Methods section, the questionnaire items were classified into seven categories based upon the content of each questionnaire. Then, learner awareness according to classified categories (C1 through C7) was examined using the *t*-test. A significant difference was found between the pre- and post-test learner awareness regarding four categories, C1, C3, C5, and C6 (Table 3).

First, there was a significant difference between the pre- and post-test learner awareness regarding C1 (Awareness of English ability improvement). The significant difference between them implies that making use of the teacher's original textbook on overseas experiences encouraged students to perceive greater improvement in their English ability after 15 classes in the semester. More specifically, the numerical values of items of this category (Q6 and Q7) showed high values, 4.43 and 4.53 respectively, and this suggests that the teaching content enhanced learner awareness of English learning and developed English ability. This implies that before entering university, or at high school, their English ability improved because of exam-focused studies. However, it seems they have not thought their English ability improved greatly. On the other hand, in that respect, they had a different awareness of English learning, since at university they probably have studied English not for university exams, but for future-oriented learning or for their own personal reasons. Likewise, in the post-test data they tended to better comprehend what they learned in class, compared to the pre-test data results.

TABLE 1. Classification of Items (2014)

Category	Classification	Item
C1	Awareness of English ability improvement	6, 7, 8
C2	Awareness of future English learning	12-17
C3	Teaching content	18, 19, 20
C4	Cross-cultural understanding	10, 11
C5	Understanding class content	1, 4
C6	Interaction in English	2, 3
C7	Desire to improve productive ability	21, 22, 23

In terms of Category 3, there was a significant difference between the pre- and post-test learner awareness (t (39) = 8.72, $p<.001$). In other words, it is expected that in the post-test data results students had a tendency to enjoy reading the English passages related to overseas experiences more and be more impressed by the stories, compared with before the class started. When describing the items in this category (Q18-20), Teaching content, as Descriptive Analysis (Table 4) shows that the pre-test numerical values of the items were around the mean scores of the 6-point scale, from 3.45 to 3.73. On the other hand, the post-test scores for the same items showed high values, ranging from 4.70 to 4.95. Especially, the mean score of Q19 (The stories of overseas experiences are interesting) was very high (4.95), and so the materials content is considered to have been successful. This means that students found the teaching content at university was interesting and enjoyed reading the materials, while at high school they seemed not to have thought the textbook had attractive content. As mentioned above, there is a possibility that university exam-focused lessons had negative effects on the choice of the textbook. Therefore, it is surmised that the teaching content

including overseas experiences will have positive effects on learners and their attitudes toward English learning.

TABLE 2. Descriptive Analysis

	Test	*N*	*M*	*SD*
C1	Pre	40	2.56	.79
	Post	40	4.30	.75
C2	Pre	40	4.80	.90
	Post	40	4.80	.81
C3	Pre	40	3.63	1.05
	Post	40	4.84	.76
C4	Pre	40	4.61	.92
	Post	40	4.91	.68
C5	Pre	40	4.13	.71
	Post	40	4.71	1.05
C6	Pre	40	3.18	.94
	Post	40	3.99	.81
C7	Pre	40	4.57	.92
	Post	40	4.48	.81

As for Category 6 (Interaction in English), the mean scores of the pre- and post-test learner awareness were 3.18 and 3.99, respectively (Table 2). Especially, it can be seen that the pre-test score was rather low. The numerical values of Q2 (Smooth interaction with a teacher) and Q3 (Positive use of English in class) in the pre-test were 3.35 and 3.0, respectively. This means that the students tended to be unable to communicate with their English teacher smoothly or use English positively at high school. This might be because at high school they had fewer chances to interact with the teacher in English owing to college exam-focused lessons and also had less self-confidence in using English in class. However, the post-test data indicates that they tended to be able to interact with their teachers in English rather well at university classes. This means that at university students probably had more opportunities to use English with their teachers.

In addition, Table 3 shows that there were no significant differences between the pre- and post-test learner awareness regarding the Categories C2, C4, and C7. Even so, as Table 2 shows, the mean scores of those categories in the pre-test learner awareness had already showed higher numerical values: 4.80, 4.61, and 4.57, respectively. It can therefore be said that there was no significant difference regarding those categories. That is to say, this implies that, as regards English ability, learners had strong self-awareness of studying the target language, being especially aware of a desire to improve their English speaking ability in the future.

TABLE 3. Comparison between the Pre- and Post-test Data (*t*-test)

	df	t	p
C1	39	11.86	.00
C2	39	.05	*n.s.*
C3	39	8.72	.00
C4	39	2.01	.05
C5	39	3.79	.00
C6	39	5.52	.00
C7	39	-.60	*n.s.*

TABLE 4. Responses to Questionnaire Items (Mean Scores)

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pre	4.08	3.35	3.00	4.18	4.05	2.40	2.70	2.58	4.50	4.68	4.55	5.25	4.54	4.23
Post	4.53	4.30	3.68	4.33	4.53	4.43	4.53	3.95	5.18	4.93	4.90	5.10	4.48	4.50

Item	15	16	17	18	19	20	21	22	23	24	25	26	27
Pre	4.98	5.18	4.58	3.45	3.73	3.73	5.25	3.88	4.58	5.25	4.58	2.48	3.15
Post	5.03	5.10	4.58	4.70	4.95	4.88	5.10	4.00	4.35	5.08	4.93	2.98	3.83

Post-test Data Analysis (2014)

The scores of reliability were relatively or somewhat high, since the range of Cronbach's Alpha was from .930 to .695, except for C5; therefore, the reliability of all scales are almost all considered acceptable in this paper. Regarding C5, the data results need further examination.

Table 5 demonstrates that there was a moderate correlation between *Teaching content* and other categories: *Awareness of English ability improvement*, *Awareness of future English learning*, *Cross-cultural understanding*, and *Interaction in English*. It means that student awareness that reading the passages in the textbook was enjoyable was related to their feelings of English ability improvement and positive attitudes toward learning English. In addition, the textbook content had a relation to class activities such as communication in class.

TABLE 5. Correlative Relationship (Post-test)

	PostC1	PostC2	PostC3	PostC4	PostC5	PostC6	PostC7
PostC1	1	.707**	.636**	.560**	.315*	.704**	.572**
PostC2		1	.592**	.475**	.369*	.558**	.625**
PostC3			1	.493**	.278	.597**	.366*
PostC4				1	.270	.545**	.280
PostC5					1	.274	.418**
PostC6						1	.482**
PostC7							1

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

Also, Category 1 (learner awareness of English ability improvement) had a strong correlation with Categories 2 and 6. This implies that in order for students to further their English studies in the future, it is vital to recognize their English ability improvement as well. Further, it indicates that student awareness of English ability improvement was closely related to communication with other people in English. It is natural that by interacting in English well, they could feel better improvement in their English ability, especially speaking skill.

Learner Awareness of Materials (Two-year Post Data)
Total Data Analysis

In this section, based upon two-year data (2012 and 2014) the common questionnaire items were classified into six categories (Table 6) following the 2014 classification, and the categories were analyzed using Pearson product-moment.

TABLE 6. Classification of Items (Total)

Category	Classification	Item
C1	Awareness of English ability improvement	6, 7, 8
C2[1)]	Awareness of future English learning	13, 14, 16, 17
C3	Textbook content	18, 19, 20
C4	Cross-cultural understanding	10, 11
C5	Understanding class content	1, 4
C6	Interaction in English	2, 3

When analyzing the data from the two-year teaching practices, the following results were obtained. As the Descriptive Analysis shows, the mean numerical values of each category tended to be higher. In particular, in terms of Categories 3, 4, and 5, the numerical values of the categories were 4.64, 4.84, and 4.58, respectively, and students tended to be fully satisfied with the teaching content utilized in the classroom, and to deepen their cross-cultural understanding to the full. Besides, it can be said that they fully understood the class content including the content of the teaching materials.

TABLE 7. Descriptive Analysis (Total Post Data)

	N	M	SD
C1	125	4.06	.83
C2	125	4.20	.95
C3	125	4.64	.87
C4	125	4.84	.83
C5	125	4.58	.69
C6	125	3.87	.81

TABLE 8. Correlative relationship in 2012 and 2014 (Pearson Product-moment)

	C1	C2	C3	C4	C5	C6
C1	1	.579**	.515**	.285**	.494**	.627**
C2		1	.596**	.306**	.506**	.571**
C3			1	.455**	.414**	.497**
C4				1	.230**	.269**
C5					1	.530**
C6						1

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

The scores of reliability were relatively or somewhat high, since the range of Cronbach's Alpha was from .913 to .655; therefore, for almost all the scales, the reliability is considered acceptable in this paper.

Table 7 demonstrates that there is a moderate correlation between Category 3 (*Teaching content*) and all other categories: *Awareness of English ability improvement*, *Awareness of future English learning*, *Cross-cultural understanding*, *Understanding class content*, and *Interaction in English*. These results were almost the same as found in the 2014 study. It means that student awareness of the enjoyment of reading the passages in the textbook is related to their feelings of English ability improvement and positive attitudes toward learning English. In addition, the textbook content has a relation to class activities such as communication in class and student understanding of the content. Furthermore, it implies that there is a possibility that incorporation of overseas experiences into class can influence student learning motivation.

TABLE 9. Responses to Questionnaire Items (Mean Scores)

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
M	4.52	4.24	3.50	4.65	4.94	4.22	4.34	3.63	4.62	4.82
Item	Q11	Q13	Q14	Q16	Q17	Q18	Q19	Q20	Q25	
M	4.86	4.01	3.98	4.50	4.30	4.39	4.97	4.64	4.98	

Also, several remarkable items in the questionnaire are described. First, the mean score of Q19 (I find reading about overseas experiences interesting) in Category 3 showed a very high numerical value, 4.97 on the 6-point Likert scale. Also, the mean value of Q25 (I am impressed with stories of overseas experiences) was high, 4.98. Those items have a close relation to each other and when it comes to the questionnaire items, it can be said that students tended to be impressed with the original textbook content and be aware that it was a lot of fun to read about the teacher's overseas experiences. This implies that, regarding the teaching content in class, reading materials which include the writer's troubles while traveling abroad motivates them into English learning and it is one effective way of urging them to study English more.

Two-way ANOVA Analysis (Groups Comparison)

In this section, the two-year data were divided in terms of student English level or class, and analyzed using two-way ANOVAs in order to identify any differences between groups in each category.

As mentioned in the Research Methods, in general the classes in Liberal Arts Education were classified

based upon students' TOEIC scores. In this research, the mean scores of the classes, Group 1, Group 2, and Group 3 were 596 points, 399 points, and 371 points, respectively. Groups 1 and 3 belonged to the Faculty of Education, while Group 2 was a combined including Letters, Economics, Arts and Sciences. One-way ANOVAs showed that there was a significant difference among those three groups ($F(2)=148.611$, $p<.001$). Then, in order to identify the differences among the groups, the data was analyzed using multiple comparison tests (Bonferroni). The results showed a significant difference between Groups 1 and 2 ($F(83)=13.692$, $p<.001$), Groups 1 and 3 ($F(76)=19.124$, $p<.001$), and furthermore, a significant difference between Groups 2 and 3 was found ($F(85)=2.025$, $p<.05$).

TABLE 10. Descriptive Analysis (TOEIC Scores)

Groups	N	M	SD	SE
1	38	595.66	55.19	8.95
2	47	399.04	39.46	5.76
3	40	370.75	85.77	13.56
Total	125	449.76	115.38	10.32

Next, two-way ANOVAs were conducted regarding learner awareness and English abilities and the interactions between them were identified ($F(10)=3.187$, $p<.001$). Furthermore, to identify the relationship among the groups, the data results were analyzed with multiple comparison tests. There were no significant differences between Groups 1 and 3 regarding Categories 1, 3, 4, 5, and 6. Although students in Groups 1 and 3 belonged to the same faculty, the Faculty of Education, they had diverse levels of English ability according to their TOEIC scores (Table 10). In spite of this fact, Table 11 shows that no significant differences between the two groups were found in almost all categories, except for Category 2 (Awareness of future English learning). This means that learner awareness of English learning has no relation to English ability levels. In short, it is surmised that students in the education faculty tended to have higher awareness of English learning and felt the textbook content more interesting. However, as mentioned above, there was a significant difference between those two groups regarding Category 2. This shows that Group 1 (class of higher TOEIC scores) were more powerfully motivated to learn English in the future.

TABLE 11. Multiple Comparison Tests among Groups (Bonferroni)

Level 1	Level 2	M1	M2	SE	F	p
1	2	4.464	4.130	0.129	2.575	0.034
1	3	4.464	4.549	0.134	0.636	n.s.
2	3	4.130	4.549	0.128	3.281	0.004

On the other hand, when it came to the relationship of Group 2 to the other groups (Groups 1 and 3), multiple comparison tests showed significant differences regarding learner awareness of English learning (Table 12). The mean scores of all categories in Group 2 were lower than those in Groups 1 and 3, and there were significant differences between Group 2 and the other groups regarding all categories, except Category 5. This means that, compared to Groups 1 and 3, students in Group 2 tended to have lower awareness of

English learning, especially English ability improvement, future English learning, and interaction in English. In terms of this, it will be meaningful to take into account the TOEIC scores of the groups and compare the data of Groups 2 and 3, since English ability levels of both groups were high-basic in spite of a significant difference between the two ($p<.05$). Under these circumstances, the results might be because the students of Group 2 were sophomores and tended to have been completely accustomed to their campus life and have become less motivated into English learning than freshmen of Group 3.

Regarding Category 5 (Understanding class content), multiple comparison tests showed that there were no significant differences between the three groups. This means that, even though they had different levels of English ability, and they belonged to different departments, all groups understood the class content. It is not clear what aspect in introducing the original materials affected their awareness most, but in some way, the content of the materials might have been interesting and attractive for them and easy to understand.

TABLE 12. Multiple Comparison Tests among Categories (Bonferroni)

Categories	Level 1	Level 2	M1	M2	SE	F	p
	1	2	4.33	3.64	0.07	9.64	0.000
C1	1	3	4.33	4.30	0.07	0.44	n.s.
	2	3	3.64	4.30	0.07	9.32	0.000
	1	2	4.11	3.88	0.07	3.16	0.005
C2	1	3	4.11	4.66	0.07	7.45	0.000
	2	3	3.88	4.66	0.07	11.04	0.000
	1	2	4.74	4.39	0.07	4.76	0.000
C3	1	3	4.74	4.84	0.07	1.41	n.s.
	2	3	4.39	4.84	0.07	6.31	0.000
	1	2	5.00	4.65	0.07	4.87	0.000
C4	1	3	5.00	4.91	0.07	1.17	n.s.
	2	3	4.65	4.91	0.07	3.71	0.001
	1	2	4.67	4.51	0.07	2.23	n.s.
C5	1	3	4.67	4.71	0.07	1.12	n.s.
	2	3	4.51	4.71	0.07	1.08	n.s.
	1	2	3.93	3.71	0.07	3.07	0.007
C6	1	3	3.93	3.99	0.07	0.71	n.s.
	2	3	3.71	3.99	0.07	3.87	0.000

CONCLUSION

In this research non-English-major students were taught English for one semester using the author's textbook, written based on his own experiences while traveling overseas. At the beginning and the end of the course, the same questionnaire on the students' awareness of their English ability, attitude toward learning, content of the materials, and intercultural understanding was administered. The data obtained were analyzed using the *t*-test and Pearson product-moment.

The results showed that there were significant differences between the pre- and post-test learner awareness regarding the following classified categories: *Awareness of English ability improvement*, *Understanding class content, Teaching content*, and *Interaction in English*. Especially, with regard to

teaching content, the post-test data showed the tendency of students to be more intrigued about stories of overseas experiences and to want to read English more. It is clarified that many students take a great interest in overseas trips and that the use of materials on traveling abroad can be a factor in enhancing student motivation in English learning. The fact that the teaching materials were based on the teacher's authentic experiences appeared to have an additional positive effect on learner awareness of English learning.

Furthermore, when examining the relationship between the teaching content and learner awareness of English learning, based on the data obtained from two-year research, the results showed that the compelling content had a moderate correlation with the following categories: *Awareness of English ability improvement*, *Awareness of future English learning*, *Understanding class content*, *Cross-cultural understanding*, and *Interaction in English*. The possibility is considered that introducing the teacher's original textbook on overseas experiences led the students to a greater awareness of their English ability improvement and to a desire to study the target language more.

Overall, there is evidence that the introduction of absorbing teaching content has had beneficial effects on university students at the high-beginner level, and that they are indeed motivated intrinsically into studying English. In this regard, the importance of teaching content in English learning needs to be recognized anew.

Finally, this research did not identify the factors affecting the different results found even with students of almost equivalent level of English ability. In this respect, additional research is necessary. Also, further study to motivate students into English learning and enhance their English ability should be promoted to generalize the present research results by collecting more data and improving the research method.

NOTE

1) This C2 is different from Category 2 of the data results in 2014, because several questionnaire items were revised in order to obtain more precise data.

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APPENDIX 1
Survey for English classes (2014)

How did you feel about the English class? What do you think about the class in which *Ryu's Misadventures Abroad* is used? In order to further improve the class, please answer the following questionnaires. The following is the evaluation standard: 6 (strongly agree), 5 (agree), 4 (somewhat agree), 3 (somewhat disagree), 2 (disagree) and 1 (strongly disagree).

1   I could understand the teacher's English.
2   I could interact with the teacher smoothly.
3   I could use English positively.
4   I could understand the textbook content in class.
5   I could memorize words in vocabulary tests.

6   I think my vocabulary improved.
7   I think my reading ability improved.
8   I think my listening ability improved.
9   I want to travel abroad.
10 I could understand foreign cultures.

11 I could understand foreign countries (sightseeing spots, local people, etc.)
12 The English textbook level is suitable for me.
13 I came to feel like studying English more.
14 I want to read English passages more.
15 I became more positive in English learning.

16 I came to want to develop comprehensive English ability better.
17 I came to want to enrich my vocabulary.
18 It was fun to read this textbook.
19 I find reading about overseas experiences interesting.
20 Overall, the textbook content is intriguing.

21 I want to be able to speak English well.
22 I want to exchange emails in English.
23 I want to speak on equal terms with native speakers of English.
24 English will be useful in the future.
25 I am impressed with the stories of overseas experiences.

26 I want to work in a workplace where English can be used.
27 We should study English with pleasure.

28 For the four countries, put numbers (1   to 4) into the brackets in the order of interest of the stories.

China (   )   Hawaii (   )   Sri Lanka (   )   Scotland (   )

29 Which country impressed you most? Please give the reasons for your choice.

ABSTRACT

Original Teaching Content and Student Motivation in the EFL Classroom

Koji UENISHI

Institute for Foreign Language Research and Education

Hiroshima University

The present research investigates university students' intrinsic motivation to learn English and explores to what extent the content of teaching materials is received favorably by non-English-major students, and whether or not introducing original materials is related to student awareness of English learning. Intrinsic motivation is responsible for learners taking an interest in English learning and wanting to communicate with English speakers in English. Hamada (2011) lists the methods, which he believes are effective in preventing students' demotivation. One of them is *Teachers' uniqueness*, includes teachers' creative ideas such as their experiences abroad and their use of quizzes in English on current world news. Hamada further mentions that this category can be said to be related to the materials the teacher uses. When it comes to the English reading class especially, the teaching content has a crucially important effect on student learning motivation.

In the reading class, the author's textbook based upon overseas experiences was introduced as a means of enhancing student motivation to learn English. At the beginning and the end of the semester (15 weeks) a questionnaire was administered to explore learner awareness of the teaching materials and language learning. One of the results showed that there were significant differences between the pre- and post-test learner awareness regarding the following classified categories: *Awareness of English ability improvement*, *Understanding class content*, *Teaching content,* and *Interaction in English*. Especially, with regard to teaching content, the post-test data showed the tendency of students to be more intrigued about stories of overseas experiences and to want to read English more.

要　約

EFL クラスにおけるオリジナル教材と学生の動機づけ

上　西　幸　治
広島大学外国語教育研究センター

　本研究は，日本人大学生の英語学習に対する内的動機づけを調査したものである。その中には，学習者の情意的側面である英語学習への有用感や楽しさなどを含んでいる。内的動機づけは学習者が英語学習に興味を持ち，英語話者とコミュニケーションを取りたいということに大きくかかわるものである。Hamada（2011）は，学習者の学習意欲を高める効果的な方法としていくつか紹介している。その方法の一つに，教師の独自性というものが挙げられている。それは教師の独自の考えで学習者に題材を提示するもの，例えば海外体験談や世界ニュースのクイズなどである。筆者は教師の独自性に着目し，自ら作成したテキストを使用し，それを基に学習者の動機づけを高める試みを行った。とりわけ，英語を専攻としない学生が教師独自の教材をどの程度好ましく受け入れられるのか，また学生の動機づけと独自教材導入の関連性はあるのかなどに焦点を当ててみた。

　まず，英語非専攻の学生に関して，セメスター開始時と終了時に学習者の情意面に関わるアンケートデータを収集し，それらを比較・検討した。その結果，英語非専攻の学生は「英語力の向上」「授業内容の理解」「教材内容」の点で，事前と事後で統計的な有意差があった。とりわけ，最後の「教材内容」に関しては，海外旅行体験談に強く興味を持ち，もっと読みたいと思う意識の向上が見られた。また，教材内容と英語学習意識の関連性に関して検討してみると，「英語力向上に対する意識」「授業内容の理解」「将来へ向けた英語学習意識」「英語でのやり取り」に関して，「教材内容」との間にはかなりの相関があった。