
Feature Article

Languaging, Star Power, and L2 Motivation

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This article details research which focused on the effects of languaging activities on Japanese university students' L2 learning motivation. Following a study which showed these activities' effect on Korean elementary and junior high school students' motivation, carried out after watching proficient English speakers, this research demonstrated how watching performances of English spoken by Japanese media personalities, in conjunction with languaging practices, helped to develop motivation among Japanese university students.

この論文は、Languaging（学習者自身が思ったことや考えたことを外化すること）活動が日本人学生英語学習の動機付けに与える影響を詳しく調査したものである。この研究の基礎となっているのは、英語が堪能なスピーカーを見た後、これらの活動が韓国の小中学生のモチベーションに及ぼす影響を示した研究である。今回の研究では、言語の実践と併せて英語を話すタレントを視聴することがどのように日本の大学生のモチベーションを高めるのに役立つかを検証した。

This article details research which looked at the effect of languaging activities on Japanese university students' second language (hereafter L2) learning motivation and the function of unconventional role models, in the form of Japanese media celebrities, in helping to generate student output for these activities. The role of languaging in helping students to consolidate and subsequently demonstrate cognition through spoken (Swain & Lapkin, 1995) and written (Suzuki, 2012) reflective practices has been well demonstrated in a number of both L1 and L2 contexts. Following Kim's (2013) study, the present study builds on the breadth of work on the possible effects of languaging on learner cognition by demonstrating the impact that languaging and consociate activities can have on a number of L2 motivational constructs. In addition, after briefly examining the

challenges in creating motivational L2 class content in the Japanese context, the article considers the role that Japanese media personalities, so-called *tarento*, play in Japanese society and their potential for motivating students. The results of the study indicated that even unorthodox sources from within L2 learning contexts, in conjunction with languaging activities, can provide inspiration for L2 learners.

Literature review

Languaging has been defined by Swain (2006) as “the process of making meaning and shaping knowledge and experience through language” (p. 98) and the act of development through reflection. In an oft-cited article, Swain (2006) describes a class of young adolescents in Toronto learning French and the positive impact on their L2 study of having them notice and vocalise the linguistic differences between their own written L2 output and a reformulated version. Swain demonstrates how, through this process, students can learn both through and about language. The approach draws on the Vygotskian sociocultural theory of human learning and the relationship between language and thought. According to Vygotsky (1986), “Thought is not merely expressed in words; it comes into existence through them” (p. 218), and that “thought undergoes many changes as it turns into speech. It does not merely find expression in speech; it finds its reality and form” (p. 219). As Swain (2011) points out, this process is not one of merely transforming thought into words to aid in communication, but instead, actually “plays critical roles in creating, transforming, and augmenting higher mental processes” (p. 106). Cognitive development, according to this theory, is achieved when the knowledge arising from its co-construction is internalised and used autonomously, as demonstrated in Swain’s 2006 study. The role of languaging in helping students to consolidate their conceptions and understanding through spoken (Swain & Lapkin, 1995) and written (Suzuki, 2012) reflective practices, and to demonstrate learning following these practices in subsequent output, has been well demonstrated in a number of L2 and non-L2 contexts (Maturana, Mpodozis, and Letelier, 1995; Hall, 1996).

A number of studies have examined how classroom culture might be re-examined to allow for importance to be afforded languaging activities. One such

study, and the one on which this study was based, was by Kim (2013), who sought to examine the effect of a variety of languaging activities on Korean elementary and junior high school students' L2 motivation. Kim found that students that took part in written languaging activities showed significant increases in their motivation for learning English, leading him to conclude that these activities could be adopted to assist in aiding students' motivation for L2 learning.

Research into motivation, such as that carried out by Markus & Nurius (1986) and expanded upon and brought into the field of language motivation by Dörnyei (2005), has examined the conceptual link between cognition and motivation. Dörnyei's L2 Motivational Self System (2005) proposed three components of a self-based approach to language learning: the ideal self, representing the person that the learner would like to become, which generates motivation as learners work to reduce the discrepancy between their actual and ideal self; the ought-to self, which represents what the learner believes they ought to do and the person they ought to be in order to avoid possible negative outcomes; and, the L2 learning experience which concerns motivation relating to attitude toward the learning environment and the interplay between the learner, the teacher, the curriculum, etc.

In further examining construction of the ideal L2 self, studies by Dörnyei (2009, 2010) and Ushioda (2009) have revealed the valuable influence of creating realistic mental images of one's possible future L2 self. Rather than being a purely cognitive construction on the part of the student, these images can help them to acquire L2 identities which are then played out in actual or imagined learning environments. A number of studies have suggested ways of fostering motivating environments to allow learners to do this (Dörnyei & Kubanyiova, 2014; Falout, Fukada, Murphey, and & Fukuda, 2013), illustrating the value in helping students to develop and sustain L2 motivation through nurtured future selves, even in environments without immediate relationship to L2 contexts. Such a pursuit can be regarded as being essential in Japan, where tertiary education has been described as an environment with a "tendency for the learners not to exert extra effort beyond what is required to pass the course, unless a force, such as a strong incentive or a vision of the future, encourages

them to do otherwise” (Yashima & Arano, 2014, pp. 289-290). In other words, it is crucial that in order to promote positive L2 learning behaviours and goals, these students must encounter valid incentives and models.

In addition to materials designed to foster motivational environments, Murphey (1998) and Dörnyei (2013) suggest that students might also be inspired by their teacher or by near peer role models. While Murphey (1998) claims that the former might be unattractive to students due to age or social position, the latter, either in person or shown on video talking about their L2 use, can help more greatly inspire students, aiding to visualize their future selves. Students at the institution in which the current study took place are able to select English conversation classes only as freshman students. The opportunity, therefore, for near peers or other students to act as role models is limited at best in this context, and while the teacher may offer their services to the students, Murphey’s suggestion of reluctance to engage with the tutor outside of class time rings true. This study, therefore, aims to examine the effect of immediate peer interaction and students’ exposure to sources of inspiration that might serve to inspire English study. In Kim’s aforementioned (2013) study, he chose video clips of people he classed as proficient English speakers, such as Mr. Ban Ki-moon, the then UN secretary General, as English-speaking role models for his students. For this study, I chose to use video clips featuring Japanese media celebrities striving to produce English.

As has been described in a number of studies (Galbraith and Karlin, 2012; Kirsch, 2014), media celebrities play a large role in Japanese culture. Where it might be accurate to claim that such personalities the world over hold a certain fascination with a fickle youth culture, in particular, the Japanese media celebrities exert an influence on Japanese culture in a much broader sense, spanning age groups and all forms of daily media. Japanese media celebrities do not merely populate but dominate the media programming landscape. TV news and variety programs often feature sections devoted to and even sometimes presented by them. Sometimes serious and informative, sometimes playful, naive, and open, they are thrust, if not welcomed, into the family living room day after day and hour after hour. Such exposure to them enables the viewer

to feel both a sense of other-worldliness (as we view the luxury of their homes' interiors and exteriors during segments of variety shows) and their ordinariness and our commonality with them, as we hear of their foibles and missteps in their everyday lives. Indeed, as Galbraith and Karlin (2012) offer, the Japanese TV viewers have no need for the reality TV shows that abound on many western TV channels, as the part-documentary, part-entertainment components of this genre are reproduced for the Japanese in all its benign voyeurism, whenever they turn on the television and see these personalities entertain and inform. In a medium where they are asked to present, react to, and comment on, both amusing and serious current affairs, the celebrities become both the recipients and the givers of information. Their presence renders nearly obsolete the general public's faces and voices from the TV screen, often seen as the representatives of the viewers in many western broadcasts.

While the Japanese word for these media celebrities is '*tarento*', derived from the English word 'talent', West's (2006) observation that these celebrities are required to emanate personality, rather than talent, is a very cogent one. Kirsch (2014) goes one step further, deeming these celebrities as "often of no particular talent at all" (p. 1). In a fascinating scrutiny, Kirsch examines their enduring appeal to the Japanese populace, drawing on Dyer's (1998) description of the transformation of western stars and their perceived image over time. Where once, Dyer claims, stars were embodiments of heroism, good deeds, and models of demeanor, people more recently tend to celebrate their ordinariness and "typical ways of behaving" (p. 22), while still holding them as being apart from the everyman. Kirsch views the Japanese *tarento* and peoples' perceptions of them as being an inversion of this idea, and instead regarding them as being "people like you and me, but embodiments of ideal ways of behaviour" (p. 79). With their omnipresence in Japanese media and the potential influence on affecting a broad range of opinions, I sought to establish whether Japanese *tarento* could act as role-models of English usage and help to promote English motivation for my students. Furthermore, I sought to establish whether giving students opportunities to think and or write about their present and future relationship to English would facilitate the cognitive and motivational changes

seen in related research.

In the present study, I looked for answers to the following research questions (RQs):

RQ1. Is languaging effective in enhancing students' L2 English learning motivation?

RQ2. If so, which types of languaging activities are most useful for this purpose?

RQ3. Do Japanese *tarento* provide students with viable role models to promote ideal L2 selves?

Methods

A total of 84 non-English major Japanese freshman students studying at a technical university in northeast Japan participated in the study. The students were between 19 and 20 years old, all without reported experience of using English outside of the classroom. The original number of students from each class taking part in the study varied between 30 and 60 participants. At the end of the study, the class with the least number of respondents of both the pre- and post-course questionnaire ($n = 21$) was selected as the cut-off point, and the same number of students was selected randomly from each of the three remaining class groups, making a total of 84 students. Of the four groups, three consisted of entirely male participants and one group of 5 female and 16 male students. The students were all participants in elective English conversation classes taught by the same teacher.

To gauge students current English skill levels (the university does not have a specific English level test for incoming students), the students were administered a self-perceived proficiency test (Tono & Negishi, 2012). The CEFR-J is based on the Common European Framework of Reference for Languages (CEFR) and has been adapted for the English language context in Japan. It consists of a series of “can do” descriptors, which indicate what the test-taker feels they can do with language. It is based upon the “action-oriented approach” proposed in the original CEFR and has 12 levels based on the original six A1 to C2 levels found on the CEFR (see Markel, 2018, for delineation). According to Markel’s profile,

Table 1

Average CEFR-J Scores from Student English Skills Self-Assessment

Group number	Speaking (interaction)	Speaking (production)	Writing	Understanding (reading)	Understanding (listening)
1	A2.1	A1.3	A2.1	A2.1	A2.1
2	A1.3	A1.3	A1.3	A1.3	A1.3
3	A1.3	A1.3	A1.3	A1.3	A1.3
4	A1.3	A1.3	A2.1	A2.1	A2.1

the participating students (Table 1) all come under the classification of “basic user”.

The questions used in the study sought to examine changes over time of students’ responses to a number of motivational constructs. The questions were based on those from established questionnaires which sought to validate Dörnyei’s L2 Motivational Self System (2009). The constructs of ideal L2 self, ought-to L2 self, integrativeness, instrumentality-promotion, instrumentality-prevention, and attitudes to learning English were taken from Taguchi, Magid, and Papi (2009). Other questions relating to motivated behaviours, in particular autonomous behaviour both inside and outside the classroom, were taken from Al-Shehri (2009). The questions were all translated into Japanese by the author and checked for accuracy by two Japanese teachers of English in the author’s host institution. A brief description of the constructs used now follows:

Ideal L2 self: This relates to the L2 speaker which the individual would like to become. Its potential to affect motivation lies in the desire of the learner to reduce the difference between the current and potential L2 self.

Ought-to self: This relates to the attributes that a learner believes they should have in order to avoid possible negative outcomes. It also concerns students’ perceptions of the importance of learning English, according to the opinions of friends, families, colleagues, etc.

Integrativeness: The core concept in Gardner’s (1985) theory, in which he claimed that L2 motivation “always has an integrativeness component” (p. 168),

reconceptualised by Dörnyei (2005) as one of the processes of identification within the concept of the self, forming part of his aforementioned L2 Self System.

Instrumentality (promotion): This relates to students' efforts to attain certain goals related to their studying of the L2, such as attaining higher proficiency.

Instrumentality (prevention): This relates to the regulation of students' learning behaviours towards studying the L2 in relation to passing tests.

Motivated behaviours and efforts: This incorporates questions relating to students' desire to learn English and the efforts they are willing to make to learn it. An example used in this study is "I am determined to push myself to learn English".

Attitude toward learning English: This relates to students' attitudes towards their current L2 learning environment and their enjoyment and interest in learning English.

After piloting the questionnaire, the final version (Appendix) consisted of 53 statement-type questions measured by five-point Likert scales, ranging from "strongly disagree" to "strongly agree". The number of questions used for each section and the Cronbach alpha internal consistency coefficient are shown (Table 2).

Examples of *tarento* speaking English were found on the video-sharing

Table 2

Motivational Construct Question Distribution with Cronbach Alpha Coefficients

Motivational construct	Question number	α
Ideal L2 self	36, 53, 20, 42, 37, 1, 34, 4	0.87
Ought-to L2 self	46, 12, 28, 39, 41, 29, 3, 24, 52, 10	0.86
Integrativeness	32, 19, 16	0.62
Instrumentality (promotion)	2, 44, 21, 6, 22, 38, 33	0.86
Instrumentality (prevention)	35, 49, 9, 11, 5	0.85
Motivated behaviours	25, 48, 31, 8, 30, 50, 15, 18, 13, 43, 45, 14, 40, 23, 47, 7	0.9

platform YouTube. The *tarento* that featured in the short segments include the singer, Kazunari Ninomiya, from the pop group Arashi, who is asked to explain his next project in English to the Federation of Japanese Foreign Press and comedian Yoshio Kojima, who is asked to explain in English how to get to Asukasa in Tokyo to a foreign tourist (Lee, 2018).

Each group's roles during the study will now be detailed. The four classes were assigned different tasks to take up the final 20 minutes of a class every second week, for a period of ten weeks during the first semester of a fifteen-week semester. The control group (hereafter Group 1) was asked to complete a variety of vocabulary-building tasks, such as identifying synonyms and matching words to their correct definitions. Group 2 participants were asked to watch a video of Japanese media celebrities speaking English in a variety of contexts. The video and the celebrities featured therein changed for each session. Group 3 participants were asked to do the same and subsequently to write, in either English or Japanese, their impressions of the video and any inspiration regarding their own English learning, thus inducing reflective practice, creating a visual representation of their thought processes that they could return to in subsequent weeks. Group 4 participants were asked to carry out the same tasks as group 3 but upon finishing writing their impressions of the video, to then compare and discuss in English what they had written with their group members, thus inducing collaborative dialogue that could be shared and compared with other participants. The written comments made by Groups 3 and 4 in the final class were collected to examine the ways in which students reacted to the videos, specifically whether they viewed the activity as worthwhile, and if/how the celebrities featuring in them had any effect on their motivation for learning English. Apart from the above mentioned activities, class content was the same for all classes.

SPSS version 22 was used to generate statistical indices for the variables within each of the four groups. Split-plot analyses of variance were then conducted to measure changes in pre- and post-test Likert-scale scores. Visual representations of these changes were created in the form of profile plots as part of this analysis.

Results and Discussion

Initial analysis revealed non-significant changes and/or decreases to pre- and post-course mean scores for the variables Integrativeness and Instrumentality (both promotion and prevention). These variables were excluded from further analysis. The lack of significant changes for integrativeness reflects the lack of applicability of the construct in this context.

The lack of significant changes in either of the instrumentality variables (data not shown) suggests that the languaging activities were not effective in changing the importance students gave to learning English. This result is somewhat surprising given the increases shown in scores for the Ideal L2 selves variable (Table 3). It is possible that students did not relate to the nature of the wording of the questions for these two variables, which infer using English in a future career.

Split-plot Analysis of Variance Data

While the results for Ideal L2 selves were not statistically significant ($F(3,80) = .857, p = .467$), examination of the profile plots (Figure 1), showing mean scores on the y-axis, visually confirms increases for all groups. Inspection of the

Table 3

Descriptive Statistics for Ideal L2 Selves for Each of the 4 Groups Pre- and Post-test

Group	Mean	SD	Skewness	Kurtosis	95% CI
1	pre 2.89	pre 0.68	pre -.49 (SE = 0.50)	pre 1.28 (SE = 0.97)	pre [2.52, 3.26]
	post 3.11	post 0.71	Post -0.59 (SE = 0.50)	post 1.63 (SE = 0.97)	post [2.80, 3.43]
2	pre 3.08	pre 0.97	pre 0.00 (SE = 0.50)	pre -0.12 (SE = 0.97)	pre [2.72, 3.47]
	post 3.23	post 0.84	post 0.34 (SE = 0.50)	post -1.03 (SE = 0.97)	post [2.92, 3.55]
3	pre 2.73	pre 0.99	pre 0.82 (SE = 0.50)	pre 0.36 (SE = 0.97)	pre [2.36, 3.10]
	post 3.32	post 0.68	post -0.54 (SE = 0.50)	post -0.46 (SE = 0.97)	post [3.00, 3.63]
4	pre 2.33	pre 0.72	pre 0.85 (SE = 0.50)	pre -0.04 (SE = 0.97)	pre [2.00, 2.70]
	post 2.96	post 0.63	Post -0.38 (SE = 0.50)	Post (SE = 0.97)	post [2.65, 3.28]

confidence intervals (Table 3) reveals minimal overlapping in Groups 3 and 4. The results suggest that the videos and other activities helped to develop students' vision of their L2 futures. This interpretation is strengthened by comments collected from students in groups 3 and 4 in which they make reference to an imagined future self.

Example entry from group 3 student (author's English translation follows Japanese original):

英語を話すことが出来れば、海外で買い物をする際にスムーズに注文。交渉ができる。また海外に友人を作ることができるので行動範囲がにほんだけでなく様々な所に行けるので良いと思いました。

I thought that if you can speak English, when you go abroad and buy things, you can ask for them smoothly. You can negotiate. Also, when you go abroad, you can make friends and you can go to various places, not just in Japan. I thought that was great.

Example entry from group 4 student (author's English translation follows

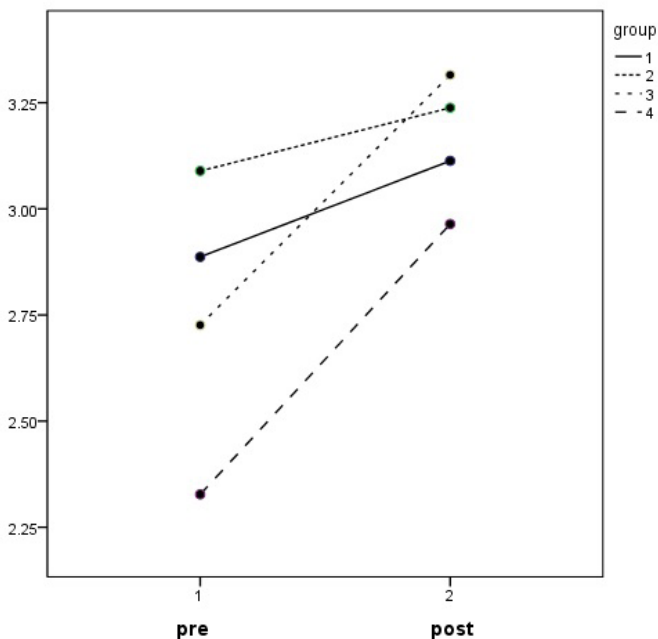


Figure 1. Profile plot for Ideal L2 selves showing changes in pre and post mean scores.

Japanese original):

グループの中とかで一人だけ上手だと目立つしすごいなあと思いました。また、頑張って伝えることが大切なのだと感じました（文法がちがくても）。突然外人に話しかかれたりするかもしれないので、基本的な動詞や名詞は知っていた方が、単語だけでも伝わることもあるので基礎こそ大切にしていきたいと思いました。

I thought that it was really great when there was one person in the group that stood out because they were speaking English well. I thought that it is really important to do one's best to get one's message across, even if you make mistakes in your grammar. I think it's possible that a foreigner might speak to me, so it's possible to communicate with a knowledge of some basic verbs and nouns or even words. So, I'd like to develop my basics.

The results and comments appear to answer all of the research questions in that they suggest the effectiveness of languaging activities, specifically the watching of *tarento* speaking English in videos and reflective writing. However, the lack of statistical significance means that further investigation is required to confirm this interpretation.

The results for Ought-to L2 selves were not statistically significant ($F(3,80) = 1.824, p = .149$). Examination of the profile plots (Figure 2), showing mean scores on the y-axis, visually confirms increases for Groups 2-4, although data for Group 4 revealed both skewed and leptokurtic distribution in the pretest.

Group 3 showed a significant increase as shown in the confidence intervals for this variable (Table 4). It is possible that the reflective practice of composing written reactions to the videos was instrumental in this result. This is substantiated by a written comment from a Group 3 student who reflected on how others may judge her English skill, in addition to how her English ability compared to one of the video's participants (author's English translation follows

Japanese original):

自分の英語のレベルは今の所阿部サダヲレベルなのでもう少し上達させたいと思った。難しい英語で話せればはもちろんいいことだけれど、基礎レベルの英語で話していてもスピーキングさえできていれば格好良く見えたのでスピーキングも大事だと思った。阿部サダヲは英語を全然話していなかったけれどジェスチャーでも十分に伝わっていて面白かった。

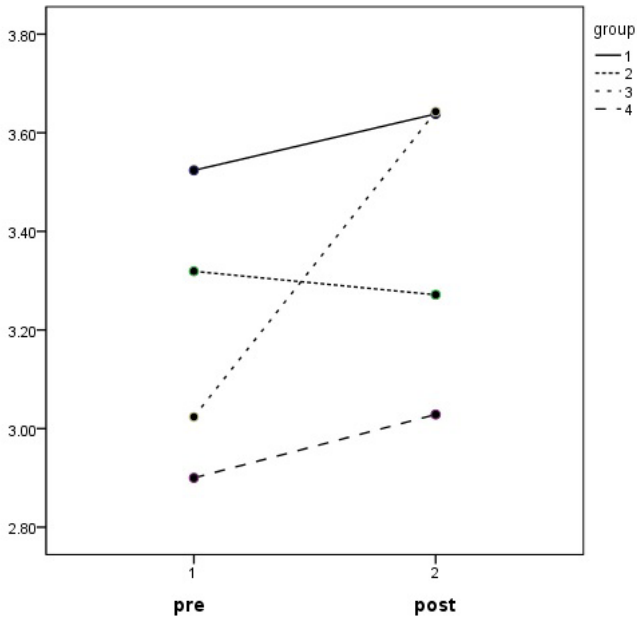


Figure 2. Profile plot for Ought-to L2 selves showing changes in pre and post mean scores.

Table 4

Descriptive Statistics for Ought-to L2 Selves for Each of the 4 Groups Pre- and Post-test

Group	Mean	SD	Skewness	Kurtosis	95% CI
1	pre 3.52	pre 0.59	pre -0.55 (SE = 0.50)	pre 1.57 (SE = 0.97)	pre [3.21, 3.83]
	post 3.64	post 0.39	post -0.06 (SE = 0.50)	post -1.22 (SE = 0.97)	post [3.39, 3.89]
2	pre 3.32	pre 0.72	pre 0.04 (SE = 0.50)	pre 0.70 (SE = 0.97)	pre [3.91, 3.63]
	post 3.27	post 0.65	post 0.71 (SE = 0.50)	post 1.74 (SE = 0.97)	post [3.02, 3.52]
3	pre 3.02	pre 0.81	pre -0.97 (SE = 0.50)	pre 0.98 (SE = 0.97)	pre [2.71, 3.33]
	post 3.64	post 0.49	post -0.36 (SE = 0.50)	post 0.45 (SE = 0.97)	post [3.39, 3.89]
4	pre 2.90	pre 0.70	pre 1.39 (SE = 0.50)	pre 2.66 (SE = 0.97)	pre [2.59, 3.21]
	post 3.02	post 0.69	post -0.45 (SE = 0.50)	post 1.71 (SE = 0.97)	post [2.78, 3.27]

I think my current English level is about the same as Abe Sadao, so I think I'd like to improve just a little. Of course, it's good if you can use difficult English when speaking, but I thought even with a basic level of English, if you can speak, it looks good, so I thought that speaking is also important. Abe Sadao didn't speak English at all, but with gestures he was able to communicate, and that was interesting.

The results for Motivated behaviours and efforts were not statistically significant ($F(3,80) = 2.030, p = .116$). Examination of the profile plots (Figure 3), showing mean scores on the y-axis, visually confirm increases for Groups 3 and 4, although data for Group 4 revealed platykurtic distribution in the pretest and skewed distribution in the posttest. The confidence intervals (Table 5) revealed minimal overlapping in Group 4.

In light of the positive results seen in the variables for both Ought-to and Ideal L2 selves, the lack of significant changes here was disappointing. To wit, it appears that although the languaging activities carried out may have assisted in helping students to develop an ideal L2 self, they alone were not enough in helping to promote greater effort in their L2 learning. Measures could be implemented in the classroom to assist students to this end, such as demonstrating the benefits of undertaking the practices suggested in the statements for motivated behaviours and efforts, e.g., asking the teacher for assistance and reflecting on what has been taught.

Contrary to the data of the previous variables, the results for Attitudes to learning English were statistically significant ($F(3,80) = 5.831, p = .001, \eta^2 = .179$). Examination of the profile plots (Figure 4), showing mean scores on the y-axis, visually confirms the increases for Groups 3 and 4. The increases for Group 4 were confirmed in the confidence intervals (Table 6). Examination of the results for the other variables in this study has not shown any significant benefit to allowing students to share their opinions and reactions to the videos shown. The significant increase in the mean scores for Group 4, verified through confidence intervals, reveals the benefits this practice can have to students' attitudes in the L2 classroom, echoing the findings of Kim's study. It suggests that this distinct type of interaction can improve students' enjoyment of the class, offering them agency and the chance to think about, develop and share

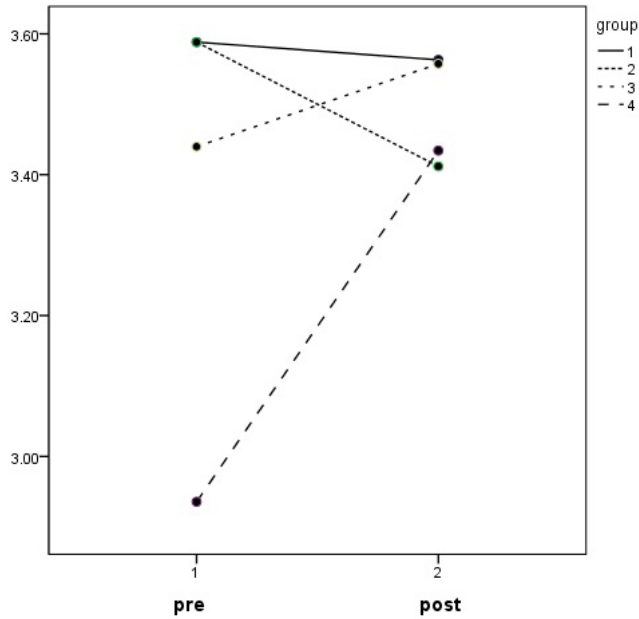


Figure 3. Profile plot for Motivation to learn English showing changes in pre and post mean scores.

Table 5

Descriptive Statistics for Motivated Behaviours and Efforts for Each of the 4 Groups Pre- and Post-test

Group	Mean	SD	Skewness	Kurtosis	95% CI
1	pre 3.58	pre 0.56	pre -0.45 (SE = .50)	pre 0.15 (SE = 0.97)	pre [3.32, 3.86]
	post 3.56	post 0.57	post -0.89 (SE = .50)	post 0.19 (SE = 0.97)	post [3.31, 3.81]
2	pre 3.59	pre 0.65	pre -0.03 (SE = 0.50)	pre -0.62 (SE = 0.97)	pre [3.32, 3.86]
	post 3.41	post 0.64	post 0.04 (SE = 0.50)	post -0.04 (SE = 0.97)	post [3.16, 3.66]
3	pre 3.44	pre 0.62	pre -0.69 (SE = 0.50)	pre -0.35 (SE = 0.97)	pre [3.17, 3.71]
	post 3.56	post 0.55	post -0.23 (SE = 0.50)	post -0.54 (SE = 0.97)	post [3.31, 3.81]
4	pre 2.93	pre 0.63	pre 0.47 (SE = 0.50)	pre 2.74 (SE = 0.97)	pre [2.67, 3.21]
	post 3.43	post 0.52	post -1.14 (SE = 0.50)	post 0.75 (SE = 0.97)	post [3.19, 3.68]

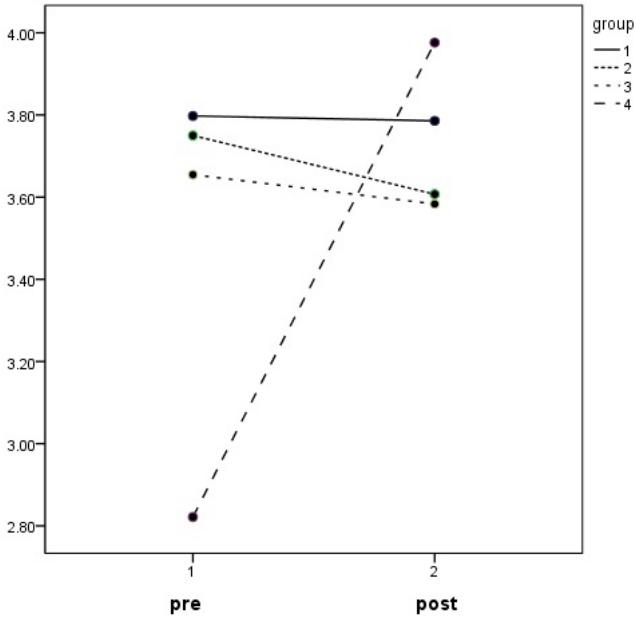


Figure 3. Profile plot for Motivation to learn English showing changes in pre and post mean scores.

Table 6

Descriptive Statistics for Attitudes to Learning English for Each of the 4 Groups Pre- and Post-test

Group	Mean	SD	Skewness	Kurtosis	95% CI
1	pre 3.80	pre 0.69	pre -0.51 (SE = 0.50)	pre -0.01 (SE = 0.97)	pre [3.44, 4.16]
	post 3.79	post 0.68	post -0.14 (SE = 0.50)	post -0.27 (SE = 0.97)	post [3.49, 4.08]
2	pre 3.75	pre 0.89	pre -0.26 (SE = 0.50)	pre -0.57 (SE = 0.97)	pre [3.39, 4.11]
	post 3.60	post 0.77	post -0.19 (SE = 0.50)	post -0.54 (SE = 0.97)	post [3.31, 3.90]
3	pre 3.65	pre 0.68	pre -0.01 (SE = 0.50)	pre -0.54 (SE = 0.97)	pre [3.30, 4.01]
	post 3.58	post 0.72	post 0.10 (SE = 0.50)	post -0.71 (SE = 0.97)	post [3.29, 3.88]
4	pre 2.82	pre 0.99	pre -0.22 (SE = 0.50)	pre -0.14 (SE = 0.97)	pre [2.46, 3.18]
	post 3.98	post 0.52	post -0.19 (SE = 0.50)	post 0.58 (SE = 0.97)	post [3.69, 4.27]

thoughts concerning their English learning.

Conclusion and Limitations

The results of the study indicate that in a number of instances, languaging activities, specifically, watching videos showing Japanese *tarento* speaking English and writing impressions about this, were influential in enhancing students' English motivation. In studying the effectiveness of watching non-peer speakers of English, it was speculated that, based on their prevalence in Japanese society, *tarento* would provide motivational models of English fluency. Future research could use more proficient models, similar to those employed in Kim's study to examine differences in this regard.

The lack of recorded material taken from the discussion of students' written notes means that the influence of spoken group interaction must be inferred from the results. Future research should include recording of these interactions, which could reveal pertinent comments and developments over subsequent recordings during the research period.

Results of the split-plot analyses provided visual data which, in association with analysis of a number of confidence intervals, may help to understand the effectiveness of languaging activities to enhance motivation in this context. However, the lack of significant results for all but one of the variables is disappointing. The low numbers of participants in each group is likely responsible for this outcome. Higher numbers of participants in each group will allow for more nuanced verification of normalized data. Future research will need to address this shortcoming.

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Received: March 8, 2018

Accepted:

Appendix

Sample of questions used in the study. Please contact the author for complete list.

Ideal L2 self

I can imagine myself living abroad and having a discussion in English

外国に住んでいて英語で、話し合いする私を想像できる。

Whenever I think of my future career, I imagine myself speaking English.

私の将来の仕事を想像するとき、英語で話している私を想像する。

Ought to self

Studying English is important to me in order to gain the approval of my peers/ teachers/family/boss.

私の同等・先生・家族の評価を得るために私は英語を勉強するのが大事だと思う。

It will have a negative impact on my life if I do not learn English.

英語を勉強しなければ、私の人生にマイナスの影響を与える。

Integrativeness

Learning English is important in order to learn about the culture and art of its speakers

英語を話せる人々の文化または芸術を学ぶために英語を学ぶことが重要だ。

I want to become similar to the people who speak English

私は英語を話せる人と同じようになりたい。

Instrumentality (promotion)

Studying English is important to me because I think it will someday be useful in getting a good job.

将来、いい仕事を得るために役立つので、英語を勉強するのは大事だと思う。

Studying English is important for me because with English, I can work globally.

英語を使えるようになれば、グローバルに(地球のどこでも)働くことが出来るから、英語を勉強するのは大事だと思う。

Instrumentality (prevention)

I have to learn English because I don't want to fail this English course

私は単位を落としたいくないので、英語を勉強している。

Studying English is important for me because if I don't have knowledge of

English, I'll be considered a weak student.

英語の知識がなければ学力がない学生だと思われるので、私にとって英語を勉強するのは大事だと思う

Motivated behaviours and efforts

I am prepared to make a big effort in learning English.

私は英語を勉強するためなら多大な努力を払う気持ちがある。

After I get my grades back in an English test, I always check them and look at/correct my mistakes.

英語のテストの結果を受け取ったら、必ず自分が間違っている部分を確認して直す。

Attitudes to learning English

I find learning English really interesting

私は英語を勉強するのはとても面白い。

I always look forward to English class

私は英語の授業はいつも楽しみにしています。