Motivation, Silence, and Emotions of Low-Proficiency English Learners in Japan

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Introduction

Low-proficiency Japanese learners of English tend to be unmotivated, anxious, and silent (Tsuchiya, 2006). In output-driven assessments such as discussion tests (DT), low-proficiency students tend to perform poorly, creating a cycle in which their motivation further decreases, their anxiety increases, and their silence becomes more prevalent. To help these learners, techniques such as *scaffolding* (Doiron, 2021; McLaughlin, 2015) have been proposed, and factors such as the students' majors have been studied (e.g. Hill et al., 2019). Despite extensive research, the cycle continues. Gaps in the literature such as context-specific differences between English majors (EM) and non-English majors (NEM), emotions other than anxiety, and the role of silence need to be explored. Thus this study investigates the motivation, silence, and emotions of low-proficiency EM and NEM. This study addresses these research questions: (1) Do the students' motivation, silence, and emotions change over time? and (2) Is there a significant difference between low-proficiency EM and NEM? Hill et al.'s (2019) research into the motivational factors of STEM students and technical college students provided the framework for this study. Their research encompassed a wide range of students from a two-year technical college and first to sixth year undergraduate students. Their findings indicate that the STEM undergraduate students were largely more motivated than their technical college counterparts, particularly in the following areas: Ideal L2 Self, Interest in English-speaking cultures, Classroom atmosphere, Speaking Anxiety, and Perceived Speaking Competence. This study looks to adapt their approach to highlight a change in motivation over time between two smaller groups: EM and NEM.

Research Context

Despite eight years of formal English education, Japanese students often struggle with speaking and listening. This is largely due to a focus on grammar-translation methods in secondary education and the pressures of university entrance exams which prioritise memorization over communicative competence (Mitchell, 2017). Taguchi (2009) found that in Japanese high school classrooms, speaking practice amounted to less than 15% of class time. Classroom dynamics, such as large class sizes and passive learning styles, further impede the development of speaking skills (Johnson, 2012). This study primarily examines the development of English discussion proficiency among first-year university students at a private university in Japan. Two groups of students were examined, EM (English Communication and English Liberal Arts Majors) and NEM (Business, Engineering, and Economics majors). EM receive approximately 900 minutes of English tuition per week; NEM receive 200 minutes of English instruction. The only course these two groups share is the English for Communication (EFC) course, a 200 minute per week course, which is tiered on difficulty regarding the textbook level and instruction approach. The distribution of each tier is determined by the student's TOEIC scores. The EM take the TOEIC L&R test, with approximate scores ranging between 200 - 500 (CEFR A2 - B1). NEM take the TOEIC Bridge L&R test, scoring between 20 - 80 (CEFR A1 - A2). Whilst there is some overlap between the proficiency bands of the groups, the EM generally outperform the NEM. The distinctions between the EM and NEM EFC courses include: (1) NEM are provided with a *scaffolded discussion technique* which culminated in discussion presentation tests (DPT) to achieve discussion proficiency by the

end of the first semester, following a Presentation - Presentation - Discussion (PPD) route of evaluation, whilst the EM complete four discussion tests (DT) by the end of the semester. (2) NEM class sizes average 28 students, whereas EM classes average 22 students.

The PPD was decided upon after student needs analysis and instructor interviews highlighted the following issues. Firstly, with lower language proficiency and confidence, students appear less motivated and less likely to engage with content (Nishida, 2013). Furthermore, the DT would likely be the students' first time being evaluated on their speaking ability, leading to learner anxiety, as even EM have indicated similar negative emotions towards this unfamiliar evaluation method (Masutani, 2021). Lastly, instructors identified several weak areas of the NEM: poor question creation skills, limited shared vocabulary, difficulties holding a conversation for extended periods, and larger class sizes (Hardy, 2024). Some practical approaches were then proposed to reduce these issues. Firstly, a reduction in difficulty to level-appropriate content and evaluation with the aim to increase motivation among students through achievable goals (Dörnyei, 2009; Johnson et al., 2014). Secondly, a clear structure of learner progression with gradual difficulty increase (Pae, 2007) and scaffolded discussion activities utilising a basic structure to reduce silence (Jang et al., 2010). Thirdly, the delay of the DT to allow students to establish a rapport with one another and reduce anxiety, improving future interactions (Jost, 2018).

Literature Review

The following sections in this literature review highlight recent research on motivation, silence, and emotions, and their interconnections.

Motivation

Understanding motivation is crucial for language learning, as it can significantly influence student engagement and language proficiency. Much of the current work on L2 motivation has consolidated on Dörnyei's (2009) *L2 Motivation Self System* (MSS). The L2MSS consists of three interactive components: (1) The concept of an "ideal L2 self" represents what the learners hope to achieve in their language

development. In contrast, (2) the "ought-to L2 self" represents others' (teachers', peers', parents') expectations for the learners, as perceived by the learners, often leading to external pressure (Dörnyei & Ushioda, 2009). The last component, (3) "L2 learning experience," refers to the learners' perceptions of their learning context, teacher, instruction, peers, etc.

Recent research indicates the Japanese context to be in a state of *motivational crisis* (Dörnyei & Ushioda, 2011; Ushioda, 2013) to the extent that it has become a common trope for some students to comment on English as "英語無理" (English is impossible). Hill et al. (2019) note the most susceptible to a decline in motivation are Japanese learners of science, technology, engineering, and mathematics (STEM), who appear the least able to retain English learning motivation during their secondary and tertiary schooling (Apple et al. 2013). Therefore, there is a need to understand the factors affecting STEM students' motivation and demotivation in the Japanese context.

Silence

Silence in the EFL setting is a complex and multifaceted phenomenon, indicative of social and cultural factors that can aid or hinder language acquisition (Harumi, 2011). A view of silence as problematic and a niche topic is shared by many instructors, as different contexts can have varying expectations or perceptions of silence in the classroom (King & Harumi, 2020; Lehtonen & Sajavaara, 1985; Nakane, 2012; Spencer-Oatey & Franklin, 2009; Tannen, 1985). In the Japanese context, a study conducted by Yamada (1997) highlighted the contrast in tolerances of silence between Japan and America in business settings, with the average time a silence was broken being 5 seconds and 1 second respectively. The mismatch in expectations and turn-taking practices can lead to misunderstandings or negative stereotypes in contexts such as the EFL classroom. Studies by Turner and Hiraga (2003) in the UK and Nakane (2007) in Australia showed that Japanese students' silence was perceived by instructors as a lack of willingness to engage and a withdrawal from interaction. Teachers' and students' differing views of

silence can lead to frustration in the EFL classroom (Fushino, 2010). Whilst some may interpret silence as a space for critical reflection and absorption of content, others acknowledge that non-participatory silence by language learners has the potential to impede L2 development by limiting target language interaction and output.

Silence can also facilitate communication. The silent moments in class can be regarded as a time for reflection, preparation, and internal language development (Bao, 2013; Dulay et al., 1982; Krashen, 1982). Instead of the negative silence/positive talk dichotomy, some researchers have proposed viewing silence as a continuum from being unwilling and silent to willing and breaking silence (Peng, 2020). Thus silent students may not necessarily be unable or unwilling to communicate. In most Eastern cultures, students are silent because they want to show respect to the teacher and to maintain harmony in the classroom (Karas & Faez, 2020). In Japan, silence is considered a virtue with action taking precedence over words (Bao, 2013). Although the silence of Japanese students has caused frustration among teachers (Smith & King, 2018), some researchers have called for a reinterpretation of silence and its integration into the communicative classroom. As Bao (2013) said, "Silence in English language learning [...] is not simply a matter of quietness in a specific context but is infused with the Japanese public's attitude towards English, restricted experience with English and adaptation to the examination-based educational system" (p. 71). A combination of extralinguistic factors, not just a lack of communicative competence, may explain the silence of Japanese students in a discussion setting.

Emotions

Emotions are "distinct pattern[s] of neural (brain) activity [which consist of] feelings, bodily responses, a sense of purpose, and expressive behaviours" (Reeve, 2018, p. 288). Understanding emotions is crucial in second language acquisition research. Dewaele (2015) claims that both positive and negative emotions are "the driving force behind FL learning" (p. 14).

In the Japanese context, most researchers seem to interchange the term *attitudes* with *emotions*.

Examples of these attitude studies include students' attitudes toward speaking situations (Iwamoto, 2009), the communicative language teaching approach (Iwamoto, 2017), and the English language (Igawa, 2015; Ishikawa, 2016; Reesor, 2003; Samuell, 2021). In Wilkins's (2019) research on students' emotions during discussion tests, he found that students experienced nervousness, frustration, enjoyment, and satisfaction, but similar to other studies, he used the term *attitudes*. Though seemingly scarce, studies which explicitly use the term *emotions* exist. Using Japanese remedial students' drawings, Suzuki (2017) studied students' *emotional baggage*, or the negative thoughts associated with English learning. Saito et al. (2018) conducted a study of high school students' emotions, motivation, and English language experience and found that more frequent use of English with positive emotions can directly impact acquisition. In a study of adult Japanese learners taking a 10-week TOEIC course, Nakamura (2018) found that enjoyment was experienced by intermediate/advanced and beginner students, while joy, happiness, and disappointment were only mentioned by the low-proficiency group.

The Interconnection of Motivation, Silence, and Emotions

Motivated learners are generally more willing to engage in class activities; however, in Japan, students may be motivated to learn but remain silent due to factors such as fear of making mistakes, cultural norms that stress humility, or a lack of confidence (Harumi, 2011; King, 2013). These barriers can prevent students from active participation despite underlying motivation. Therefore, student emotions must also be taken into account when attempting to understand student silence. Negative emotions such as anxiety, fear, or embarrassment are common in EFL settings and can lead to increased silences, inhibiting their language learning opportunities (Gregersen & Horwitz, 2002). In contrast, positive emotions like enjoyment and interest can serve to reduce silence, as they foster a more engaged and participatory environment. When these emotions are present, they increase student motivation. These positive emotions can boost intrinsic motivation, making the learning process more rewarding,

developing a strong Ideal L2 Self where language acquisition becomes engaging rather than a chore (Dörnyei, 2009). Together, these factors illustrate how emotions and motivational factors are deeply interconnected, influencing student's willingness to engage in the EFL classroom and reduce silence.

Methodology

This study uses a convergent mixed methods design (Cresswell & Cresswell, 2018). The following section provides information on the participants, procedures, instruments, and materials used.

Participants

The participants consisted of 249 first-year university students, including 104 EM and 149 NEM. They were selected through purposive sampling to understand the differences between the two groups.

Instrumentation

A number of instruments were utilised in this study. Hill et al.'s (2019) motivation questionnaire was used. This questionnaire consists of 45 Likert-type items, measuring nine motivational, psychological, and social factors. The initial administration of the questionnaire conducted at the beginning of the semester had a total of 158 responses (58 EM and 100 NEM). The second questionnaire conducted at the end of the semester received 143 total responses (55 EM and 88 NEM). To understand the students' silence, recordings of their DT were collected, and Audacity's Label Sounds function was used to isolate and count the silences. 63 DT recordings were collected, with 19 from NEM and 44 from EM. Finally, data on students' emotions were collected using the Achievement Emotions Questionnaire - Japanese Version (AEQ-J) by Ikeda (2015). The questionnaire is a 27-item Likert scale which measures achievement emotions. This survey received a total of 111 responses (50 EM and 61 NEM).

Procedure

Data collection spanned 14 weeks of the first semester, following the evaluation schedule (Figure 1). The Motivation Questionnaire was administered at the start (weeks 2-4) and end of the semester (weeks 12-14) and the Emotions Survey after each DPT or DT, whilst silence was only analysed from DT recordings (Figure 2).

The Motivation Questionnaire was distributed via email to teachers who taught the first year EFC course and was conducted after class within the time frame. Participants were provided with a detailed bilingual explanation of the study, and were made
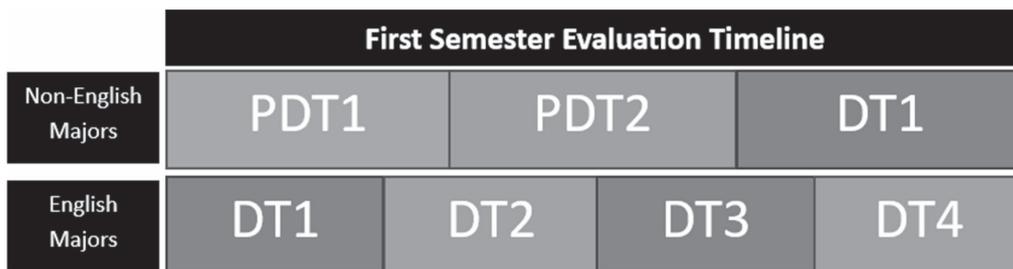

Figure 1 *Timeline of Evaluation: Discussion Presentation Test (DPT) and Discussion Test (DT)*
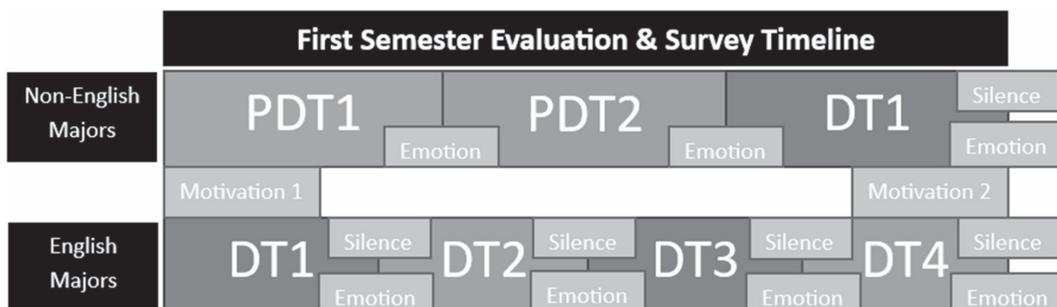

Figure 2 *Timeline of Evaluation and Survey Distribution*
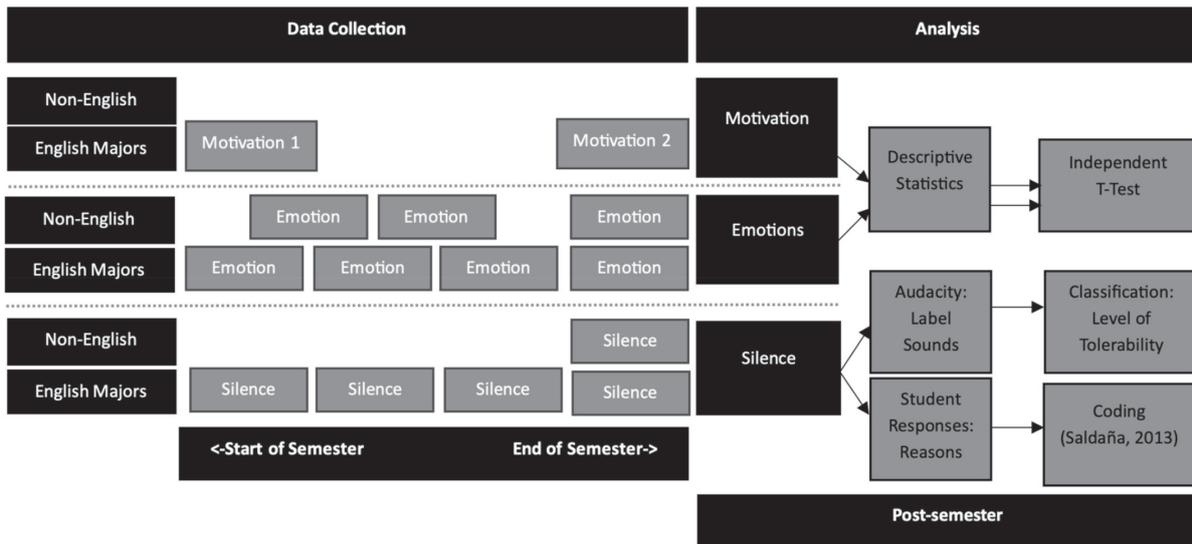
Figure 3　*Timeline of Data Collection and Analysis*

aware of the option to remove themselves from the study at any time. The questions were provided in both English and Japanese, with most students completing it within 10 minutes. Participants who completed the questionnaires were then sorted according to their majors.

The Emotions Survey was only conducted in five classes (2 EM, 3 NEM). The surveys were distributed after each evaluation. Students were given a week to complete the survey, otherwise the data was removed. The survey questions remained unchanged throughout and students were informed of the study at the beginning of the semester and that their participation was optional.

The DT recordings required prior institutional approval. Similar to the emotions survey, the same five classes were chosen to be recorded. Students were informed that their discussions could be recorded and analysed with the purpose of identifying weaknesses and implementing new techniques to improve discussion quality. The discussions took place in an empty classroom with each group (3-4 students) and the instructor. Once the recordings were collected the data was stored on a local drive to be analysed.

After collection, data was analysed quantitatively and qualitatively (Figure 3). Motivation data were tabulated on Google Sheets, and the mean, standard deviation, and percentage differences were calculated. An independent t-test was conducted to determine if there were significant changes in the students'

motivation levels at the beginning and the end of the semester. Regarding silence, the recordings were analysed through Audacity, with the silences isolated and counted using the Label Sounds function. Students were prompted to give their reasons for their silences in a questionnaire, and their responses were analysed through a *codes-to-theory system* (Saldaña, 2013). Data was then exported to Google Sheets and further labelled according to their level of tolerability. Silences that were between 1.00 and 1.49 seconds were labelled "tolerable." Silences that were 1.50 to 4.99 seconds long were labelled "intolerable." Silences that were 5.00 seconds or longer were considered "awkward." Similar to motivation, the mean, standard deviation, and percentage differences were calculated for the emotions data. An independent t-test was also conducted to determine if there were significant changes in the students' positive and negative emotions, and if there was a significant difference between the EM and NEM.

Materials

A number of materials were also used to implement the research. These included the discussion presentation materials (Appendix A) and the DT rubrics (Appendix B). The discussion presentation materials included handouts and slides which were used in the DPT of the NEM. DPT1 and DPT2 were conducted before DT1. Prior to DPT1 and DPT2, students wrote scripts in pairs or groups. They then made slides using the model, practised the

scripts, and received feedback from their teacher and their classmates. Finally, the students performed their DPT. A common rubric for the DPT was made available to the teachers, but this was modified by the teachers according to their classes. The DT rubrics, in contrast, measured how many times the students performed discussion skills. The conversation skills measured included giving opinions, reasons, and examples; asking follow-up questions; giving reactions; checking for understanding; and agreeing or disagreeing (Appendix C). Although there was a common template followed by the teachers, the rubric was modified by the teachers, depending on which skills were covered in class.

Results

This section shows the results of analysing data on motivation, silence, and emotions. The sections include results of descriptive and inferential statistics

and qualitative data coding.

Motivation

The results of the Motivation questionnaires have been subdivided into the following sections: NEM, EM, and Results Comparison.

Non-English Majors Motivation Results. An independent-samples t-test was run to determine whether the students' motivation changed over time and in which areas. There were multiple significant differences in motivation among NEM students during the first semester. The most notable differences were within the IS (Ideal L2 Self), OS (Ought-to Self), and SC (Perceived Speaking Competence) categorizations of motivation. The results were particularly interesting as the NEM students only took one English course twice a week, suggesting that the NEM-tailored EFC course was a positive factor.

The most significant increases in motivation

Table 1 *Statistical Data of First and Second Motivation Questionnaire (Non-English Major)*

Item	Description	M (1st)	M (2nd)	stdev (1st)	stdev (2nd)	Diff	% Diff.	p - value
	CA (Classroom Atmosphere)							
CA1	大学の英語の授業の雰囲気が好きです。I like the atmosphere of my university English classes.	4.7	4.99	1.29	1.24	0.29	5.96%	.122
CA2	大学の英語の授業はいつも楽しみだ。I always look forward to university English classes.	4.48	4.83	1.35	1.25	0.35	7.47%	.070
CA3	大学の英語の授業では、クラスメートと英語で話すのが楽しい。I enjoy speaking in English with my classmates in university English classes.	4.59	4.83	1.30	1.29	0.24	5.05%	.211
CA4	大学の英語の授業で英語を使うことが励みになります。I feel encouraged to use English in my university English classes.	4.35	4.74	1.30	1.23	0.39	8.49%	.039
CA5	大学の英語の授業ではクラスメートと仲良くやっています。I get along with classmates in my university English classes.	4.98	5.17	1.20	1.18	0.19	3.79%	.271
	IS (Ideal L2 Self)							
IS1	将来やりたいことに英語を使っている自分を想像する。I imagine myself using English for the things I want to do in the future.	3.61	4.17	1.47	1.37	0.56	14.45%	.007
IS2	将来のキャリアで英語を使っている自分を想像している。I imagine myself using English in my future career.	3.45	4.06	1.51	1.37	0.61	16.18%	.004
IS3	私はよく、英語を話す自分を想像する。I often imagine myself as someone who speaks English.	3.40	3.92	1.54	1.37	0.52	14.20%	.016
IS4	将来、自分が英語を効果的に使うことを想像している。I imagine myself using English effectively in the future.	3.57	4.13	1.55	1.42	0.56	14.46%	.011
IS5	自分が国際的な友人と英語で話している自分を想像する。I imagine myself speaking English with international friends.	3.49	3.99	1.45	1.47	0.50	13.33%	.021

IC (Interest in English-speaking cultures)								
IC1	英語でドラマを見るのが好きです。I like watching dramas in English.	2.98	3.48	1.54	1.54	0.50	15.56%	.027
IC2	英語で音楽を聴くのが好きです。I like listening to music in English.	4.59	4.74	1.37	1.36	0.15	3.12%	.468
IC3	英語の小説が好きです。I like English language fiction.	2.44	2.82	1.35	1.63	0.38	14.31%	.091
IC4	私は英語のウェブサイトが好きです。I like English language web sites.	2.68	3.03	1.34	1.60	0.35	12.41%	.106
IC5	英語のノンフィクションが好きです。I like English language non-fiction.	3.08	3.38	1.57	1.69	0.30	9.27%	.213
IF (International friendship orientation)								
IF1	英語圏の友人を見つけたい 英語圏の友達を見つけたい。I want to find friends from English-speaking countries.	4.03	4.39	1.39	1.30	0.36	8.57%	.068
IF2	いろいろな国の人と英語で話したい。I want to speak English with people from different countries.	4.08	4.36	1.44	1.39	0.28	6.55%	.184
IF3	英語圏の国に行ってみたい。I want to visit English-speaking countries.	4.50	4.76	1.51	1.34	0.26	5.59%	.217
IF4	英語圏でホームステイをしたい。I want to do a home stay in an English-speaking country.	3.44	3.59	1.48	1.59	0.15	4.16%	.518
IF5	英語圏に住みたい。I want to live in an English-speaking country.	3.22	3.57	1.57	1.75	0.35	10.44%	.149
IF6	日本で英語を話す外国人と友達になりたい。I want to make friends with English-speaking foreigners in Japan.	4.08	4.37	1.47	1.42	0.29	6.81%	.175
OS (Ought-to L2 Self)								
OS1	私は自分の研究分野で成功するために英語を学ぶべきです。I should learn English to succeed in my study field.	4.00	4.31	1.52	1.34	0.31	7.47%	.139
OS2	私は将来、英語を使えるようになる必要がある。I need to be able to use English in the future.	4.25	4.64	1.40	1.29	0.39	8.85%	.047
OS3	私が尊敬する人々は、私が英語を学ぶべきだと考えている。People that I respect think I should learn English.	4.15	4.53	1.37	1.24	0.38	8.73%	.048
OS4	両親は私が英語を学ぶことを期待している。My parents expect me to learn English.	3.75	4.39	1.46	1.30	0.64	15.74%	.002
OS5	社会に貢献するために、英語でのコミュニケーション能力を社会に貢献できるように。I should learn how to communicate in English so that I can contribute to society.	4.30	4.61	1.34	1.18	0.31	6.94%	.096
OS6	英語の試験でいい点を取るために、英語を学ぶべきだ。I should learn English to get good scores on English exams.	4.56	4.53	1.27	1.30	-0.03	-0.69%	.869
OS7	卒業するためには英語を学ばなければならない。I should learn English in order to graduate.	4.55	4.61	1.22	1.16	0.06	1.29%	.735
SV (Perceived social value of English)								
SV1	私の故郷の人々は、英語を学ぶことに価値があると考えている。People in my hometown think that learning English is worthwhile.	4.04	4.52	1.39	1.26	0.48	11.15%	.015
SV2	日本の企業は英語を学ぶ労働者を高く評価する。Companies in Japan value workers who learn English.	4.77	4.60	1.20	1.19	-0.17	-3.68%	.327
SV3	私の国の人々は、英語を学ぶことは良いことだと考えている。People in my country think that it is a good thing to learn English.	4.81	4.82	1.21	1.17	0.01	0.13%	.972
SV4	自分の学科の教員は英語を学ぶことが重要だと考えている。My faculty teachers think it's important to learn English.	4.78	4.85	1.21	1.20	0.07	1.47%	.690
SV5	両親は英語を重要な教科だと考えている。My parents consider English an important school subject.	4.26	4.60	1.35	1.23	0.34	7.63%	.076

	SC (Perceived speaking competence)						
SC1	クラスメートとのペアワークで、英語で自己紹介ができる。I can introduce myself in English during pair work with a classmate.	4.20	4.52	1.21	1.23	0.32	7.28%	.077
SC2	クラスメートとのペアワークで、自分の活動について英語で話すことができる。I can talk about my activities in English during pair work with a classmate.	3.64	4.20	1.37	1.29	0.56	14.18%	.005
SC3	私はクラスメートの少人数の前で英語のスピーチをすることができる。I can give an English speech to a small group of my classmates.	3.23	3.95	1.46	1.48	0.72	20.16%	.001
SC4	私はクラスの前で、グループの一員として英語のプレゼンテーションをすることができます。I can give an English presentation as part of a group in front of my class.	3.32	4.21	1.41	1.55	0.89	23.57%	<.001
SC5	クラスの前で英語で個人スピーチができる。I can give an individual speech in English in front of my class.	2.71	3.77	1.34	1.64	1.06	32.72%	<.001
	PS (Probable Future L2 Self)						
PS1	自分の選んだキャリアで英語を使うことを期待している。I expect to use English in my chosen career.	3.85	4.15	1.40	1.27	0.30	7.49%	.127
PS2	社会人になっても、英語の勉強は続けるつもりだ。When I begin my career, I will continue to study English.	3.84	4.08	1.53	1.35	0.24	6.07%	.255
PS3	学校を卒業したら、英語圏の国々を訪れるつもりだ。After I'm done with school, I will visit English-speaking countries.	3.70	4.08	1.51	1.52	0.38	9.78%	.089
PS4	学校を卒業したら、英語を話す友達ができる。After I'm done with school, I will have friends with whom I speak English.	3.31	3.79	1.53	1.49	0.48	13.60%	.030
PS5	私のキャリアでは、英語の試験を受ける必要がある。In my career, I will need to take English exams.	3.55	3.93	1.48	1.40	0.38	10.19%	.072
	SA (Speaking Anxiety)						
SA1	英語を話すときに間違えないか心配です。I'm worried about making mistakes while speaking English.	4.59	4.76	1.37	1.34	0.17	3.61%	.397
SA2	自分の意見を英語で言えないと緊張する。I feel nervous when I can't express my opinion in English.	4.22	4.40	1.54	1.50	0.18	4.23%	.414
SA3	英語で話すと笑われるのが怖いんだ。I'm afraid that others will laugh if I speak English.	3.42	3.71	1.66	1.74	0.29	8.21%	.244
SA4	英語で話すと笑われるのが怖いんだ。I'm afraid that others will laugh if I speak English.	3.47	3.53	1.68	1.78	0.06	1.68%	.818
SA5	グループで英語を話す順番が回ってくると、心臓がドキドキするのを感じる。I can feel my heart pounding when it's my turn to speak English in a group.	4.18	4.09	1.57	1.61	-0.09	-2.13%	.706
SA6	英語を話さなければならないときは緊張する。I feel tense when I have to speak English.	4.37	4.23	1.45	1.63	-0.14	-3.26%	.538

were found in the students' SC (Perceived Speaking Confidence), with four of the five items highlighted as statistically significant, exemplified in SC2 (*t* (185) = -2.842, *p* = .005), and SC3 (*t* (185) = -3.369, *p* = <.001). These increases were potentially due to the decisions taken to allocate time to allow for students to practise their DPT with multiple groups before the final evaluation. Further confidence increases were found in SC4 (*t* (185) =-4.093, *p* = <.001) and SC5 (*t* (165) = -4.801, *p* = <.001), which increased by 23.57% and 32.72% respectively, indicating the DPT increased student confidence as it placed them in front of the class, presenting familiar information.

There were also notable differences found in the students' IS (Ideal L2 Self). Significant increases were found in IS1 (*t* (185) = -2.697, *p* = .008) and IS2 (*t* (185) = -2.863, *p* = .005). The latter received the highest increase at 16.18%, suggesting that students' exposure to university life has led them to think more about their future employment prospects and has lessened their aversion to English use in their future. This is further compounded with IS3 (*t* (185) = -2.421, *p* = .016), IS4 (*t* (185) = -2.543, *p* = .012), and IS5 (*t* = (185) = -2.336, *p* = .021). The reduction in prior

anxieties toward English was perhaps aided by level-appropriate content and achievable goals (Dörnyei, 2009), altering the way students perceived English (English is impossible, becoming English is possible).

The students' OS (Ought-to L2 Self) also saw some significant increases, with students registering greater external pressures to learn English, exemplified in OS2 (t (185) = -1.990, p = .048), OS3 (t (185) = -1.975, p = .050), and OS4 (t (185) = -3.153, p = .002). The latter item held the largest increase (15.74%) within this category. It is unclear why the students became more aware of their parents' expectations, but one may assume as the students are becoming more mature and realising the education they are receiving isn't free, they perhaps feel greater onus to respect their parents' wishes for them.

Other notable changes in motivation were identified among the motivational factors of Classroom Atmosphere (CA), Probable future L2-self (PS), Interest in English-speaking Cultures (IC), and Perceived Social Value of English (SV). The students noted a positive change in CA4 (t (185) = -2.074, p = .039), showing that students increasingly valued language interactions in class, perhaps due to the repetition of pair/group speaking activities (Appendix A). Furthermore, motivation to use English outside the classroom was found in PS4 (t (185) = -2.183, p = .030), potentially due to students' newfound exposure to the benefits of an international university and partaking in extracurricular activities to make friends who also valued English. Additionally, IC1 (t = (185) = -2.229, p = .027) can be explained through globalisation as students become more exposed to foreign dramas and become more motivated to watch these without Japanese subtitles. Also potentially because of globalisation, shown in SV1, (t (185) = -2.446, p = .015), there is more pressure from people around them, such as those in their hometowns, hence an increased perception of the value of English.

English Majors Motivation Results. Limited significant changes of motivation were found among EM, suggesting they were at a *motivational peak* (Yamashita et al., 2022) prior to entering university, or that they did not encounter additional motivational stimulation over the course of the semester. The designated lesson material for EM EFC did not appear to positively or negatively affect their motivation.

Table 2 *Statistical Data of First and Second Motivation Questionnaire (English Major)*

Item	Variable	M (1st)	M (2nd)	stdev (1st)	stdev (2nd)	Diff	% Diff.	p - value
	CA (Classroom Atmosphere)							
CA1	大学の英語の授業の雰囲気が好きです。I like the atmosphere of my university English classes.	5.03	5.07	1.20	1.12	0.04	0.79%	.917
CA2	大学の英語の授業はいつも楽しみだ。I always look forward to university English classes.	4.74	4.69	1.29	1.20	-0.05	-1.06%	.898
CA3	大学の英語の授業では、クラスメートと英語で話すのが楽しい。I enjoy speaking in English with my classmates in university English classes.	4.75	4.62	1.41	1.30	-0.13	-2.77%	.743
CA4	大学の英語の授業で英語を使うことが励みになります。I feel encouraged to use English in my university English classes.	4.72	4.96	1.31	1.10	0.24	4.96%	.526
CA5	大学の英語の授業ではクラスメートと仲良くやっています。I get along with classmates in my university English classes.	4.98	5.23	1.27	1.09	0.25	4.90%	.493
	IS (Ideal L2 Self)							
IS1	将来やりたいことに英語を使っている自分を想像する。I imagine myself using English for the things I want to do in the future.	4.55	4.64	1.29	1.25	0.09	1.96%	.835
IS2	将来のキャリアで英語を使っている自分を想像している。I imagine myself using English in my future career.	4.63	4.49	1.35	1.41	-0.14	-3.07%	.742
IS3	私はよく、英語を話す自分を想像する。I often imagine myself as someone who speaks English.	4.50	4.40	1.48	1.46	-0.10	-2.25%	.803
IS4	将来、自分が英語を効果的に使うことを想像している。I imagine myself using English effectively in the future.	4.69	4.65	1.34	1.32	-0.04	-0.86%	.934

IS5	自分が国際的な友人と英語で話している自分を想像する。 I imagine myself speaking English with international friends.	4.59	4.32	1.43	1.40	-0.27	-6.06%	.543
IC (Interest in English-speaking cultures)								
IC1	英語でドラマを見るのが好きです。 I like watching dramas in English.	4.06	4.40	1.43	1.44	0.34	8.04%	.450
IC2	英語で音楽を聴くのが好きです。 I like listening to music in English.	4.94	5.20	1.23	0.99	0.26	5.13%	.436
IC3	英語の小説が好きです。 I like English language fiction.	2.96	3.09	1.46	1.48	0.13	4.30%	.763
IC4	私は英語のウェブサイトが好きです。 I like English language web sites.	3.09	3.28	1.41	1.41	0.19	5.97%	.651
IC5	英語のノンフィクションが好きです。 I like English language non-fiction.	3.41	3.89	1.47	1.50	0.48	13.15%	.303
IF (International friendship orientation)								
IF1	英語圏の友人を見つけたい 英語圏の友達を見つけたい。I want to find friends from English-speaking countries.	4.99	5.16	1.23	0.96	0.17	3.35%	.628
IF2	いろいろな国の人と英語で話したい。I want to speak English with people from different countries.	5.00	5.30	1.23	0.98	0.30	5.83%	.396
IF3	英語圏の国に行ってみたい。I want to visit English-speaking countries.	5.10	5.46	1.28	1.03	0.36	6.82%	.307
IF4	英語圏でホームステイをしたい。I want to do a home stay in an English-speaking country.	4.58	4.81	1.60	1.52	0.23	4.90%	.640
IF5	英語圏に住みたい。I want to live in an English-speaking country.	4.05	4.33	1.66	1.61	0.28	6.68%	.598
IF6	日本で英語を話す外国人と友達になりたい。I want to make friends with English-speaking foreigners in Japan.	5.06	5.38	1.15	0.78	0.32	6.13%	.289
OS (Ought-to L2 Self)								
OS1	私は自分の研究分野で成功するために英語を学ぶべきです。I should learn English to succeed in my study field.	4.61	4.99	1.28	1.11	0.38	7.92%	.315
OS2	私は将来、英語を使えるようになる必要がある。I need to be able to use English in the future.	5.18	5.14	1.15	1.08	-0.04	-0.78%	.939
OS3	私が尊敬する人々は、私が英語を学ぶべきだと考えている。People that I respect think I should learn English.	4.53	4.76	1.26	1.10	0.23	4.95%	.538
OS4	両親は私が英語を学ぶことを期待している。My parents expect me to learn English.	4.86	4.76	1.35	1.37	-0.10	-2.08%	.822
OS5	社会に貢献するために、英語でのコミュニケーション能力を社会に貢献できるように。I should learn how to communicate in English so that I can contribute to society.	4.84	5.03	1.17	1.04	0.19	3.85%	.548
OS6	英語の試験でいい点を取るために、英語を学ぶべきだ。I should learn English to get good scores on English exams.	5.08	5.09	1.18	1.16	0.01	0.20%	.953
OS7	卒業するためには英語を学ばなければならない。I should learn English in order to graduate.	5.29	5.51	1.02	0.69	0.22	4.07%	.372
SV (Perceived social value of English)								
SV1	私の故郷の人々は、英語を学ぶことに価値があると考えている。People in my hometown think that learning English is worthwhile.	4.28	4.80	1.37	1.27	0.52	11.45%	.211
SV2	日本の企業は英語を学ぶ労働者を高く評価する。Companies in Japan value workers who learn English.	4.94	5.36	1.00	0.75	0.42	8.16%	.111
SV3	私の国の人々は、英語を学ぶことは良いことだと考えている。People in my country think that it is a good thing to learn English.	5.04	5.44	0.95	0.69	0.40	7.63%	.112
SV4	自分の学科の教員は英語を学ぶことが重要だと考えている。My faculty teachers think it's important to learn English.	5.33	5.47	0.94	0.74	0.14	2.59%	.578

SV5	両親は英語を重要な教科だと考えている。My parents consider English an important school subject.	4.90	4.92	1.31	1.23	0.02	0.41%	.939
SC (Perceived speaking competence)								
SC1	クラスメートとのペアワークで、英語で自己紹介ができる。I can introduce myself in English during pair work with a classmate.	4.47	5.00	1.32	1.05	0.53	11.19%	.161
SC2	クラスメートとのペアワークで、自分の活動について英語で話すことができる。I can talk about my activities in English during pair work with a classmate.	3.83	4.60	1.38	1.23	0.77	18.27%	.068
SC3	私はクラスメートの少人数の前で英語のスピーチをすることができる。I can give an English speech to a small group of my classmates.	3.39	4.26	1.58	1.48	0.87	22.75%	.085
SC4	私はクラスの前で、グループの一員として英語のプレゼンテーションをすることができます。I can give an English presentation as part of a group in front of my class.	3.44	4.36	1.49	1.24	0.92	23.59%	.049
SC5	クラスの前で英語で個人スピーチができる。I can give an individual speech in English in front of my class.	3.23	3.97	1.58	1.36	0.74	20.56%	.128
PS (Probable Future L2 Self)								
PS1	自分の選んだキャリアで英語を使うことを期待している。I expect to use English in my chosen career.	4.71	4.73	1.21	1.10	0.02	0.42%	.955
PS2	社会人になっても、英語の勉強は続けるつもりだ。When I begin my career, I will continue to study English.	4.79	4.73	1.18	1.15	-0.06	-1.26%	.859
PS3	学校を卒業したら、英語圏の国々を訪れるつもりだ。After I'm done with school, I will visit English-speaking countries.	4.44	4.68	1.46	1.35	0.24	5.26%	.587
PS4	学校を卒業したら、英語を話す友達ができる。After I'm done with school, I will have friends with whom I speak English.	4.50	4.34	1.46	1.52	-0.16	-3.62%	.721
PS5	私のキャリアでは、英語の試験を受ける必要がある。In my career, I will need to take English exams.	4.65	4.79	1.34	1.34	0.14	2.97%	.769
SA (Speaking Anxiety)								
SA1	英語を話すときに間違えないか心配です。I'm worried about making mistakes while speaking English.	5.10	4.90	1.33	1.32	-0.20	-4.00%	.677
SA2	自分の意見を英語で言えないと緊張する。I feel nervous when I can't express my opinion in English.	5.11	4.84	1.26	1.31	-0.27	-5.43%	.577
SA3	英語で話すと笑われるのが怖いんだ。I'm afraid that others will laugh if I speak English.	4.25	4.07	1.68	1.78	-0.18	-4.33%	.788
SA4	英語で話すと笑われるのが怖いんだ。I'm afraid that others will laugh if I speak English.	4.08	4.04	1.78	1.78	-0.04	-0.99%	.996
SA5	グループで英語を話す順番が回ってくると、心臓がドキドキするのを感じる。I can feel my heart pounding when it's my turn to speak English in a group.	4.53	4.48	1.53	1.44	-0.05	-1.11%	.985
SA6	英語を話さなければならないときは緊張する。I feel tense when I have to speak English.	4.79	4.77	1.28	1.34	-0.02	-0.42%	.989

The only area of statistical significance was found in student's perceived speaking confidence (SC), in SC4 (t (166) = -1.981, p = 0.049), test 1 (M = 3.44, SD = 1.49) test 2 (M = 4.36, SD = 1.24). This increase (23.59%) was unexpected as the EM EFC course does not include presentations; however, in several of the other English courses, presentations are the main method of evaluation, where it is assumed this increase in confidence is derived. Whilst the data collected for EM did not provide as many significant changes, the data did prove a helpful comparison for the NEM.

Motivation Results Comparison. A comparison of the motivational differences between the two groups shall now be offered. Whilst the NEM encountered the greater motivational increase between the first and second administration of the questionnaire, the EM motivation scored higher than the NEM in the end-of-semester questionnaire in all items except CA2, with EM (M = 4.69, SD = 1.29) lower than NEM (M = 4.83, SD = 1.35), and CA3, where EM (M = 4.62, SD = 1.41) were outperformed

by NEM (M = 4.83, SD = 1.30). This suggests there was a more positive classroom atmosphere and greater enjoyment to be had in the NEM EFC classes. This may be explained by the increased time spent in class for students to build a rapport with each other through scaffolded conversational activities (Appendix A) before the evaluations began (Jost, 2018).

The largest difference in motivation encountered in the second Motivation questionnaire was IF4, with EM (M = 4.81, SD = 1.52) and NEM (M = 3.59, SD = 1.59). This highlights how EM are more inclined to engage in international exchanges, whilst it also infers that despite the increase in motivation NEM experienced, they remain indifferent at best to such opportunities.

Additional questions were added to the end-of-semester Motivation questionnaire, asking students to self-evaluate the extent of how their English speaking skill had improved: 学期には、英語のスピーキング力はどの程度向上したと感じますか? To what extent do you feel your English speaking skill has improved over the first semester? Both the NEM (M = 4.77, SD = 1.46) and EM (M = 4.74, SD = 1.43) indicated a slight increase in their perceived speaking ability. Despite the difference in teaching approaches, both groups of students viewed the semester as beneficial to their language learning growth, indicating that the content changes provided for the

NEM students were of appropriate difficulty whilst still facilitating learning that students felt worthwhile (Dörnyei, 2009).

Silence

Silence during DT were identified through Audacity, and the data was categorised according to their tolerability. Each of the DT data sets were visualised into bar charts to allow for initial analysis (Appendix E). The total class data was collated into Table 3 and percentages were calculated.

The EMA class experienced a sharp decrease in silence between DT1 and DT2. This is perhaps due to the introduction of backchanneling techniques (Appendix D) which may have served to reduce the silence. It also reduced the authenticity of the discussion as students repeated the techniques often to the amusement of their peers. Despite the lack of authentic conversation, this experience appeared to improve student rapport. The data appears to show a verging on acceptance of around 20% silence.

The EMB class experienced very small changes in their silence, veering toward a gradual decrease over the course of the semester. However, perhaps because the teacher did not introduce backchanneling techniques as in EMA, students continued to rely on simple conversational patterns. Class rapport also seemed to have a positive impact on the students over time. One notable observation is that the students in
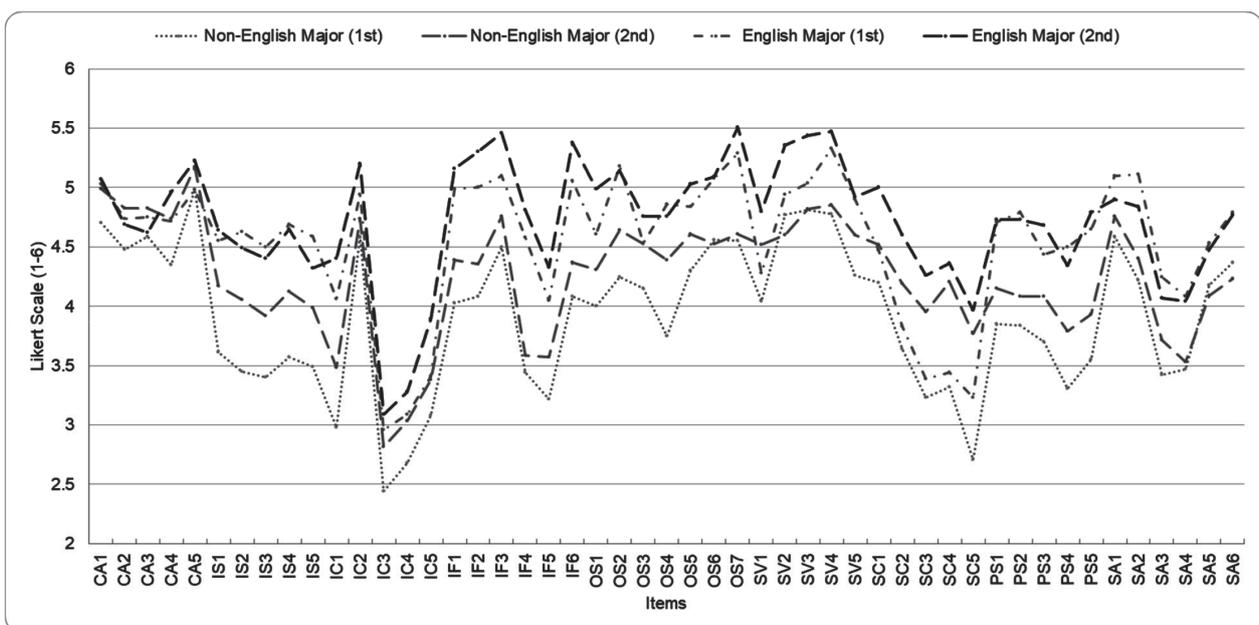

Figure 4 *Comparison of English Majors and Non-English Majors Motivation changes over the first semester*

Table 3　*Breakdown of Silences in Discussion Tests over the first semester*

Class	Measure	DT1 seconds (%)	DT2 seconds (%)	DT3 seconds (%)	DT4 seconds (%)
EMA	Test Time	4320 (100%)	4320 (100%)	4320 (100%)	4320 (100%)
	Total Silence	1094.89 (25.35%)	311.36 (7.21%)	845.39 (19.58%)	903.78 (20.93%)
	Tolerable (TS)	435.35 (10.08%)	208.53 (4.83%)	354.39 (8.21%)	390.07 (9.04%)
	Intolerable (IS)	622.09 (14.41%)	102.83 (2.38%)	457.00 (10.59%)	494.87 (11.45%)
	Awkward (AS)	37.45 (0.87%)	0 (0%)	34.00 (0.79%)	18.84 (0.44%)
	TS/IS/AS Total	1094.89 (25.35%)	311.36 (7.21%)	845.39 (19.58%)	903.78 (20.93%)
	Total Comm.	3225.11 (74.71%)	4008.64 (92.82%)	3474.61 (80.42%)	3416.22 (79.14%)
EMB	Test Time	3600 (100%)	3600 (100%)	3600 (100%)	3240 (100%)
	Total Silence	933.15 (25.92%)	950.26 (26.40%)	887.12 (24.64%)	781.93 (24.12%)
	Tolerable (TS)	370.62 (10.29%)	314.32 (8.73%)	325.16 (9.03%)	317.34 (9.80%)
	Intolerable (IS)	531.38 (14.76%)	564.64 (15.68%)	516.21 (14.34%)	458.20 (14.14%)
	Awkward (AS)	31.15 (0.87%)	71.30 (1.98%)	45.75 (1.27%)	6.38 (0.20%)
	TS/IS/AS Total	933.15 (25.92%)	950.26 (26.40%)	887.12 (24.64%)	781.93 (24.12%)
	Total Comm.	2666.85 (74.07%)	2649.74 (73.60%)	2712.88 (75.36%)	2458.07 (75.88%)
NEMA	Test Time	4140 (100%)	-	-	-
	Total Silence	1139.59 (27.53%)	-	-	-
	Tolerable (TS)	364.65 (8.81%)	-	-	-
	Intolerable (IS)	691.92 (16.71%)	-	-	-
	Awkward (AS)	83.02 (2.01%)	-	-	-
	TS/IS/AS Total	1139.59 (27.53%)	-	-	-
	Total Comm.	3000.41 (72.47%)	-	-	-
NEMB	Test Time	3360 (100%)	-	-	-
	Total Silence	429.13 (12.77%)	-	-	-
	Tolerable (TS)	191.50 (5.70%)	-	-	-
	Intolerable (IS)	237.63 (7.07%)	-	-	-
	Awkward (AS)	0 (0%)	-	-	-
	TS/IS/AS Total	429.13 (12.77%)	-	-	-
	Total Comm.	2930.87 (87.23%)	-	-	-
NEMC	Test Time	4320 (100%)	-	-	-
	Total Silence	2024.46 (46.86%)	-	-	-
	Tolerable (TS)	419.46 (9.71%)	-	-	-
	Intolerable (IS)	1132.00 (26.20%)	-	-	-
	Awkward (AS)	473.01 (10.95%)	-	-	-
	TS/IS/AS Total	2024.46 (46.86%)	-	-	-
	Total Comm.	2295.54 (53.14%)	-	-	-

this class seemed to value cooperation during the DT. They would help each other out when they could not find the right English words, and they would ask follow-up questions to keep the conversation going. Perhaps due to these factors, a gradual decrease in silence was observed.

For the NEM classes, there are major discrepancies in the percentages of their silence, with NEMA at 25.72%, NEMB at 12.77%, and NEMC at 46.86%. The NEMA percentage is quite close to EMA and EMB. Perhaps this can be attributed to their language proficiency as their TOEIC scores are closer to the EMs' than NEMB's and NEMC's. As these are the NEM first DTs, there is insufficient data to conclude why there are such discrepancies. However, the researchers believe that factors such as class rapport, students' perceived language ability, and motivational factors influence the students' silences. These conjectures are further supported by students' voices.

In addition to their recordings, students were
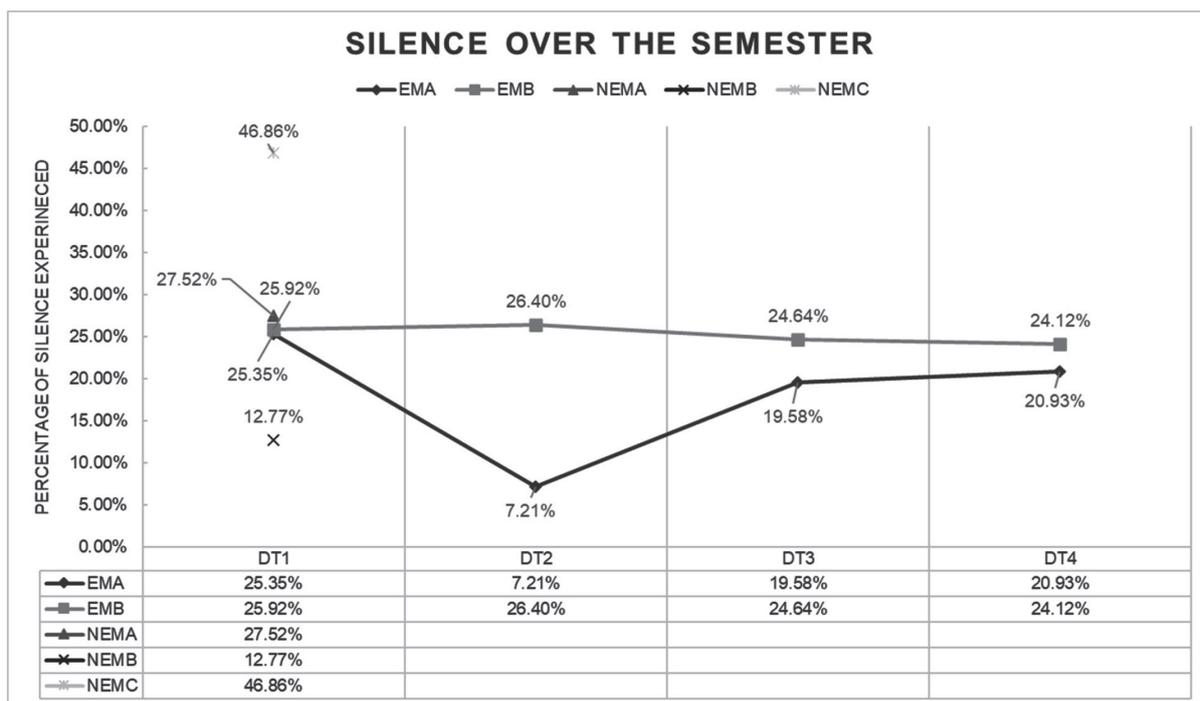
Figure 5 *EM and NEM group average silences over the semester*

also asked about their silences. The following questions were used:

（1）ディスカッションテスト中に黙っていたことはありましたか？ Were there times during the discussion test when you were silent?

（2）以下の空欄に無言だった理由を記入してください。英語でも日本語でも結構です。Please write the reason for your silence in the space provided below. You may write in English or Japanese.

The students' responses were coded and categorised into two sections: reasons for not being silent and reasons for being silent.

The main reasons for not being silent during the DT include enjoyment, good group dynamics, confidence in their language ability, and the topic of the DT. The students said that the DT was "fun" and "lively," so they enjoyed the test. The group dynamics also played a large role in the students' communication, as previously noted by one of the researchers. As EM01 said, "なるべくディスカッションをノンストップで出来るように他の人が考え込んでいる時もサポートして意見を言いやすいようにしていきたいと思いました。I wanted to support others when they were thinking and make it easier for them to express their opinions so that the discussion could be as non-stop as possible." Their confidence was also shown in their ability to respond to their classmates' questions and being able to

convey what they wanted to say: "質問されてない間はリアクションで反応して、自分が話している間はジェスチャーなどをして相手に伝えることができた。I could respond with reactions while they weren't asking me questions, and while I was talking, I could gesture and do other things to let them know what I was saying." (NEM01) Finally, the discussion topic, when described as "easy" and "easy to understand," made the students less silent during the test.

In contrast, the main reasons for being silent fall into two categories: (1) cultural and personal factors, and (2) negative factors that lead to silence. Under the first category, students claimed that they were silent because they were shy, thinking about how to respond, listening to their classmates, and considering the others in the group. In considering others, NEM02 said, "自分が全部リードするのも良くないと思ったから。I didn't think it would be good for me to take the lead all the time." Under the second category, students were silent because of negative emotions, limited language ability, and the test mechanics. The negative emotions students mentioned include nervousness, frustration, and discomfort. The students also perceived their English ability as insufficient, specifically their vocabulary, ability to ask and respond to questions, and giving reactions. Students also had problems with turn-

taking, specifically about the timing for when to speak or respond. As the following students said, "話すタイミングがあまり分からない。I don't really know when to speak" (EM03), and "入れなかった。I couldn't get in [the conversation]" (EM04). This is also connected to how they considered their classmates during the DT. These results are similar to what Bao (2020) found in his studies of East Asian students. Finally, the DT proved to be a challenge to the students. Some students mentioned that the topic was too difficult, and the discussion time was too long, so they were unable to say or understand anything. As EM05 said, "誰が誰に質問してるの?みたいな空気になってしまったり、よく理解できないことがあったから。There were times when I didn't understand what was going on and it was like, 'Who is asking who?'" Despite the difficulty, some students were able to self-reflect and come up with a plan to improve their future performance. As NEM03 said, "次にどのような質問すればいいか、考えてしまって言葉が使えてしまうことがあった。英単語を少しでも覚えて、スムーズに相手に意見が伝わるようにしたい。Sometimes I could not use words because I was thinking about what question to ask next. I want to learn some English vocabulary so that I can smoothly convey my opinions to others." Overall, student silences may decrease over time with increased language proficiency, group rapport, and confidence; however, educators can also use methods to tackle silence in discussions, such as clear turn taking (King & Harumi, 2020), structured question and answer patterns (Falout, 2016), and the fostering

of good interpersonal dynamics (positive environment) (King, 2014). These methods align with our students' voices, and further research is required to refine the necessary materials.

Emotions

To determine whether there were significant changes in the students' emotions over time, an independent samples t-test was run between the EM emotions in their first and third DT, between the NEM emotions in their DPT2 and their DT, and between the EM and NEM emotions in their DT1.

English Majors Emotion Results. No significant differences were found in the EM emotions in their DT1 and DT3. However, a close examination of the descriptive statistics shows more information about the students' emotions. In DT1, the highest rated emotion was relief REL8 (M = 5.05, SD = 1.51), and the lowest rated emotion was anger ANG20 (M = 1.84, SD = 1.54). In DT3, the most highly rated emotion was enjoyment ENJ1 (M = 5.42, SD = 1.44), while the lowest rated emotion was also anger ANG20 (M = 1.67, SD = 1.50). These results suggest that EM maintained their positive and negative emotions toward the DT in a semester, with positive emotions prevailing over negative ones. Furthermore, the highest increase of emotion was that of pride PRI7 at 22.13%, and the lowest decrease was anxiety ANX3 at -28.72%, suggesting that students were able to develop a sense of pride in their language ability and lower their anxiety in the DT.

Table 4 *Statistical Data of First and Third Discussion Tests (English Majors)*

Item	Description	M (DT1)	M (DT3)	St Dev (DT1)	St Dev (DT3)	Diff.	% Diff.	p-value
	Enjoyment							
ENJ1	今度のディスカッションテストが楽しみだった。I looked forward to the discussion test.	4.47	5.42	1.47	1.44	0.94	19.07%	.091
ENJ6	自分にとって、ディスカッションテストは楽しめる課題である. For me, the discussion test is an enjoyable task.	4.26	4.83	1.79	1.70	0.57	12.54%	.381
ENJ13	うまくいくのが楽しみなので一生懸命勉強する. I'm looking forward to it working out, so I'll study hard.	4.42	4.92	1.43	1.08	0.50	10.62%	.283
ENJ27	ディスカッションテストの後は喜びで胸がドキドキする. After the discussion test、my heart pounds with joy.	3.84	4.33	1.46	1.37	0.49	12.02%	.353

Pride								
PRI2	自分の知識に対する得意な気持ちが，ディスカッションテストへの頑張りとなっている . The feeling of being good at my knowledge is what makes me do my best for the discussion test.	4.68	5.25	1.45	1.48	0.57	11.39%	.308
PRI7	ディスカッションテストがうまくいって，誇らしい表情で教室から出て行く . I leave the classroom with a proud look on my face after a successful discussion test.	3.74	4.67	1.59	1.72	0.93	22.13%	.146
PRI11	自分自身に満足している . I am satisfied with my performance.	3.21	3.75	1.40	1.60	0.54	15.50%	.349
PRI18	自分の成功について考えると、誇れる気分になる . When I think about my success、I feel proud.	4.42	4.83	1.43	1.34	0.41	8.91%	.423
Anxiety								
ANX3	ディスカッションテストの前は緊張や不安を感じる . I feel nervous and anxious before the discussion test.	3.89	2.92	1.79	1.83	-0.98	-28.72%	.158
ANX14	十分に勉強したかどうか心配になる . I worry if I have studied enough.	3.79	3.33	1.44	1.72	-0.46	-12.81%	.453
ANX21	ディスカッションテスト中に手が震える . My hands shake during the discussion test.	2.47	2.17	1.78	1.53	-0.31	-13.23%	.613
ANX25	ディスカッションテストを受けないですんだらいいのに，と思うくらい不安になる . It makes me so anxious that I wish I did not have to take the discussion test.	2.37	2.58	1.61	1.78	0.21	8.68%	.737
Despair or Hopelessness								
DES4	ディスカッションテストは自分にとってかなり難しいものなのだと実感する . I realize that the discussion test is quite difficult for me.	4.26	3.50	1.82	1.57	-0.76	-19.66%	.226
DES16	ディスカッションテストにとても希望を持てないので落ち込む . I am depressed because I am not very hopeful about the discussion test.	2.26	2.75	1.24	1.71	0.49	19.42%	.404
DES22	何もできないくらい、ディスカッションテストをあきらめた気分になる . I feel like I've given up on the discussion test so much that I can't do anything.	2.21	2.08	1.75	1.24	-0.13	-5.92%	.815
Hope								
HOP5	自分にはディスカッションテストを解くための力が十分にある . I have enough ability to perform the discussion test.	3.11	3.75	1.24	1.42	0.64	18.81%	.211
HOP19	とても自信がある . I am very confident.	3.68	3.83	1.38	1.64	0.15	3.97%	.796
HOP23	大きな希望と期待を胸に、ディスカッションテストの勉強を始める . With high hopes and expectations, I begin studying for the discussion test.	3.95	3.83	1.35	1.70	-0.11	-2.93%	.846
Relief								
REL8	ディスカッションテストが終わると安心する . I feel relieved when the discussion test is over.	5.05	4.92	1.51	1.44	-0.14	-2.73%	.804
REL12	ようやく笑うことができる . Finally、I can laugh about the whole thing.	4.26	3.75	1.69	1.86	-0.51	-12.81%	.448
Anger								
ANG9	怒りで頭に血がのぼる . I'm so angry about the test that blood rushes to my head.	2.21	1.83	1.84	1.53	-0.38	-18.66%	.542
ANG17	勉強する必要がある分量を思うと、怒りを感じる . When I think of the amount of work I have to do, I feel angry.	2.53	2.92	1.31	1.62	0.39	14.34%	.491
ANG20	ディスカッションテスト中に怒りを感じる . I feel anger during the discussion test.	1.84	1.67	1.54	1.50	-0.18	-10.00%	.756
ANG24	先生に文句を言えたらいいのにと思う . I wish I could complain to my teacher.	1.89	1.83	1.41	1.34	-0.06	-3.29%	.904

	Shame							
SHA10	ディスカッションテスト中に恥をかいた気になる . I feel humiliated during the discussion test.	2.53	2.67	1.78	1.67	0.14	5.41%	.826
SHA15	悪い点数だと，先生に顔を合わせたくない . If I get a bad score, I don't want to face my teacher.	2.42	2.25	1.43	1.82	-0.17	-7.32%	.785
SHA26	ディスカッションテストで失敗したらどれくらい恥ずかしい思いをするのか，想像もつかない . I can't imagine how embarrassing it would be to fail the discussion test.	2.53	2.75	1.74	1.66	0.22	8.48%	.723

Non-English Majors' Emotion Results. Between the NEM DPT2 and DT1, a significant difference was found in the students' despair DES22 ($t(81.723)$ = -2.347, p = .021). This result indicates that the NEM despair significantly increased from the DPT2 (M = 1.58, SD = 0.86) to the DT1 (M = 2.15, SD = 1.34). DES22 also has the highest percentage increase at 30.32%. Despite this significant increase, it should be noted that the mean scores for this item still fall within the range of Strongly Disagree (1) to Slightly Disagree (3) in the Likert scale, suggesting that in DPT2, most of the students did not feel as though they had given up, but in DT1, some students started to feel as though they were unable to perform the test. This result could be due to the sudden shift from having adequate preparation time in the DPT to the spontaneous nature of the DT. This supports studies which suggest that activities that lack preparation time such as DT generate negative emotions in language learners more than activities which provide students with opportunities to prepare (Humphries et al., 2020; Karas & Faez, 2020).

The descriptive statistics provide a broader picture of the NEM emotions. In DPT2, the highest rated emotion was relief REL8 (M = 5.10, SD = 1.04), and the lowest rated emotion was despair DES22 (M = 1.58, SD = 0.89). In DT1, the highest rated emotion was also relief REL8 (M = 4.78, SD = 1.32), and the lowest rated emotion was anger ANG24 (M = 1.58, SD = 1.03). These results suggest that, similar to the EM, NEM positive emotions still prevail over negative ones, despite the significant increase in their despair. It should also be noted that the largest decrease of emotion was that of anxiety ANX21 at -20.11%, suggesting that the scaffolded discussion technique, which was implemented in the two previous DPT, helped to decrease the students' anxiety during the DT.

Table 5 *Statistical Data of Second Discussion Presentation Test and First Discussion Test (Non-English Majors)*

Item	Description	M (DPT2)	M (DT1)	St Dev (DPT2)	St Dev (DT3)	Diff.	% Diff.	p - value
	Enjoyment							
ENJ1	今度のディスカッションテストが楽しみだった。I looked forward to the discussion test.	4.42	4.51	1.26	1.17	0.09	2.01%	.746
ENJ6	自分にとって、ディスカッションテストは楽しめる課題である . For me, the discussion test is an enjoyable task.	4.35	4.16	1.28	1.24	-0.19	-4.49%	.504
ENJ13	うまくいくのが楽しみなので一生懸命勉強する . I'm looking forward to it working out, so I'll study hard.	4.03	4.11	1.20	1.17	0.08	1.89%	.774
ENJ27	ディスカッションテストの後は喜びで胸がドキドキする . After the discussion test、my heart pounds with joy.	3.71	3.38	1.68	1.28	-0.33	-9.25%	.350
	Pride							
PRI2	自分の知識に対する得意な気持ちが，ディスカッションテストへの頑張りとなっている . The feeling of being good at my knowledge is what makes me do my best for the discussion test.	4.32	4.13	1.28	1.28	-0.20	-4.62%	.498
PRI7	ディスカッションテストがうまくいって，誇らしい表情で教室から出て行く . I leave the classroom with a proud look on my face after a successful discussion test.	4.06	4.11	1.31	1.26	0.04	1.09%	.879

|								
PRI11	自分自身に満足している . I am satisfied with my performance.	4.03	3.87	1.35	1.31	-0.16	-4.04%	.597
PRI18	自分の成功について考えると、誇れる気分になる . When I think about my success、I feel proud.	3.61	3.80	1.45	1.24	0.19	5.05%	.548
Anxiety								
ANX3	ディスカッションテストの前は緊張や不安を感じる . I feel nervous and anxious before the discussion test.	3.94	4.18	1.59	1.63	0.25	6.07%	.497
ANX14	十分に勉強したかどうか心配になる . I worry if I have studied enough.	3.84	3.80	1.49	1.46	-0.04	-1.01%	.907
ANX21	ディスカッションテスト中に手が震える . My hands shake during the discussion test.	2.58	2.11	1.86	1.41	-0.47	-20.11%	.225
ANX25	ディスカッションテストを受けないですんだらいいのに，と思うくらい不安になる . It makes me so anxious that I wish I did not have to take the discussion test.	2.77	2.84	1.69	1.61	0.06	2.22%	.868
Despair or Hopelessness								
DES4	ディスカッションテストは自分にとってかなり難しいものなのだと実感する . I realize that the discussion test is quite difficult for me.	3.94	4.13	1.36	1.47	0.19	4.76%	.545
DES16	ディスカッションテストにとても希望を持てないので落ち込む . I am depressed because I am not very hopeful about the discussion test.	3.23	3.02	1.63	1.55	-0.21	-6.65%	.565
DES22	何もできないくらい、ディスカッションテストをあきらめた気分になる . I feel like I've given up on the discussion test so much that I can't do anything.	1.58	2.15	0.89	1.34	0.56	30.32%	.021
Hope								
HOP5	自分にはディスカッションテストを解くための力が十分にある . I have enough ability to perform the discussion test.	3.71	3.71	1.27	1.30	-0.001	-0.02%	.998
HOP19	とても自信がある . I am very confident.	3.32	3.33	1.42	1.26	0.005	0.14%	.988
HOP23	大きな希望と期待を胸に、ディスカッションテストの勉強を始める . With high hopes and expectations, I begin studying for the discussion test.	3.45	3.36	1.31	1.22	-0.09	-2.58%	.761
Relief								
REL8	テストが終わると安心する . I feel relieved when the test is over.	5.10	4.78	1.04	1.32	-0.31	-6.38%	.226
REL12	ようやく笑うことができる . Finally、I can laugh about the whole thing.	3.74	4.09	1.48	1.53	0.35	8.91%	.304
Anger								
ANG9	怒りで頭に血がのぼる . I'm so angry about the test that blood rushes to my head.	1.84	1.96	1.32	1.33	0.12	6.57%	.676
ANG17	勉強する必要がある分量を思うと、怒りを感じる . When I think of the amount of work I have to do, I feel angry.	2.35	2.49	1.38	1.23	0.14	5.62%	.650
ANG20	ディスカッションテスト中に怒りを感じる . I feel anger during the discussion test.	1.77	1.69	1.23	1.15	-0.08	-4.81%	.759
ANG24	先生に文句を言えたらいいのにと思う . I wish I could complain to my teacher.	1.61	1.58	1.28	1.03	-0.03	-1.95%	.908
Shame								
SHA10	ディスカッションテスト中に恥をかいた気になる . I feel humiliated during the discussion test.	2.77	2.49	1.78	1.49	-0.28	-10.76%	.457
SHA15	悪い点数だと，先生に顔を合わせたくない . If I get a bad score, I don't want to face my teacher.	3.16	2.95	1.79	1.58	-0.22	-7.07%	.578
SHA26	ディスカッションテストで失敗したらどれくらい恥ずかしい思いをするのか，想像もつかない . I can't imagine how embarrassing it would be to fail the discussion test.	2.77	2.71	1.75	1.52	-0.07	-2.37%	.863

Emotions Result Comparison. No significant differences were found between the EM and NEM DT1. However, a close examination of the descriptive statistics shows a broader picture of the students' emotions. For both EM (M = 5.05, SD = 1.51) and NEM (M = 4.78, SD = 1.32), the highest rated emotion was relief REL8. For both groups, the lowest rated emotion was anger, ANG20 for EM (M = 1.84, SD = 1.54), and ANG24 for NEM (M = 1.58, SD = 1.03). These results suggest that for both groups, positive emotions prevail over negative ones. It should also be noted that the largest percentage difference between the two groups is that of despair DES16 with the NEM (M = 3.02, SD = 1.55) rating this emotion 28.59% higher than the EM (M = 2.26, SD = 1.24). Curiously, the smallest percentage difference is that of anxiety ANX14, with NEM (M = 3.80, SD = 1.46) rating the emotion slightly higher than the EM (M = 3.79, SD = 1.44) at 0.28%. This result suggests that both groups experience anxiety before their DT1; however, NEM seem to experience more despair over the results, possibly due to their perceived lack of confidence in their language skills and the sudden shift toward the DT format, which lacked preparation time.

Table 6 *Statistical Data of First Discussion Tests (English Majors vs Non-English Majors)*

Item	Description	M (DT1-E)	M (DT1-NE)	St Dev (DT1-E)	St Dev (DT1-NE)	Diff.	% Diff.	p - value
	Enjoyment							
ENJ1	今度のディスカッションテストが楽しみだった。I looked forward to the discussion test.	4.47	4.51	1.47	1.17	0.04	0.79%	.964
ENJ6	自分にとって、ディスカッションテストは楽しめる課題である. For me, the discussion test is an enjoyable task.	4.26	4.16	1.79	1.24	-0.10	-2.36%	.771
ENJ13	うまくいくのが楽しみなので一生懸命勉強する. I'm looking forward to it working out, so I'll study hard.	4.42	4.11	1.43	1.17	-0.31	-7.31%	.351
ENJ27	ディスカッションテストの後は喜びで胸がドキドキする. After the discussion test、my heart pounds with joy.	3.84	3.38	1.46	1.28	-0.46	-12.74%	.311
	Pride							
PRI2	自分の知識に対する得意な気持ちが，ディスカッションテストへの頑張りとなっている. The feeling of being good at my knowledge is what makes me do my best for the discussion test.	4.68	4.13	1.45	1.28	-0.56	-12.64%	.142
PRI7	ディスカッションテストがうまくいって，誇らしい表情で教室から出て行く. I leave the classroom with a proud look on my face after a successful discussion test.	3.74	4.11	1.59	1.26	0.37	9.49%	.409
PRI11	自分自身に満足している. I am satisfied with my performance.	3.21	3.87	1.40	1.31	0.66	18.70%	.082
PRI18	自分の成功について考えると、誇れる気分になる. When I think about my success、I feel proud.	4.42	3.80	1.43	1.24	-0.62	-15.11%	.089
	Anxiety							
ANX3	ディスカッションテストの前は緊張や不安を感じる. I feel nervous and anxious before the discussion test.	3.89	4.18	1.79	1.63	0.29	7.11%	.458
ANX14	十分に勉強したかどうか心配になる. I worry if I have studied enough.	3.79	3.80	1.44	1.46	0.01	0.28%	.878
ANX21	ディスカッションテスト中に手が震える. My hands shake during the discussion test.	2.47	2.11	1.78	1.41	-0.36	-15.91%	.456
ANX25	ディスカッションテストを受けないですんだらいいのに，と思うくらい不安になる. It makes me so anxious that I wish I did not have to take the discussion test.	2.37	2.84	1.61	1.61	0.47	17.98%	.237

Despair or Hopelessness								
DES4	ディスカッションテストは自分にとってかなり難しいものなのだと実感する . I realize that the discussion test is quite difficult for me.	4.26	4.13	1.82	1.47	-0.14	-3.24%	.905
DES16	ディスカッションテストにとても希望を持てないので落ち込む . I am depressed because I am not very hopeful about the discussion test.	2.26	3.02	1.24	1.55	0.76	28.59%	.058
DES22	何もできないくらい、ディスカッションテストをあきらめた気分になる . I feel like I've given up on the discussion test so much that I can't do anything.	2.21	2.15	1.75	1.34	-0.07	-2.99%	.927
Hope								
HOP5	自分にはディスカッションテストを解くための力が十分にある . I have enough ability to perform the discussion test.	3.11	3.71	1.24	1.30	0.60	17.72%	.054
HOP19	とても自信がある . I am very confident.	3.68	3.33	1.38	1.26	-0.36	-10.18%	.347
HOP23	大きな希望と期待を胸に、ディスカッションテストの勉強を始める . With high hopes and expectations, I begin studying for the discussion test.	3.95	3.36	1.35	1.22	-0.58	-15.97%	.107
Relief								
REL8	ディスカッションテストが終わると安心する . I feel relieved when the discussion test is over.	5.05	4.78	1.51	1.32	-0.27	-5.51%	.481
REL12	ようやく笑うことができる . Finally、I can laugh about the whole thing.	4.26	4.09	1.69	1.53	-0.17	-4.12%	.833
Anger								
ANG9	怒りで頭に血がのぼる . I'm so angry about the test that blood rushes to my head.	2.21	1.96	1.84	1.33	-0.25	-11.83%	.624
ANG17	勉強する必要がある分量を思うと、怒りを感じる . When I think of the amount of work I have to do, I feel angry.	2.53	2.49	1.31	1.23	-0.04	-1.41%	.961
ANG20	ディスカッションテスト中に怒りを感じる . I feel anger during the discussion test.	1.84	1.69	1.54	1.15	-0.15	-8.56%	.713
ANG24	先生に文句を言えたらいいのにと思う . I wish I could complain to my teacher.	1.89	1.58	1.41	1.03	-0.31	-18.00%	.419
Shame								
SHA10	ディスカッションテスト中に恥をかいた気になる . I feel humiliated during the discussion test.	2.53	2.49	1.78	1.49	-0.04	-1.41%	.997
SHA15	悪い点数だと , 先生に顔を合わせたくない . If I get a bad score, I don't want to face my teacher.	2.42	2.95	1.43	1.58	0.52	19.54%	.163
SHA26	ディスカッションテストで失敗したらどれくらい恥ずかしい思いをするのか，想像もつかない . I can't imagine how embarrassing it would be to fail the discussion test.	2.53	2.71	1.74	1.52	0.18	6.98%	.617
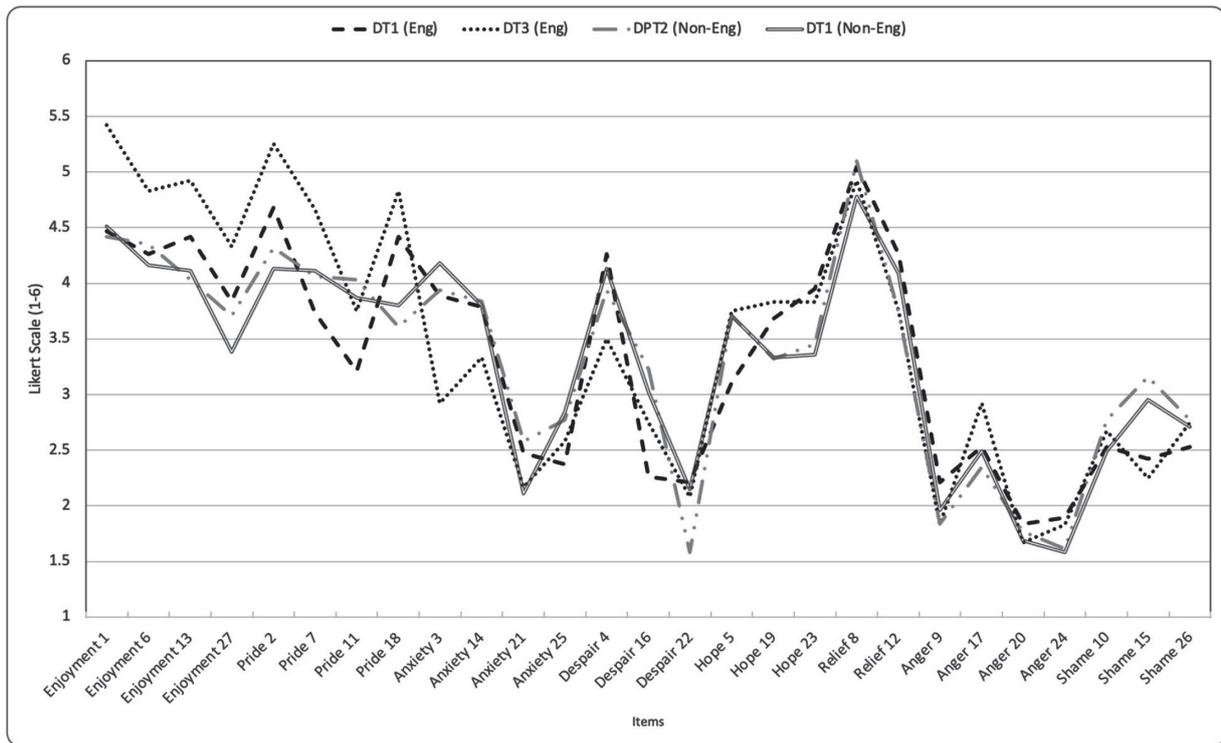
Figure 6　*Comparison of English Majors and Non-English Majors' Changes in Emotion Over the First Semester*

Limitations

This study had a relatively small number of participants, which reduced our ability to analyse the individual faculties within the EM and NEM groups. Whilst we had control over material creation, there was little control over the implementation of these materials, as each educator had their own style of teaching. Also, more significant results could have been analysed through a more efficient audio analysis software. Finally, qualitative results of student emotions were not discussed due to word limit constraints.

Conclusion

Motivation appears fluid among the students. Although EM, who have already decided to embark upon a foreign language journey, are likely to be primed for EFL education and are less susceptible to motivational decreases or even increases, the same cannot be said for NEM, as they appear to have greater *despair* (Table 5) toward English education. Upon identifying these issues educators are tasked with providing these students with the structure and positive environment required to foster motivation and language acquisition. The potential growth

between these two differing states of motivation within the NEM can be rewarding to experience as educators.

Whilst there seems to be a change in silence over time, more data is required to determine statistical significance. However, based on students' voices, perhaps silence is not an issue for them, at least until it becomes awkward. Instead it can be considered an issue that educators are quick to identify in their students, fearing a lack of engagement or participation. Cultural factors may be at play, so educators must also consider how students actually feel about silences and what reasons they may have for being silent.

Students' emotions appear to change very little over time, with the exception of the NEM *despair*. Furthermore, though not statistically significant, an increase in pride among EM and a decrease in anxiety among EM and NEM were observed. Overall, positive emotions, especially relief, were rated higher than negative emotions. Perhaps this can be associated with the students' increased positive view of English over time.

Educational Implications

The findings of this study have several practical

implications. For EM, a more tailored curriculum that emphasises cultural immersion and future career opportunities could further enhance motivation and language proficiency. For NEM, the results underscore the importance of creating a supportive and low-stress environment for language practice. Educators should consider employing more collaborative learning strategies, peer support systems, and regular feedback mechanisms with positive reinforcement to help students build confidence and reduce negative forms of silence during discussions. These strategies not only enhance the overall effectiveness of English language education but also align with broader goals of fostering global communication skills among Japanese students.

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Appendix A

Presentation Discussion Test (PDT) Scaffolding Materials

The Presentation Discussion Test (PDT) is implemented in various steps including learning the Answer Add Ask (AAA) technique (Haga, 2018), choosing the appropriate topic, generating a mind map, writing the script, and creating presentation slides. Examples of these materials are included below.

Step 1: Answer-Add-Ask (AAA)

Step 1.1: AAA Question Card Examples

Do you like sushi?	What is your favorite sport?
What country do you want to visit?	Do you have any pets?
What is your favorite anime?	Do you want to get married?
Which do you like the most, winter or summer?	Do you like to cook?
Do you study every day?	What music do you like?

Step 1.2: AAA Follow-up Question Worksheet

AAA - Ask: Follow-up Questions

Task 1: Work in groups, what is the theme for each of the question?

Task 2: What follow-up question ideas can you think of? (2 from each group!)

Questions	Theme	Follow-up Question Ideas
1. Do you like sushi?	Sushi	Which sushi restaurant is the best?
2. What is your favorite sport?		
3. What country do you want to visit?		
4. Do you have any pets?		
5. What is your favorite anime?		
6. Do you want to get married?		
7. Which do you like the most, winter or summer?		
8. Do you like to cook?		
9. Do you study every day?		
10. What music do you like?		

Step 2: Example Topics

LP EFC Discussion Presentation (Example Topics)

Decide on a **conversation topic** for your presentation. The presentation should be around **3-5 minutes** long, so **choose a topic you are interested in** as it will make speaking about it easier! There should be at least **10 slides** to the presentation.

The presentation should be like a **conversation between two friends**, rather than a formal presentation. プレゼンテーションは、形式的なプレゼンテーションではなく、友人 2 人の**会話のよう**なものである必要があります。
ANY topic is okay! But, here are some topic ideas to think about! 😊

> **Important Points:**
> 3 - 5 minutes
> 5+ questions
> 3+ grammar points

Unit 2: Countries
- Discuss where you want to go on a vacation in Japan or overseas. 日本や海外で休暇に行きたい場所を話し合う。
- Introduce discuss the good and bad points of popular travel destinations in Japan/The World. 日本や世界の人気旅行先の良い点、悪い点を紹介する。
- Create a travel itinerary and discuss what you want to do there (a few locations with places to visit or activities to do). 旅行日程を作成し、そこで何をしたいかを話し合う（訪れる場所やアクティビティがある場所をいくつか挙げる）。
- Compare the countryside and the city in same country, discuss the good and bad points of living there. 同じ国の田舎と都会を比較し、そこに住むことの良い点と悪い点を話し合う。

Unit 1: Introductions
- Discuss what you did over golden week. (Where, who, when, why?) ゴールデンウィークに何をしたかを話し合う。(どこで、誰が、いつ、なぜ？)
- Discuss in detail your favorite sports / music / TV shows, why should your classmates try them, too? あなたの好きなスポーツ、音楽、テレビ番組について詳しく話してください。

Wildcard: Any Topic (Please ask me first!)
- Tour of a famous town　有名なや行ってみたい町を皆に紹介する
- About the environment　自然環境について！
- Your favorite animal　自分の好きな動物を詳しく紹介する

Example Grammar Points for Presentations

Step 3: Generating a Mind Map
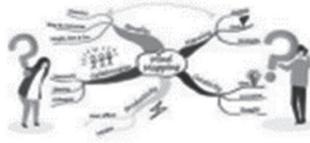
Discussion Presentation (Mind Map Structure)

Stage 1 - Decide on a topic for your discussion! ディスカッションのテーマを決める！

Write as much interesting information as you can about your topic! What information do you want to share with everyone? あなたのトピックについて、できるだけ多くの興味深い情報を書きましょう！みんなと共有したい情報は何ですか？

Topic: _____

Now create questions to ask about your interesting information. What questions can you ask, to allow you to share this information with everyone? では、あなたの興味深い情報について質問するための質問を作ってみよう。どんな質問をすれば、この情報をみんなと共有できるだろうか？

● _____

● _____

● _____

● _____

● _____

● _____

Step 4: Writing the Script (Student Examples)

Example – EPC LP Conversation Presentation Template

Hello everyone! I'm ▮▮▮
And I'm ▮▮▮
Today, our conversation topic is... France

② Because I want to go to France.
① How about you?
△ I want to eat French bread while looking at the Eiffel Tower.
① the Mona Lisa and the Louvre's most famous works?
△ No, I would rather go to the Eiffel Tower than the Louvre. Would you like to go too?
① I want to go! I also want to go to About Saint-Michel.
△ Why do you want to go?
① The scenery and the buildings are interesting because of their long history. Would you like to eat an omelette at Mont Saint-Michel, too?
△ I want to eat it too.
① Mont Saint-Michel is an island, but how do you get there?
△ It takes 3 hours by train and bus from Paris.
① It's surprisingly close. How many days do you want to go to France?
△ I want to stay for a week because I want to eat a lot of food and do some sightseeing. How about you?
① Me too, about a week. I want to go there before I graduate from college.

Thank you for listening!

Thank you for listening to our presentation about ___

Student Gap Fill Template

Hi everyone, I'm ▮▮▮ and I'm ▮▮▮ we've decided to ask our classmates about
Slide 1

Question 1 asked what Prefecture do you currently live in?
The most popular answer was Tokyo. We think this is interesting because
There are a lot of people in Tokyo.
Slide 2

Student 1
That's interesting! How about You?
I live in Okayama.
I like a Chiba city for seven ten years. How many hours does it take to go to the university
oh nice. What route are you using?
I use the Tokyo Metro Tozai line, Chiyoda line and JR Joban line.
Oh... that's tough
When you're tired, you should use a green car.
Nice good idea.
Slide 3

Student 2
Sure! So, question 2 asked which region do you want to visit most? We think this is interesting because
I think it's close and attractive.
That's interesting! How about You Yuta c.
The place I want to now is Hokkaido.
oh nice I see to. What city do you want to go to?
I want go to Otaru city.
why?
Because I thought Otaru canal was beautiful at night. How about you?
I want to go to Hakodate
why?
Because I want to see the night view from Hakodate Mountain.
oh nice!
Slide 4

Student 3
Sure! Question 3 asked which do you think in the highest population?
The most popular answer was Sapporo. We think this is interesting because
I thought I looked it up on the internet
That's interesting! Most are correct
Sapporo City is the most, with 1.99 million people living there.
It was surprising!
I wonder is it prospered because it was a government designated city?
I got it! I think it's because it's called in the middle of Hokkaido.
I see, I understand.
Thank you for listening to our presentation about drinks, do you have any questions?...
Thank you! ☺
Slide 5

Step 5: Creating Presentation Slides (Student Examples)
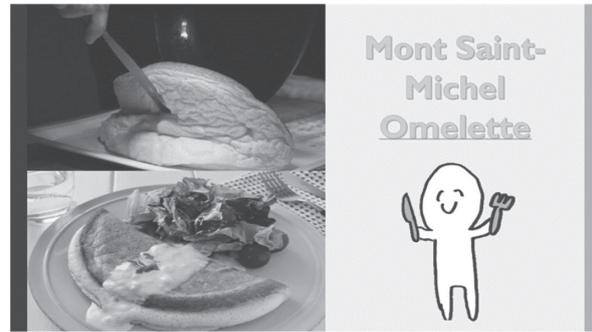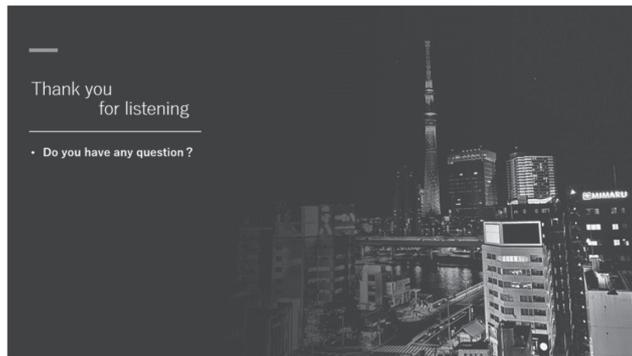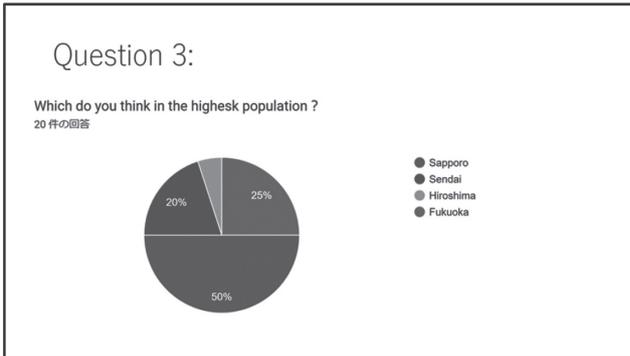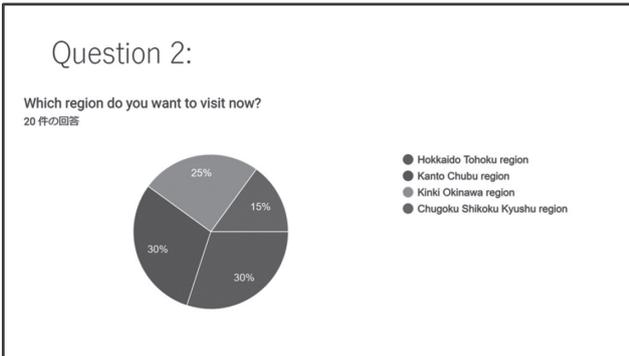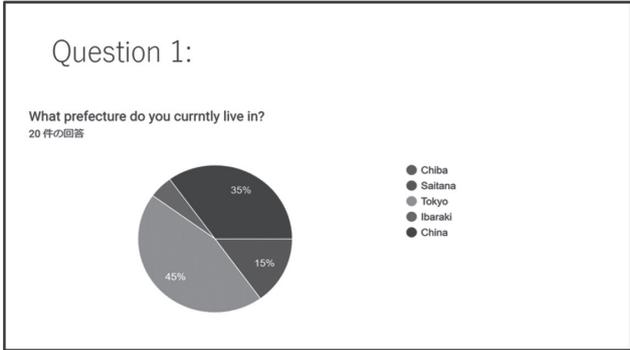
Step 6: Presentation and Evaluation (PDT Rubric)

LP EFC Presentation Rubric

	Below average - 1	Good - 3	Excellent - 5	S1	S2
Introduction	The presenter did not give a clear introduction to the presentation topic.	The presenter gave a clear introduction, but some information remained vague.	The presenter gave a concise introduction to the topic.		
Content & Language (3x Grammar Points)	Presenter failed to utilise target sentences and grammar in presentation.	Presenter used at least two target sentences and grammar points.	Presenter used three or more target sentences that supported the topic.		
Questions (5x - Answer, Add, Ask)	The presenter did not attempt any questions.	The presenter attempted some question with reasonable success.	The presenter included at least five clear questions.		
Conclusion	Presenter didn't attempt to give a clear ending to the presentation.	Some attempt was made to make a conclusion.	Presenter did well to conclude on a strong point.		
Organisation & Design	Slide design poor and structure hard to follow.	Well-designed slides, presentation clear to follow.	Clear effort put into slide design, and presentation easy to follow and concise.		
Presentation delivery	Lack of eye contact, poor voice volume, limited gestures or movement.	Some eye contact, good voice volume, some appropriate gestures and movement.	Good eye contact, good voice volume, natural gestures and movement.		
Originality	No attempt to provide original information.	Some attempt made to make presentation unique/original.	Clear unique information that strays away from template, has a personal touch.		
Overall effectiveness	Unenthusiastic, didn't attempt to gain audience attention.	Somewhat enthusiastic, kept audience attention for the most part.	Enthusiastic, held audience attention, purpose of presentation achieved.		
Japanese usage	Used Japanese twice or more during presentation.	Used Japanese once.	No Japanese.		

Appendix B

Discussion Test Rubric

The English majors' language skills were evaluated using discussion tests (DT), which were administered 3-4 times a semester. The rubric measured their discussion skills.

Group Number: _____   Date: _____

EFC Discussion Test 1 - Assessment Form (Teacher Copy)

Name:
Notes:

Speaking Turns
☐☐☐☐ ___ / 4

Discussion Skills
Questions   Statements
☐☐☐☐ OP ☐☐☐☐ OP ___ / 8

| Follow-Up Qs ☐☐☐ ___ / 3 | Reactions ☐☐☐☐ ___ / 4 |

Agree / Disagree
☐☐☐☐ ___ / 4

| Japanese (-) ☐☐☐☐ ___ / 4 | Checking Und. ☐☐☐ ___ / 3 |

Final Score: ___ / 30

Name:
Notes:

Speaking Turns
☐☐☐☐ ___ / 4

Discussion Skills
Questions   Statements
☐☐☐☐ OP ☐☐☐☐ OP ___ / 8

| Follow-Up Qs ☐☐☐ ___ / 3 | Reactions ☐☐☐☐ ___ / 4 |

Agree / Disagree
☐☐☐☐ ___ / 4

| Japanese (-) ☐☐☐☐ ___ / 4 | Checking Und. ☐☐☐ ___ / 3 |

Final Score: ___ / 30

Name:
Notes:

Speaking Turns
☐☐☐☐ ___ / 4

Discussion Skills
Questions   Statements
☐☐☐☐ OP ☐☐☐☐ OP ___ / 8

| Follow-Up Qs ☐☐☐ ___ / 3 | Reactions ☐☐☐☐ ___ / 4 |

Agree / Disagree
☐☐☐☐ ___ / 4

| Japanese (-) ☐☐☐☐ ___ / 4 | Checking Und. ☐☐☐ ___ / 3 |

Final Score: ___ / 30

Name:
Notes:

Speaking Turns
☐☐☐☐ ___ / 4

Discussion Skills
Questions   Statements
☐☐☐☐ OP ☐☐☐☐ OP ___ / 8

| Follow-Up Qs ☐☐☐ ___ / 3 | Reactions ☐☐☐☐ ___ / 4 |

Agree / Disagree
☐☐☐☐ ___ / 4

| Japanese (-) ☐☐☐☐ ___ / 4 | Checking Und. ☐☐☐ ___ / 3 |

Final Score: ___ / 30

Appendix C

Discussion Test Skills

The DTs measured how well students performed discussion skills taught and practiced in class. These skills include asking questions, stating their opinions, giving reasons and examples, asking follow-up questions, and agreeing or disagreeing.

EFC Discussion Skills

Discussion Skills (Test 1)	
Questions (4 total – more is best!)	**Statements (4 total – more is best!)**
Opinion Q: What do you think? どう思う？ How about you? あなたはどうですか？ Do you feel the same? あなたもそう思いますか？ Do you have a different opinion? 違う意見はありますか？	Opinion: I think that... 私は...思う In my opinion...私の考えでは...。
Discussion Skills (Test 2)	
Reason Q: Why do you think so? なぜそう思うのですか？ Do you have a reason why? その理由は？ How so? どうしてですか？ What made you think that? なぜそう思ったのですか？	Reason: Because...なぜなら... Since...なぜなら...
Discussion Skills (Test 3)	
Example Q: Do you have an example? 例はありますか？ For instance? 例えば？ Can you think of an example? 思い当たる例はありますか？	Example: Such as...例えば... For instance...例えば...

Follow-up Questions (3 or more!)
Listen to your groups answers and make a question based on the new information they share.
How often do you...? どのくらいの頻度で...？ Have you ever...? あなたは今まで...？ Do you...? あなたは...？ Can you...? できるのか？ If...? もし...？ When...? いつ...？ Who...? 誰が...？

Agreeing / Disagreeing (4 or more!)
Agree:
I think so, too! 私もそう思う！ Me, too! 僕もだ！ I agree 同感だ
Disagree:
No way! とんでもない！ I don't think so. 私はそうは思わない。 Are you sure? 本当か？ That doesn't sound right. それはおかしいと思う。

Appendix D

Backchanneling Techniques

In the EMA class, backchanneling techniques were introduced before DT2. These techniques helped to reduce students' silence.

Backchanneling – Reactions

Why should you use reactions?

- It helps the conversation keep going.
- It shows you are actively listening to your conversation partner.
- It gives you time to think.

Reactions (Choose 4 to use!)	
うん	Yeah, uh, mhm, yep
それな	That's right, that's true, that's it, yeah, I think so
まじで	For real? Are you sure? Is it? Seriously?
ほんとう	really? Are you kidding me? Are you joking?
そそそそそそ	Yeah…......yeah……..yeah…. (not too fast)
なるほど	I see, I got you, I got it
うそ	(are you) kidding me? No way!
え	what?, huh?
たしかに	Good, certainly, precisely, exactly, yeah, I agree
やばい	Oh my god, that's crazy, that's terrible,
だよね	Isn't it? I know, right? Yeah, that's right!

Checking Understanding (3 *or more!*)			
You know what I mean	Sorry, I don't understand.	What did you say?	I mean…

Appendix E

Analysis of Silence

Data from each class was organised into 100% stacked bar charts and labelled according to their level of tolerability.

DT3 EMA

SILENCE VS COMMUNICATION

Group	Values
G1	625.31 / 0.00 / 42.65 / 52.04
G2	575.73 / 5.04 / 67.62 / 71.61
G3	689.56 / 0.00 / 20.73
G4	609.08 / 0.00 / 48.67 / 62.25
G5	450.19 / 28.96 / 161.22 / 79.63
G6	524.74 / 0.00 / 127.13 / 68.13

GROUPS

≡ TOLERABLE   ⚐ INTOLERABLE   ■ AWKWARD   ※ TOTAL COMM

DT4 EMA

SILENCE VS COMMUNICATION

Group	Values
G1	496.74 / 5.07 / 138.30 / 79.89
G2	649.99 / 0.00 / 29.55 / 40.46
G3	497.34 / 10.63 / 117.81 / 94.22
G4	632.90 / 0.00 / 35.25 / 51.85
G5	569.88 / 0.00 / 91.48 / 58.64

─ TOLERABLE   ⚐ INTOLERABLE   ■ AWKWARD   ※ TOTAL COMM

95

DT1 EMB

(Stacked bar chart — SILENCE VS COMMUNICATION (%) by GROUPS)

	G1	G2	G3	G4	G5	G6
TOTAL COMM	435.24	633.36	336.83	388.22	466.32	406.88
AWKWARD	17.24	0.00	13.91	0.00	0.00	0.00
INTOLERABLE	181.73	51.12	107.72	101.43	33.07	56.31
TOLERABLE	85.79	35.52	81.54	50.35	40.61	76.81

Legend: = TOLERABLE ⬚ INTOLERABLE ■ AWKWARD ⬡ TOTAL COMM

DT2 EMB

(Stacked bar chart — SILENCE VS COMMUNICATION (%) by GROUPS)

	G1	G2	G3	G4	G5
TOTAL COMM	517.91	570.43	563.75	513.08	484.57
AWKWARD	12.22	5.77	5.47	17.48	30.36
INTOLERABLE	127.30	87.72	99.52	114.06	136.04
TOLERABLE	62.57	56.08	51.26	75.38	69.03

Legend: = TOLERABLE ⬚ ■ AWKWARD ⬡ TOTAL COMM

DT3 EMB

SILENCE VS COMMUNICATION

	G1	G2	G3	G4	G5
TOTAL COMM	629.05	580.00	566.17	413.85	523.81
AWKWARD				17.18	16.34
INTOLERABLE	0.00	61.78	12.23	197.27	112.55
TOLERABLE	52.27		92.34		
	38.68	78.22	49.26	91.70	67.30

GROUPS

—TOLERABLE ⟋INTOLERABLE ▪AWKWARD ⬚TOTAL COMM

DT4 EMB

SILENCE VS COMMUNICATION

	G1	G2	G3	G4	G5	G6
TOTAL COMM	534.91	586.22	380.75	504.88	451.31	391.41
AWKWARD				6.38		12.24
INTOLERABLE	0.00	0.00	0.00	135.19	0.00	132.78
	107.09	79.56	87.22		49.14	
TOLERABLE	78.00	54.22	72.03	73.55	39.54	63.57

GROUPS

—TOLERABLE ⟋INTOLERABLE ▪AWKWARD ⬚TOTAL COMM

97

DT1 NEMA

Chart — vertical axis: SILENCE VS COMMUNICATION (0%–100%), horizontal axis: GROUPS (G1–G6). Legend: TOLERABLE, INTOLERABLE, AWKWARD, TOTAL COMM.

Values shown:
- G1: 503.86, 0.00, 139.94, 76.20
- G2: 419.37, 0.00, 67.78, 52.85
- G3: 456.98, 43.13, 139.52, 80.37
- G4: 481.98, 5.27, 157.41, 75.34
- G5: 464.02, 34.62, 164.49, 56.87
- G6: 674.20, 0.00, 23.02

DT1 NEMB

Chart — vertical axis: SILENCE VS COMMUNICATION (0%–100%), horizontal axis: GROUPS (G1–G7). Legend: TOLERABLE, INTOLERABLE, AWKWARD, TOTAL COMM.

Values shown:
- G1: 617.03, 0.00, 50.70, 52.28
- G2: 693.38, 15.65
- G3: 697.35, 15.57
- G4: 408.36, 0.00, 213.53, 98.12
- G5: 684.35, 0.00, 17.31
- G6: 626.96, 0.00, 37.08, 55.97
- G7: 668.90, 0.00, 31.77

98

DT1 NEMC

(Y-axis: SILENCE VS COMMUNICATION, 0% to 100%)

GROUPS	TOTAL COMM	AWKWARD	INTOLERABLE	TOLERABLE
G1	598.90		67.18	45.86 (8.06)
G2	205.65	193.27	261.74	59.34
G3	262.08	179.66	219.76	58.50
G4	421.95	26.61	183.51	87.93
G5	421.84	12.75	207.92	77.49
G6	385.12	52.65	191.89	90.34

Legend: — TOLERABLE ⟋ INTOLERABLE ▪ AWKWARD ⋇ TOTAL COMM