L2 Motivation and Spirituality in College ELT: Changing L2 Learning and L2 Self With a Self-Determined Message

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Abstract

The present study capitalized on a new research concept of L2 motivation based on Ushioda’s (2009) a person-in-context relational view, or a person-in-context theory (PICT). It also underscored spirituality in higher education. Presuming a combination of PICT and spirituality as a potently powerful agent in fostering L2 motivation, the study employed relevant English language teaching (ELT) in college for a one-semester period (16 weeks) with first-year students \((N = 66)\). Four research aims were explored: (1) transformation of L2 learning strategy including motivation; (2) promotion of self-focused L2 use capability from a surface to deeper level; (3) emergent sense of accomplishment and self-satisfaction through task engagement; (4) semantic characteristics of English messages in pursuit of self-maturity as a whole person. Statistical evidences indicated the effects of PICT-spirituality-amalgamated ELT in (1), (2), (3), including enhanced L2 motivation and self-identity-concerned L2 use. Also, sense of accomplishment and self-satisfaction evidently emerged in task engagement. Real world-concerned messages were elicited in (4) through text mining and text analytics procedures.

1. Introduction

A new perspective of English as a foreign/second language (L2) motivation theory puts emphasis on “a person” rather than “a learner” (Gao & Lamb, 2011; Mercer, 2014; Murray, 2011; Ushioda, 2009). It values whole development of an L2 learner as a human being, rather than emphasizing language proficiency, learning attitudes, and learning behavior as characterized by traditional approaches of L2 motivation. In evolving global societies and surrounding language communities, the new L2 motivation theory underscores authentic issues pertaining to each L2 learner’s raison d’être (ontology), as well as relevantly inevitable aspects such as personal belief and sense of value (axiology).

A traditional method of L2 motivation seeks behaviorism-laden research outcomes. There, L2 motivation is targeted with focus on learner attitudes, learning behavior, and language proficiency that can be measured and validated through statistically effective quantitative analysis (e.g., Clément, Dörnyei, & Noels, 1994). In this research context, native speakers of English
(NSEs) and English-speaking countries (ESCs) are entailed as idealistic goals and constraints of L2 use and learning achievement. Overall, these L2 learning settings are rendered beneficial for non-native speakers of English (NNSEs) in eliciting their L2 motivation.

However, with the emergence of globalization, it is presumed there no longer exists an obvious L2 community nor a specific ideal language use model in L2 learning contexts (Kormos & Csizér, 2008). Traditional L2 motivation concepts and categorization focusing on NSEs and ESCs as the target language community might lose explanatory power in an attempt to authenticate L2 motivation (Ushioda, 2011b). Globalization has brought about inexplicably complex social circumstances in forging self-identity (Bone, 2007). Ushioda (2011a) therefore argued for the reconsideration of L2 motivation; that is, the necessity of shifting research focus from the emphasis of external reference groups (NSEs and ECSs) and relevantly desired L2 proficiency to the issues of the self and identity formation (i.e., who I am, what I will be, what I ought to be) and relevantly required L2 use capability.

Ushioda and Chen (2011) referred to L2 motivation as “not in terms of identification with particular external reference groups (i.e. target language communities or cultures), but identification with an internal representation of how one sees oneself and what one wishes to become” (p. 45). As compared to the existing L2 motivation theory of treating language learners in the domain of L2 acquisition and use, Ushioda’s viewpoint is anchored in the development of core self or the inner self. In other words, spirituality development. When focusing on motivation, self-identity formation, and desired self-representations for the aim of becoming an authentic de facto member in global society, spirituality constitutes a crucial part.

2. Background, Objective, and Rationale

Likewise in Ushioda’s account in L2 motivation, spirituality is deemed crucial in higher education. The mission of college education lies in seeking healthy character formation (Arthur, 2010). Spirituality is “an inner moral orientation; a way of knowing and being in the world; … and a dynamic expression of ourselves” (Astin, Astin, & Lindholm, 2011, p. 2), thus serving as a source of inner strength. It values the meaning, goals, and orientations in human life (Baker, 2003). Furthermore, it concerns a holistic concept of “the thoughtful awareness of an inner feature of human experience; the non-material dimension of life” (Priestley, 2005, p. 210). In other words, spirituality is an indispensable construct for the quest of self-maturity. It plays a vital part in forging and representing the core/inner part of self (i.e., authentic selfhood), while continuously inquiring about belief and value with focus on ontology and axiology.

As noted, Ushioda’s L2 motivation theory cherishes an organic stance of looking into a whole human development, implicitly calling for the emergence of a mature person. To this end, L2 motivation needs to be invested, inquired, tested, and convinced from wider contexts such as the self in global circumstances and the self in a present-future perspective. In this theoretical
framework, belief and value plays a vital part in generating L2 motivation, as well as in facilitating perceptional changes of self-image and target language acquisition (TLA) toward successfully conceivable self-representations. Ushioda (2009) therefore proposed a person-in-context relational view (i.e., a person-in-context theory: PICT), where personality, identity, social relations, goals, beliefs, and values must be considered as an inseparable entity. A noteworthy point is that the context plays a crucial part in facilitating organic interaction among a person (L2 learner), spirituality (belief and value), L2 practice (learning strategy), and TLA (learning achievement). She additionally introduced the complex dynamic systems theory (CDST); that is, “the ways in which language learners orient and respond to language input will affect the content, quantity and quality of further input in the developing context of the interaction” (Ushioda, 2015, p. 47). CDST thus constitutes a pivotal part in substantiating PICT.

To date, a plethora of L2 motivation research utilizing the traditional approach focusing on the learner and L2 competence, rather than a person and self-development, has been conducted. Meanwhile, little research has been implemented targeting Ushioda’s L2 motivation theory and spirituality with focus on Japanese college learners. A possible argument here is how spirituality-concerned ELT and L2 learning might become beneficial in generating L2 motivation and L2 use capability among college learners. Specifically, noting PICT and spirituality, it is worthwhile to explore the transformation of L2 strategy including the aspects of motivation, spirituality, person, and context. Another importance is to ascertain how self- and identity-focused communicability might become able to be recognized through the learners’ eyes, in particular from a surface level (e.g., basic self-introduction of who I am with general information) to a spiritual level (e.g., personal belief, sense of value, philosophy of life, career plan or goal with civic mind). In this milieu, it would be productive to elucidate individual learners’ self-determined messages as a witness of human development (i.e., a well-balanced character forming). For these aims, four research questions were prepared in this study. That is, when applying college ELT embedded in Ushioda’s PICT-focused L2 motivation theory and spirituality,

RQ1. Is it possible to confirm the transformation of L2 learning strategy among Japanese college students, specifically in the aspects of motivation, spirituality, person, and context? And which given construct might contribute to empowering L2 motivation?
RQ2. Is it possible to confirm the promotion of self-identify-focused and production-oriented L2 use performance from a surface level to a deeper one? Also, is it possible to confirm well-balanced promotion of production-oriented L2 use?
RQ3. Is it possible to elucidate a solid sense of accomplishment and self-satisfaction through relevant task engagement? Also, is it possible to confirm perceptional and behavioral changes with focus on the self and English learning methods?
RQ4. What sort of self-determined English messages are created by the learners? And what salient orientation might be elucidated as a witness of self-maturity?
3. Method

3.1 Participants and Instrumentation

Participants comprised first-year college students at a national university \((N = 66, \text{ male } = 44, \text{ female } = 22, \text{ the second semester in the academic year } 2016)\). They were from three faculties of non-English majors: Agriculture \((n = 21, \text{ male } = 11, \text{ female } = 10)\), Education \((n = 38, \text{ male } = 27, \text{ female } = 11)\), and Engineering \((n = 29, \text{ male } = 28, \text{ female } = 1)\). They took a weekly semester-long core English course (90 minutes per class) over 15 class periods (Week 1 to Week 15), followed by a final examination (Week 16). For the four research questions, two types of questionnaires were prepared. The first type comprised two different Likert-type scales \((1 = \text{ never applied/true at all}; 6 = \text{ applied/true very much})\) \((1 = \text{ I can never do it at all}; 6 = \text{ I can do it very well})\) and they were administered twice: Week 1 (before implementing the ELT methodology) and Week 15 (the end of the semester-long instruction) (see Appendix). The second type contained a Likert-type scale \((1 = \text{ very low}; 6 = \text{ very high})\) in assessing the development of sense of accomplishment and self-satisfaction in task engagement, followed by multiple choices (Yes/No) asking about: (1) the perceptual change of looking at the self (i.e., change of self-image), and (2) the empirically tangible change of L2 learning approach (i.e., change of L2 learning methods). Furthermore, a section for open-ended responses was provided (i.e., reporting perceptual and empirical changes of looking at the self and English learning methods). This instrument was administered in Week 15. SPSS 14.0. was run for quantitative analysis.

3.2 PICT and Spirituality-Aimed College ELT

The following is an overview of the English course implemented for the current research. Using English, the participants struggled to clarify their own beliefs and sense of values by putting themselves in reality. In the first stage, they embarked on the identification of who they are, what they will be, and what they ought to be by forging a tangible self-image in and beyond college. In this task engagement, they sought to establish academically challenging, socially acceptable, and personally understandable self-schemes (i.e., self-orienting). In sum, in this life context, they aimed to crystalize their own belief and sense of value by thinking, writing, and speaking in English. This L2 experience took a distinctive position from the traditionally prevalent L2 motivational direction, such as getting good grades in written tests or passing qualification exams driven by short-sighted and tentative L2 learning views. This engagement was also imposed in order to surpass an extrinsic and narrow-sighted level of L2 motivation driven by personal pleasure and utilitarian aims, such as seeking a rich life and well-paid job. Apart from such an egocentric aspect, L2 use was aimed toward the realization of a well-matured self-identify development by equally focusing on private/personal matters and public/social well-being.

Spiritual training was crucial in this first stage. It was important to ask the learners to envision their life goals in and beyond college (academically and professionally). As “spiritual
development is an integral part of overall student development and learning (Capeheart-Meningall, 2005, p. 31),” the first training focused on identifying pure reasons and motives for going on to college, selecting the currently enrolled university, and deciding the current major. To this end, L2 use was employed for deeper self-reflection that must arise from the past-present life orientation (i.e., from high school graduation to college enrollment). In the next present-near future life context, focusing on self-selected major and academic department, the students worked on independent research activities, striving to find and explain their personally interesting academic fields and research topics toward graduation. In this self-in-college stage of L2 use, a core goal was to build up target vocabulary centered on terminology acquisition, together with deepening specific academic knowledge and widening social awareness. In the final stage of self-beyond-college (post-graduation) life orientation, focusing on their personally desired career path after graduation, they engaged in further research activities aimed at clarifying their desired occupational life (e.g., working as a company worker), professional life (e.g., becoming a high school math teacher), or academic life (e.g., going on to graduate school) in consideration of possible self.

Mindful of Ushioda’s person-in-context relational view as well as CDST, these three stages of life orientation were utilized as the authentic context. Here, the aim of TLA and L2 use was to enrich the inner self—for instance, what sort of belief and value would need to be established in exemplifying who I am, what I will be and ought to be. The prepared assignment was to create a presentation script in one paragraph (approximately 150-180 words). In this writing task, the students endeavored to create a message containing their own belief and sense of value as a token of self-determination.

Another intervention focused on language development (language maturity). In concrete, production-oriented L2 use competency was targeted for the following three aspects. The first L2 achievement goal was fixed on read aloud capabilities, including how to pronounce correctly (understanding all types of phonetic signs), how to put pauses (understanding chunking rules), how to read fluently (understanding liaison rules), and how to control speech delivery (applying word per minute (wpm) calculation to maintain moderate speed). The second goal concerned writing skills, such as targeting a unity framework (introduction, body/discussion, conclusion), coherence (effective use of transitions), vocabulary empowerment (adequate use of synonyms and antonyms), content enrichment (adding good examples and reasons), and stylistic sophistication (creation of parallel structures for rhetorical emphasis). The third goal related to oral presentation techniques using paralanguage and kinesics (eye contact, finger and hand use, facial expression). All these L2 achievement goals were explained, guided, demonstrated, and coached in class.

Furthermore, in an effort to enhance self-development (self-maturity) into a more authentic level, another spiritual guidance was introduced. It was educationally important to secure opportunities for the new college students with focus on what beliefs and values are socio-philosophically accepted and appraised as the truth. It was also important to provide
opportunities whereby the students might volunteer to compare their self-created messages with other messages exhibiting the above-noted socio-philosophical orientations. For these two important aims, a further task was to have the students understand English messages introduced in U.S. college commencements. These messages were addressed to college graduates\textsuperscript{2} as part of spiritual guidance; that is, being responsible in realizing a better society and successful self-enlightenment. These messages are concerned with social contribution, common good, and self-fulfillment in pursuit of challenging social life and character formation. Some examples are:
- Without personal participation, a sense of reality fades away, and then it becomes hard to identify values, to set priorities, and to think and feel with any depth.
- Material possessions rust away, wear away, or depreciate. Character alone will never tarnish.
- A self that has been nurtured will lead you to what you really want to do.
- If you don’t have a philosophy of life, let me warn you that the world you are about to enter is a dangerous place to go looking for one.

In terms of language development (language maturity), a final intervention was added. The students engaged in essay writing, then sought to obtain a higher level of written communication technique using a five-paragraph essay (approximately 300 to 320 words). Using the previously noted three levels of life orientation (already created in one paragraph), they added more detailed information (e.g., examples, reasons, facts, etc.) by which their belief and sense of value would become more authentic, clear, persuasive, conceivable, and competitive in light of the real world. The completed essay was employed as a material for the empowerment of production-oriented L2 capabilities, such as intensifying read aloud and presentation practices.

Toward the final examination (i.e., presentation using the completed essay: Week 16), two more tasks were added. One was to create a visual aid (including power point slides) and the other was to create a written message to be put in the conclusion part. Looking at the initially created message put in one paragraph writing, the students aimed to rewrite it into a more self-determined message. To recapitulate, being soaked in a sequential life-orienting context, each college L2 learner continuously spent time and energy seeking both self-maturity and language maturity. In this circumstance, the quality of L2 motivation and other research concerns were examined.

4. Results

Concerning RQ1 (L2 learning strategy), Cronbach alpha internal consistency reliability showed a value of .561 (Week 1) and .842 (Week 15). Through the participants’ semester-long learning experience, evident transformation emerged in motivation, spirituality, and person (Table 1) after running \( t \)-tests (power \((1-\beta) = 0.81\)). Positive correlations were also observed in all aspects (Table 2), with a high level of correlation emerging between motivation and spirituality \((r = .708, p < .01)\).
Table 1. Transformation of L2 Learning Strategy (N = 66)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Pre (Week 1)</th>
<th>Post (Week 15)</th>
<th>t</th>
<th>p</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  SD</td>
<td>M  SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Motivation</td>
<td>3.06 1.05</td>
<td>3.68 1.24</td>
<td>-3.102</td>
<td>.002*</td>
<td>0.53</td>
</tr>
<tr>
<td>2. Spirituality</td>
<td>2.92 0.99</td>
<td>4.00 1.06</td>
<td>-5.985</td>
<td>.000*</td>
<td>1.05</td>
</tr>
<tr>
<td>3. Person</td>
<td>3.84 1.02</td>
<td>4.31 0.99</td>
<td>-2.670</td>
<td>.009*</td>
<td>0.46</td>
</tr>
<tr>
<td>4. Context</td>
<td>3.56 1.21</td>
<td>3.87 1.29</td>
<td>-1.507</td>
<td>.134</td>
<td>0.24</td>
</tr>
</tbody>
</table>

*Note. Bonferroni adjustment was applied for four tests (p = .0125; p < .01*).

Table 2. Correlations of L2 Motivation, Spirituality, Person, Context (N = 66)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Motivation</td>
<td></td>
<td>.708**</td>
<td>.531**</td>
<td>.537**</td>
</tr>
<tr>
<td>2. Spirituality</td>
<td>.708**</td>
<td></td>
<td>.638**</td>
<td>.620**</td>
</tr>
<tr>
<td>3. Person</td>
<td>.531**</td>
<td>.638**</td>
<td></td>
<td>.429**</td>
</tr>
<tr>
<td>4. Context</td>
<td>.537**</td>
<td>.620**</td>
<td>.429**</td>
<td></td>
</tr>
</tbody>
</table>

*Note. * p < .05, ** p < .01 (two-tailed).

A multiple regression analysis was conducted to determine how much of the total variance in L2 strategic development can be accounted for with regard to these four aspects. Specifically, motivation was targeted by having it fixed as the dependent variable. For the quest of good theoretical reasons through standardized interpretation, Forced Entry or Enter was adopted in running SPSS (Field, 2009). The regression model presented significant results [R² = .526, F (3, 62) = 22.961, p = .000]. When focusing on independent variables (spirituality, person, context), spirituality was solely witnessed as the significantly powerful predictor for L2 motivation (β = .533, t = 4.073, p = .000) (Table 3), followed by its supportive regression plot (Figure 1).

Table 3. Regression Coefficients and Significance: Focusing on L2 Motivational Development (N = 66)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>B</th>
<th>SE</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td>.533</td>
<td>.152</td>
<td>.621</td>
<td>4.073</td>
<td>.000</td>
</tr>
<tr>
<td>Person</td>
<td>.157</td>
<td>.142</td>
<td>.126</td>
<td>1.108</td>
<td>.272</td>
</tr>
<tr>
<td>Context</td>
<td>.157</td>
<td>.115</td>
<td>.153</td>
<td>1.368</td>
<td>.176</td>
</tr>
</tbody>
</table>

*Note. R = .725; R² = .526.

Figure 1. Regression Plot Predicting Spirituality as Potent Variable for Motivation.
In RQ2 (self-identity-focused L2 use capability), Cronbach alpha internal consistency reliability showed a value of .895 (Week 1) and .939 (Week 15). The development of production-centered communicability from a surface-to-deeper level was explored anchored in time-based transformation (Week 1 vis-à-vis Week 15) (Table 4). In the results of t-tests of 19 examined capabilities (power (1-β) = 0.81), 13 items indicated statistically significant progress after applying the Bonferroni adjustment. In confirming a well-balanced L2 production enhancement, the mean scores of each category from <A> to <E> in Week 15 were computed respectively (note. excluding <D>) then transformed into five variables. The results of Table 5 witnessed statistically significant improvement in terms of three L2 use achievement goals (read-aloud proficiencies, writing skills, self-focused presentation skills) after applying the Bonferroni adjustment. The most salient improvement was observed in self-focused presentation skills: changed from negative self-rating to positive one between Week 1 and Week 15.

Table 4. Self-Identity-Focused L2 Use Capability: All Examined Parts (N = 66)

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Pre (Week 1)</th>
<th>Post (Week 15)</th>
<th>t</th>
<th>p</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>&lt;A&gt; Read-Aloud Proficiencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. phonetic symbols</td>
<td>3.68</td>
<td>1.11</td>
<td>4.13</td>
<td>0.97</td>
<td>-2.498</td>
</tr>
<tr>
<td>2. chunking</td>
<td>3.95</td>
<td>0.84</td>
<td>4.50</td>
<td>0.89</td>
<td>-3.584</td>
</tr>
<tr>
<td>3. wpm</td>
<td>2.98</td>
<td>1.04</td>
<td>3.84</td>
<td>0.96</td>
<td>-4.933</td>
</tr>
<tr>
<td>4. liaison</td>
<td>2.69</td>
<td>1.17</td>
<td>4.10</td>
<td>0.97</td>
<td>-7.481</td>
</tr>
<tr>
<td>5. paralanguage</td>
<td>3.03</td>
<td>1.13</td>
<td>3.89</td>
<td>0.99</td>
<td>-4.647</td>
</tr>
<tr>
<td>&lt;B&gt; Kinesics Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. eye contact</td>
<td>3.48</td>
<td>1.20</td>
<td>4.16</td>
<td>0.93</td>
<td>-3.626</td>
</tr>
<tr>
<td>2. facial expression</td>
<td>3.27</td>
<td>1.08</td>
<td>3.57</td>
<td>1.02</td>
<td>-1.647</td>
</tr>
<tr>
<td>3. finger and hand use</td>
<td>3.60</td>
<td>1.21</td>
<td>3.92</td>
<td>0.99</td>
<td>-1.646</td>
</tr>
<tr>
<td>&lt;C&gt; Writing Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. concrete contents</td>
<td>3.21</td>
<td>1.03</td>
<td>3.87</td>
<td>1.11</td>
<td>-3.565</td>
</tr>
<tr>
<td>2. logical framework</td>
<td>3.04</td>
<td>1.02</td>
<td>3.92</td>
<td>0.96</td>
<td>-5.058</td>
</tr>
<tr>
<td>3. coherence</td>
<td>3.18</td>
<td>1.02</td>
<td>3.87</td>
<td>1.08</td>
<td>-3.793</td>
</tr>
<tr>
<td>&lt;D&gt; Visual Aid</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. visual information</td>
<td>4.16</td>
<td>1.06</td>
<td>4.33</td>
<td>1.03</td>
<td>-0.938</td>
</tr>
<tr>
<td>&lt;E&gt; Self-Focused Presentation Skills</td>
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<tr>
<td>1. general information</td>
<td>4.65</td>
<td>0.90</td>
<td>5.07</td>
<td>0.81</td>
<td>-2.828</td>
</tr>
<tr>
<td>2. affiliation and major</td>
<td>3.43</td>
<td>1.15</td>
<td>5.03</td>
<td>0.88</td>
<td>-8.863</td>
</tr>
<tr>
<td>3. reasons (college, dept., major)</td>
<td>3.18</td>
<td>1.16</td>
<td>4.81</td>
<td>1.04</td>
<td>-8.458</td>
</tr>
<tr>
<td>4. future life goals and career plan</td>
<td>2.86</td>
<td>1.13</td>
<td>4.49</td>
<td>1.06</td>
<td>-8.475</td>
</tr>
<tr>
<td>5. self-image as a college student</td>
<td>2.37</td>
<td>0.92</td>
<td>4.53</td>
<td>1.10</td>
<td>-12.140</td>
</tr>
<tr>
<td>6. personal belief and sense of value</td>
<td>2.19</td>
<td>0.91</td>
<td>4.16</td>
<td>1.13</td>
<td>-10.929</td>
</tr>
<tr>
<td>7. self-determined written message</td>
<td>2.00</td>
<td>1.05</td>
<td>4.63</td>
<td>1.06</td>
<td>-14.193</td>
</tr>
</tbody>
</table>

Note. Some items are succinctly labeled (see Appendix A). Bonferroni adjustment was applied for 22 tests (p = .00185: p < .001*).

Table 5. Self-Identity-Focused L2 Use Capability: Focusing on Five Categories (N = 66)

<table>
<thead>
<tr>
<th>Area of Focus (by Category)</th>
<th>Pre (Week 1)</th>
<th>Post (Week 15)</th>
<th>t</th>
<th>p</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>&lt;A&gt; Read-Aloud Proficiencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. general information</td>
<td>3.26</td>
<td>0.71</td>
<td>4.09</td>
<td>0.73</td>
<td>-6.549</td>
</tr>
<tr>
<td>&lt;B&gt; Kinesics Techniques</td>
<td>3.45</td>
<td>1.05</td>
<td>3.88</td>
<td>0.85</td>
<td>-2.609</td>
</tr>
<tr>
<td>&lt;C&gt; Writing Skills</td>
<td>3.14</td>
<td>0.92</td>
<td>3.89</td>
<td>0.97</td>
<td>-4.531</td>
</tr>
<tr>
<td>&lt;D&gt; Visual Aid</td>
<td>4.16</td>
<td>1.06</td>
<td>4.33</td>
<td>1.03</td>
<td>-0.938</td>
</tr>
<tr>
<td>&lt;E&gt; Self-Focused Presentation Skills</td>
<td>2.95</td>
<td>0.74</td>
<td>4.67</td>
<td>0.87</td>
<td>-12.150</td>
</tr>
</tbody>
</table>

Note. Bonferroni adjustment was applied for 5 tests (p = .01: p < .01*).
In examining statistically significant differences among given categories, a one-way ANOVA was conducted which yielded robust differences among them \[F (4, 323) = 9.067, p = .000, \text{power}\ (1-\beta) = 0.96, \eta^2 = 0.10, f = 0.29\]. In particular, a salient difference was confirmed in comparison of self-focused presentation skills <E> and other four L2 use capabilities <A> <B> <C> <D>.

In terms of RQ3 (task-mediated sense of accomplishment and self-satisfaction), in Week 15, a positive response emerged \((M = 4.54; SD = 1.04)\) with the recognition of self-transformation (i.e., the change of self-image as a person) \([\text{Yes} = 44, \text{No} = 20 (\chi^2 (1) = 9.000, p = 0.003)]\), together with the change in L2 learning methods \([\text{Yes} = 50, \text{No} = 13 (\chi^2 (1) = 21.730, p = 0.000)]\). Concerning self-transformation, open-ended responses suggested the importance of positioning the self (the learner) in an authentic life-orienting context (college life and post-graduation society). Regarding Ushioda’s person-in-context relational view, various modes of self-awareness were elucidated from the participants’ open-ended responses. To illustrate, “Now I have put more focus on the creation of human relationships through strong bonds. I also became more serious about my study in college life and my career goal after graduation” (male / education). “I reflected on myself and critically asked myself why I had entered this university and selected this major” (male / agriculture). The following statements were largely shared with regard to the change of L2 learning methods. “I have acknowledged that the English language can act as a powerful means of strengthening my thinking and writing skills” (female / agriculture). “I got interested in using gestures more overtly in supplementing my oral English presentation” (male / education). “I used to spend my energy memorizing grammatical rules, but now it has been used for my English speaking practice” (female / education).

In response to RQ4 (a witness of self-maturity), various types of self-created English messages were collected and analyzed in identifying a salient commonality. As already explained, these messages were forged by the participants as part of creating a final presentation script. They represent the learners’ solid mindset or resolution. In other words, each self-created message conveyed personal belief and sense of value. To illustrate, some messages were as follows: “If you don’t like something about yourself, change it. If you can’t change it, accept it” (male / agriculture); “University is the place to find what I will be” (female / education); “Nothing is a waste of time if you use the experience wisely” (female / education); “The first and best victory is to conquer the self” (male / education); “If you decide to do it, don’t forget to make efforts” (female / education); “It depends on you whether you ruin the chance or not” (male / engineering).

In trying to identify salient characteristics from these written messages \((n = 64)\), text analysis was conducted using SPSS Text Analysis (4.01, English version). Text analysis is an advanced technology aimed at extracting reliable key concepts from open-ended survey responses. It is an iterative process of re-extracting and re-categorized input data using different category definitions, different concept or synonym definitions, and different groupings of responses. In other words, text mining and text analytics serve in analyzing and processing semistructured and unstructured data (Miner, G., Delen, D., Elder, J., Fast, A., Hill, T., & Nisbet, R., 2012). In the
analysis, the original text information (prepared in the format of an Excel file) was transmitted into the software. Then all recorded statements were processed for extracting concrete keywords, and the yielded keywords were listed in the “Concept” section. Concept-based representations have the advantage of eliciting best representations for leveraging the domain knowledge afforded by ontologies (Feldman & Sanger, 2007, p. 7). These keywords represent the features of analyzed texts. Next, categorization was conducted by carefully looking at the form (syntax and morphology) and the content (semantics) of these keywords. For instance, keywords with the same or similar meaning were grouped into one category (e.g., “college” “university” “college life” → “campus life”). After creating all categories (i.e., creating folders), they were subjected to text mining analyses, i.e., ready for generating numerical data and follow-up visual explanation.

Figure 2 provides the overall information of the participants’ self-determined messages. “Category” presents the name of the categories used for the analysis. “Bar” indicates the ratio of the records in a given category to the total number of records. “Selection %” shows a percentage based on the ratio of the total number of records for a category to the total number of records represented in the selection. “Responses” reports the number of responses in a selection for the given category. “Total %” indicates a percentage based on the ratio of the total number of records for a given category compared to the total number of records (IBM SPSS Text Analytics for Surveys 4.0.1 User’s Guide, 2011). The highest percentage of selection appeared in the category of belief (28.1%), followed by challenge (12.5%), efforts and future (10.9%).

In interpreting these numerical data through a structured visual framework, four visual layouts—Network Layout, Circle Layout, Directed Layout, or Grid Layout—are available. The Directed Layout is specifically designed to create treelike structures from root nodes down to leaf nodes, indicating more concrete relation and orientation. Mindful of the research aim in RQ4, the Directed Layout was adopted. As shown in Figure 3, some notable findings emerged. Firstly, centering on belief, a horizontal relational view (efforts, view, belief, like, life) was exhibited. It indicates an equivalently important relationship. Secondly, a triangular relational view (belief, success, experience) was observed serving as the cornerstone of this horizontal view. Thirdly, supported by these two configurations, an expanded relational view (belief, future, people, excellent, necessary, challenge, learning: in counterclockwise) was yielded. Fourthly, within this domain, further important keywords were mapped out (e.g., value of time, college life, preparation period, enjoyable, meaning, dream). Fifthly, highly condensed nodes were observed in many parts of the circle, with many cross lines being drawn among these keywords. Lastly, as implied from the whole configuration, belief played the most important part (i.e., the driving force) in forging the students’ self-determined messages.
5. Discussion and Implications

The present study searched for a possibly useful treatment in fostering L2 motivation at a tertiary level. In this respect, it capitalized on Ushioda’s PICT and college-bound spirituality. PICT emphasizes an ontology focusing on a person in the real world, as well as a context in which
the person struggles to actualize self-schema with focus on present-future life perspectives. Spirituality stresses axiology focusing on beliefs and values for the aim of enriched inner self and subsequent successful character forming (i.e., self-identity formation). Taking a distinctive position from existing L2 motivation theory, which is prone to be bound by language proficiency and learning attitudes associated with the NSE-centered target community, the research methods adopted in this study were thoroughly associated with the issue of self-identity.

As a result, in response to the four prepared RQs, positive and productive transformation, enhancement, recognition, and self-determination such as resolution and aspiration were elicited. Indeed, the benefit of identity-focused L2 motivation lies in mapping out a long-term motivational trajectory, including future goals, imagined possible self-concept, and environed self-representation in the social world (Ushioda, 2011b). Identity should be rendered as a socially generated, personally valued, and spiritually exemplified construct in pursuit of the truth and the authenticity in life. This argues for the notion that identity-concerned L2 motivation theory is resonant with L2 motivation theory focusing on agency and self-determination.

As Ryan and Deci (2000) explained, self-determination theory (SDT) concerns a growing sense of responsibility. In their account, self-responsibility in SDT leads to self-motivation and personality integration, thereby contributing to realizing three important outcomes: sense of competence, sense of relatedness, and sense of autonomy across the life span. And in the realm of L2 motivation, agency (or sense of agency) refers to the human ability of making decisions, taking control, and regulating the self (thoughts, actions, attitudes) (Duff, 2012). In other words, in generating empirical, cognitive, and well-controlled self-practice, context design plays a pivotal role in L2 motivation theory. Broadly, in human life studies, agency is rendered as a core principle of how to lead a self-created life orientation (Hitlin & Elder, 2007). Because of this, as Ushioda (2011b) noted, the context needs to provide opportunities for self-assessment tests, such as exercising self-evaluation on the whole development as a person, and as an L2 practitioner.

When looking at the reality of L2 motivation among Japanese students, including their form-focused and written exam-driven L2 learning strategies, Ushioda (2013) addressed the necessity of three research investigations: demotivation-focused, motivational trajectory-focused, and definition-focused. In particular, the second and the third aspects pertain to the rationale of this study. Indeed, addressing fundamental questions such as “What is English?” “What is English learning?” “What is the definition of self, identity, belief, and value?” can become a critical starting point in college English, with the global nature of English in mind. Noting the Japanese ELT and L2 learning methods, Ushioda (2013) gave a hint for paradigm shift from examination-stressed orientation to studying English (as a school subject) to transformative self-valued orientation to using English (as a means of supporting a whole person development).
6. Conclusion and Limitations

In an effort to explore a potently beneficial agent for the development of L2 motivation of Japanese college L2 learners, the present study focused on Ushioda’s PICT, together with spirituality in higher education. By employing an ELT methodology that cherishes the essence of PICT and spirituality, the current research examined the following four aspects: the transformation of L2 learning strategy, the promotion of self-focused L2 use capability, the emergence of sense of accomplishment and self-satisfaction in task engagement, and the common orientation of self-created written messages in English. In L2 learning strategy, it was suggested that spirituality development can play a pivotal part in strengthening L2 motivation. The enhancement of spirituality also contributed to empowering well-perceived recognition of L2 use capability not only in production-oriented communicability in various domains (reading aloud, writing, speaking for presentation), but also in core/inner self-involved self-identity description. Another positive recognition (i.e., sense of accomplishment and self-satisfaction) was also elucidated through task-based L2 experience. Real world-concerned, socialization-minded self-determination was also observed from the English messages. In the further research, however, a more sophisticated research setting utilizing more participants, together with elaborated research instrumentation, needs to be secured. To illustrate, when focusing on the PICT-spirituality-amalgamated ELT methodology, it needs to scrutinize what kind of category and orientation might represent or refer to the distinctive underpinnings of PICT and spirituality in forging an elaborated questionnaire.

Notes

1. In the faculty of education, two male students were majoring in the English language, but the other 36 students majored in non-English fields: mathematics, science, social sciences, music, fine arts, home domestic sciences, physical education, and so forth.
2. The English messages for college graduates were taken from several books focused on college graduation, including Ross (2001) and Bark (2005).

Acknowledgements

The development of research concepts and rationale in this article is indebted to Dr. Ushioda’s current publications and relevant face-to-face discussions between the author and her in the U.K. and in Tokyo. This manuscript constitutes part of a scholarly report in a research program supported by Grant-in-Aid for Scientific Research (JSPS KAKENHI Grant Number 16K02846).

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Appendix: A Questionnaire Focusing on the Transformation of L2 Learning Strategy and the Promotion of Self-Focused L2 Use
Note. This questionnaire was administered twice in Japanese (Weeks 1 and 15): before and after the implementation of the ELT methodology in the current research.
[1] This section asks about your current English learning strategy with focus on the following aspects. Please circle a number on the scale below in response.
1 = never applied/true at all; 2 = not applied/true basically; 3 = not applied/true if anything; 4 = applied/true if anything; 5 = applied/true basically; 6 = applied/true very much
1. In promoting my English learning motivation, I am focusing on my inner part and how to express it by using English. 1—2—3—4—5—6
2. In activating my English learning practice, I am focusing on the development of my belief and sense of value and how to express them through a concrete form. 1—2—3—4—5—6
3. In setting up my English learning purpose, I am focusing on the acquisition of self-focused communication skills in order to describe myself to the target audience. 1—2—3—4—5—6
4. In clarifying my English learning perspective, I am focusing on my present-future context including life goals and desired self-image in society.

[2] This section asks about your English capabilities based on your self-evaluation, with focus on the following communication skills. Please circle a number on the scale below in response.

* scale numbers omitted below for space economy

1 = I can never do it at all; 2 = I cannot do it basically; 3 = I cannot do it if anything; 4 = I can do it if anything; 5 = I can do it basically; 6 = I can do it very well

<A> Reading Aloud Proficiencies
1. how to read phonetic symbols and accented marks
2. how to create chunking parts (making pauses in phrase reading practice)
3. how to control and optimize read-aloud speed (applying word per minute (WPM) practice for moderate speed)
4. how to perform liaison in natural and fluent speed
5. how to demonstrate paralanguage to express thoughts, ideas, and feelings

<B> Kinesics Techniques
1. how to make eye contact in appropriate and effective manners
2. how to create facial expression in appropriate and effective manners
3. how to use fingers and hands in appropriate and effective manners

<C> Writing Skills for Self-Focused Statement
1. how to make contents concrete and understandable
2. how to make contents logical from the beginning to the end
3. how to make contents cohesive by using transitions

<D> Creating Visual Aid
1. how to create visual information as a supplement of written statement

<E> Self-Focused Presentation Skills from Surface to Deeper/Spiritual Level
1. how to explain about myself in English focusing on general information including name, age, gender, birthplace, and alma mater (high school name)
2. how to explain about myself in English focusing on current affiliation and major at college
3. how to explain about myself in English focusing on the reasons for selecting the university, the department, and the current major
4. how to explain about myself in English focusing on future life goals and career plans after college graduation, including supportive reasons
5. how to explain about myself in English focusing on idealistic and truly expected self-image as a college student
6. how to explain about myself in English focusing on my personal belief and sense of value
7. how to explain about myself in English focusing on the creation of a solid written message in English