

# Measuring the Effect of Learner Attitude and Autonomous Learning Through Increasing Extracurricular Homework Tasks

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## *Abstract*

This paper compares data from a previously reported project (Hardy, 2014) to a new set of data in which students were required to complete extracurricular homework tasks rather than on an optional basis. The purpose of enforcing students to complete extracurricular homework tasks was to increase completion rates and determine how greater intervention would influence student attitudes towards studying English and the English language in general. The results showed that students did indeed complete more tasks, yet only the tasks that were required. However, an end of year questionnaire indicated a greater openness to continue extracurricular tasks independently, a more positive attitude towards English, and greater awareness of the purpose of such programs. The possibilities and limitations of similar extracurricular programs to promote learner responsibility and autonomous learning will be discussed further.

**Keywords:** extracurricular homework, learner responsibility, autonomous learning

## *Introduction*

English as a foreign language (EFL) teachers often include an extracurricular component to language classes for a number of reasons. The most common reason is to provide students with extra language practice as an extension of classroom activities or for general language practice. Another reason is teachers may want to broaden students' general exposure to English in a variety of contexts and encourage students to take advantage of resources available at the university or institute. These resources could include an English conversation lounge, reading materials such as graded readers, and access to computers for web-based and multimedia learning tools. By encouraging students to do extracurricular activities it is hoped by the teacher that students will become interested in these activities and take greater responsibility in their own language learning.

Extracurricular activities may assume a greater role in English for Specific Purposes (ESP) courses where students are learning English in a limited context, often related to a vocation. For these courses

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the teacher may want to provide students with the opportunity to study more general English outside of the ESP syllabus. This approach is particularly important in countries like Japan where EFL students seldom get a chance to use English outside of the classroom and students often lack the ability to use the second language to communicate competently or cope with daily tasks in the second language. Students in this situation usually are better suited for English for General Purposes (EGP) programs; however, they may be required by their faculty, department, or vocation to attend an ESP program.

Another reason for introducing an extracurricular language program involves motivation and developing student self-awareness of language ability and needs. By completing extracurricular tasks, students may develop a greater understanding of their limitations and an awareness on how to improve their deficiencies. Students often develop learning strategies to help them cope and become more efficient at learning and communicating. These strategies complement their preferences, thus generating interest in the foreign language resulting in increased motivation. Teachers who implement extracurricular language programs hope that the program will stimulate their students and set them down the path to be self-motivated, independent learners.

The reasons for supplementing an EFL course, especially an ESP course, with an extracurricular language program seem logical and beneficial to students; however, there are several conflicting considerations. Since such activities are “extracurricular” should they be considered part of the students’ grade? If so, to what extent should these activities be assessed? If not, can teachers reasonably expect students to complete such tasks on a voluntary basis? As much as teachers would like to think that their students would take the initiative and happily do such tasks, in reality most students think twice before doing unassessed homework.

### ***Literature review***

As mentioned above, one of the goals of establishing an extracurricular program of supplementary language tasks in an EFL course is to plant the seed for learner autonomy (Benson 2013; Dörnyei 2001; Scharle and Szabo 2000). Although the concept of autonomy in language learning is complicated, Benson (2013) defines it as, “... the capacity to take charge of, or responsibility for, one’s own learning.” (p.58) For most learners, autonomy develops over time and is correlated to the building of intrinsic motivation (Ryan and Deci 2000).

Ryan and Deci (2000) define intrinsic motivation as, “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn.” (p.70) There are other forms of motivation such as Extrinsic motivation (Ryan and Deci 2000), the desire to achieve a goal to receive a reward such as a job promotion, or Integrative motivation (Tremblay, P., & Gardner, R. 1995) which refers to the positive association a learner may have with the target language group and a willingness to integrate into the L2 culture. Of all the various forms of motivation, Dörnyei (2001) suggests that intrinsic motivation is the most sustaining form of motivation for EFL learners over the

long run.

Motivation for language learning ultimately comes from the individual; however, Guilloteaux and Dörnyei (2008) propose the use of motivational strategies which uses the framework derived from Dörnyei (2001). In short, Dörnyei believes that the role of the teacher as being a facilitator of language activities, a provider of encouragement, and a counselor to student needs can make a substantial difference in fostering student intrinsic motivation to learn the foreign language.

Along with intrinsic motivation as a prerequisite, there are a number of other steps that are considered important on the road to becoming autonomous learners. Scharle and Szabo (2000) believe that students must form an awareness of their ability in the second language and determine their needs to compensate for gaps or deficiencies in the L2. Pezeshkian and Kafipour (2011) emphasize the importance of the development of individualized learning strategies in language acquisition and recommend introducing a variety of language activities incorporating different language skills to facilitate strategy building and preferences which in turn will help to build confidence and intrinsic motivation.

In order to offer variety and the opportunities for students to develop language skills and motivation, the teacher may decide to set up an extracurricular language study program like the one outlined in this article. The original idea for an extracurricular language study program based on a stamp card system was introduced by Taylor, et al (2011) who decided that a business card size stamp card would be convenient for students to carry in their wallets and that receiving a “stamp” would feel like a reward or an achievement since many shops and restaurants offer that kind of system and reward customers if the card is filled up with stamps. The benefit for teachers is that a stamp card is an effective tracking device which they can collect at the end of the term and record student progress.

### ***Research questions***

This paper reports the findings of a project to examine the effects of requiring students to complete extracurricular language tasks on attitude and motivation towards studying English.

1. Does requiring students to complete extracurricular tasks encourage them to complete more activities on their own will?
2. How does requiring students to do extracurricular tasks effects students’ attitudes towards continuing tasks for future self-study and overall attitude and motivation towards studying English in general.

The results from a previous study in which students were asked to complete similar activities but on a volunteer basis is used as a control to compare the results of this study.

## ***Methods***

### ***Course description***

The English classes involved in this study are required English courses for Tourism majors in the Department of Tourism, Faculty of Regional Development at Toyo University in Tokyo, Japan. The mandatory course for first year students is called Tourism English (TE) (Kanko Eigo in Japanese) and all first year students are required to take this course. The second year course is called Applied English (AE) (Oyo Eigo in Japanese) which is a required course for second year tourism majors. Both courses are ESP courses in Tourism English each following a four skills topic based syllabus.

The students' language ability in English vary and are placed into classes according to their TOEIC test scores. It is mandatory for students to take the TOEIC test at the end of the academic year as well as prior to begin classes in the first year. There are eight TE classes consisting of approximately 30 students each. The classes are ranked and listed in numerical order from 1 to 10 with class 1 being the top ranking class in terms of TOEIC scores and 10 being the lowest. The same system applies for the AE classes which are ranked from 1 to 6 and consist of approximately 40 students each. Generally speaking most students have a reasonable explicit understanding of English grammar and basic vocabulary which they have learned in high school. However, as typical of Japanese students entering university, they struggle to communicate even on a basic level.

TE and AE courses are designed to run two terms, spring and fall, for 15 weeks each. The classes are mostly taught by native English language instructors in English and each class meets twice a week for a total of 30 classes a term. There were two TE classes involved in this project: class 2 and 6; and three AE classes: class 2, 4, and 6. For the spring and fall terms in 2013 and 2015 student placement was based on the following TOEIC scores: TE2 TOEIC 390 to 430, TE6 TOEIC 320 to 360, AE2 TOEIC 520 to 450, AE4 TOEIC 420 to 380, and AE6 TOEIC 350 to 320.

### ***Participants***

The number of participants in the two TE classes for the fall 2013 term were as follows: TE2 30 students (22 females and 8 males), TE6 29 students (18 females and 11 males). All students for both classes were Japanese nationals aged 18 or 19. The number of participants in the three AE classes were AE2 38 (29 females and 9 males), AE4 42 (31 females and 11 males), and AE6 44 (28 females and 16 males). All of the students were Japanese nationals aged 19 or 20 with 7 repeater students (4 female and 3 male) aged 21.

The number of participants for the fall 2015 term were as follows: TE2 34 students (25 females and 9 males), A6 36 students (22 females and 14 males). All students for both classes were Japanese nationals aged 18 or 19, excluding 8 (6 female and 2 male) repeating students aged 20 and 2 male repeating students aged 21. The number of participants in the three AE classes were AE2 42 (31 females and 11 males), AE4 39 (26 females and 13 males), and AE6 31 (17 females and 14 males). All

of the students were Japanese nationals aged 19 or 20 with 5 repeater students (2 female and 1 male) aged 21 and 2 male students aged 22.

### ***Procedure***

At the beginning of the spring term in 2013 -2015, students for all five classes were given orientation about extracurricular language tasks (see appendix A). Students were instructed to keep a homework diary and were issued a Stamp Card (SC) (see Appendix A). The stamp card, modeled after Taylor (2011), consists of three types of activities: visits to the English Community Zone (ECZ), Graded Readers (GR) and Quizlet (Q). Students were instructed that they would receive a stamp on their cards for each time they visit the English Community Zone and participated in conversation with foreign and other students for at least 30 minute and showed the teacher a brief entry in their homework diary about their visit. Also, students would receive a stamp if they borrowed and read a graded reader from the library and wrote a brief book report in their homework diary and showed it to the teacher. The third activity, Quizlet ([www.quizlet.com](http://www.quizlet.com)), was a vocabulary building website where students could learn vocabulary word lists though various games and quizzes. Students could receive a stamp for every score of 100 recorded on their Quizlet account.

The activities listed above were selected to give students the opportunity to practice different language areas. The purpose of the ECZ was for speaking practice and developing fluency. GR was for reading practice and encouraging students to become interested in reading in English. Quizlet was to provide students with vocabulary building and reinforcement. Each activity had ten squares for stamps for a total of 30. In 2013, students were told that SC activities would count for 10% of their grade for the semester: 0.5% for each stamp, meaning a bonus 5% if they complete the entire card.

After 2013, Quizlet was replaced by My Word List (MWL) as one of the main activities on the SC. The reason for this was the difficulty students had with the initially setting up accounts and becoming accustom to the website and its activities. Instead, beginning in 2014 students were instructed to complete a word list of 25 new words, including one example sentence in their homework diaries in order to receive one stamp. This activity proved much easier for students since they are very familiar with making and studying from word lists since their junior high school days.

Due to a lack of participation in spite much prompting, from fall 2014 students were required to complete a specified number of SC activities (5) which would be checked by the instructor at a specific point or risk demerit points from the class participation score. There were two check points in a term, usually during the seventh week of classes and the twelfth week of classes. Up until this point, students were encouraged to complete SC activities and were often reminded that the SC was worth 10% of their grade. However, the SC was not actively monitored by the instructor, as to give students the freedom to do the SC activities at their own pace. Unfortunately, most students did not bother to complete any activities, and the process became quite frustrating from the instructor's point of view. Expecting some backlash after initiating check points, the instructor was pleasantly surprised to find

that students were rather positive about the idea of check points.

The extracurricular activities used in this project and monitored by a SC system took place from spring 2013 to fall 2015. The data from fall 2013 and fall 2015 are examined in this project because the fall term questionnaire (end of year) inquires about student willingness to continue on a similar self-study program, attitude towards English, and the students' feeling towards the SC system. Data from an unenforced participation sample (fall 2013) and an enforced participation sample (fall 2015) are compared in this project.

## Results

### Questionnaire

Question 7: Do you think you will continue any of these activities in the future?

Table 1.1

*Data for question 7 2013*

Class	Total	Yes	%	ECZ	%	GR	%	Q	%	NC	%	No	%	NC	%
TE2	25	20	80	8	40	7	35	0	0	5	25	2	8	3	12
TE6	29	19	66	6	31	10	53	0	0	3	16	10	34	0	0
AE2	36	24	67	2	8	17	71	0	0	5	21	12	33	0	0
AE4	28	11	39	1	9	7	64	0	0	3	27	14	50	3	11
AE6	41	17	42	3	18	7	41	1	6	6	35	19	46	5	12
	159	91	57	20	22	48	53	1	1	22	24	57	36	11	7

Table 1.2

*Data for question 7 2015*

Class	Total	Yes	%	ECZ	%	GR	%	MWL	%	NC	%	No	%	NC	%
TE2	22	21	95	6	29	10	48	5	23	0	0	1	5	0	0
TE6	12	9	75	0	0	4	44	2	23	3	33	2	17	1	8
AE2	38	32	84	0	0	23	72	5	16	4	12	6	16	0	0
AE4	32	21	66	3	14	5	24	6	29	7	33	10	31	1	3
AE6	31	19	61	0	0	6	32	5	26	8	42	9	29	3	10
	135	102	76	9	9	48	48	23	22	22	21	28	21	5	3

The purpose of this question was to determine if students were interested in continuing SC activities as a form of independent study. The total of all classes indicate that students in 2015 were more inclined to continue independent study since 76% of the students answered "yes" in 2015 whereas 57% answered positively in 2013. One possible explanation for this is the change in vocabulary study by creating word lists (MWL) rather than Quizlet. The use of word lists is a common practice which students are familiar with thus student had three choices of activities in 2015 instead of essentially only two in 2013. Another possible explanation could be a result of the enforcement of SC activities. As a result, students became more accustomed to the activities and could see the effectiveness of them in improving their language skills. In both surveys the higher level classes showed a higher percentage of

affirmative answers than the lower level classes, indicating that some of the higher level students are more motivated and further along the path towards autonomous learning.

In terms of activity preference, in both years, students choose reading graded readers as the most likely activity they would continue in the future. In 2015 MWL was a close second choose again reflecting the familiarity and effectiveness of this activity.

Question 8: How do you feel about studying English?

Table 2.1

*Data for question 8 2013*

Class	Total	Like	%	So/so	%	No	%	NC	%	Com	%
TE2	25	15	60	8	20	0	0	2	8	4	16
TE6	29	9	31	13	45	2	7	5	17	9	31
AE2	36	19	52	17	47	0	0	0	0	6	17
AE4	28	11	39	16	57	1	4	0	0	3	11
AE6	41	12	29	24	59	4	10	1	4	4	10
	159	66	42	78	49	7	4	8	5	26	16

Table 2.2

*Data for question 8 2015*

Class	Total	Like	%	So/so	%	No	%	NC	%	Com	%
TE2	22	10	45	12	55	0	0	0	0	7	32
TE6	12	6	50	5	42	0	0	1	8	7	58
AE2	38	23	61	15	39	0	0	0	0	11	29
AE4	32	18	56	14	44	0	0	0	0	10	31
AE6	31	15	48	14	45	0	0	2	7	3	10
	135	72	53	60	45	0	0	3	2	38	28

Question 8 attempted to determine students’ attitude towards English and studying English in general. In general students were quite positive about English and studying English. In 2013 42% of students responded “yes, very much” to this question and more than half of the students, 53% in 2015. Almost all of the remaining students answered “I don’t mind English” (indicated by “so/so” in tables 2.1 and 2.2) which could be interpreted as a neutral stance. Only 4% in 2013 and 2% in 2015 answered “no.” The results show that the vast majority of students have a positive or neutral attitude towards English. Interestingly in 2015 a greater percentage, an increase of 11%, answered “yes, very much” even though SC activities were a more strictly monitored and students had to complete the required number of activities for the check points.

A slight increase in the optional comments for question 8 in 2015 could indicate a greater awareness of the importance of English language study to students for their careers. In 2013 only 16% of students left a comment while in 2015 the percentage rose to 28%. Along with a higher percentage the overall quality of comments was noticeably better. In 2013 most comments were rather short, such as “I like English”, or “difficult” whereas in 2015 the quality of the comments noticeably improved and most

students responded in complete sentences. This could indicate that the students felt more involved, and students may have felt more obligated to comment or that involvement created a greater awareness forging a more concrete opinion of their English language abilities and their feelings towards English as part of their future careers and goals.

Question 9: How do you think we can improve the stamp card system?

Table 3.1

*Data for question 9 2013*

Class	Total	Pos	%	Neg	%	Neu	%	NC	%	TC	%
TE2	25	9	36	0	0	1	4	15	60	10	40
TE6	29	6	21	3	10	7	24	13	45	16	55
AE2	36	2	6	1	3	8	22	25	69	11	31
AE4	28	2	7	2	7	6	21	18	65	10	35
AE6	41	5	12	4	10	4	10	28	68	13	32
	159	24	15	10	6	26	17	99	62	60	38

Table 3.2

*Data for question 9 2015*

Class	Total	Pos	%	Neg	%	Neu	%	NC	%	TC	%
TE2	22	6	27	1	5	4	18	11	50	11	50
TE6	12	5	42	0	0	2	8	5	42	7	58
AE2	38	11	29	1	3	5	13	21	55	17	45
AE4	32	6	19	2	6	6	19	18	56	14	44
AE6	31	3	10	0	0	7	23	21	67	10	33
	135	31	23	4	3	24	18	76	56	58	44

This question tried to elicit suggestions from students on ways to improve the SC system. Some students obligated and made suggests, though many students chose to leave a personal comment evaluating the system. In general, the comments were sorted into three types: positive (“Pos” on the table), negative (“Neg” on the table), and neutral (“Neu” on the table). Most students chose not to leave a comment; however, those that did, mostly left positive comments. This was followed by neutral comments which offered suggestions. Finally, there were a few negative comments.

The results between 2013 and 2015 were similar; however, 2015 showed a slight increase in the percentage of overall comments (44% versus 38%). There was a jump in positive comments to 23% in 2015 from 15% in 2013; a decrease in negative comments to 3% from 6%, whereas the percentage of neutral comments remained virtually the same (17% and 18%).

Even though a stricter approach was adopted in 2015, there was an increase in positive comments suggesting that students were somewhat more motivated. Because enforced involvement resulted in more involvement, greater participation resulted in students being more engaged and invested in the system. Interestingly, several of the neutral comments in 2013 suggested that the teacher take a stricter approach. Several similar responses were written in 2015 indicating that in general students seem to



welcome an enforced approach.

**Stamp Card**

Table 4.1

*Data for SC fall 2013*

Class	Ss	TS	ECZ	%	GR	%	Q	%	Sd/St	Lost	%	0	%	1-5	%	6-10	%	11-15	%	15+	%
TE2	30	51	6	12	45	88	0	0	1.7	11	37	4	13	13	44	1	3	1	3	0	0
TE6	29	56	1	2	54	96	1	2	1.9	4	14	5	17	19	66	1	3	0	0	0	0
AE2	38	64	0	0	57	89	7	11	1.7	9	24	11	29	15	39	2	5	1	3	0	0
AE4	42	6	1	17	4	66	1	17	0.1	20	48	18	43	4	9	0	0	0	0	0	0
AE6	44	34	5	15	17	50	12	35	0.7	16	36	20	45	6	13	1	2	1	2	0	0
	183	211	13	6	177	84	21	10	1.2	60	33	58	32	57	30	5	3	3	2	0	0

Table 4.2

*Data for SC fall 2015*

Class	Ss	TS	ECZ	%	GR	%	Q	%	Sd/St	Lost	%	0	%	1-5	%	6-10	%	11-15	%	15+	%
TE2	34	314	34	11	165	53	115	36	9.2			3	9	4	12	16	47	11	32	0	0
TE6	36	287	26	9	118	41	143	50	8.0			6	17	8	22	12	33	9	25	1	3
AE2	42	452	3	1	233	52	216	47	10.8			1	2	1	2	26	62	14	34	0	0
AE4	39	417	32	8	163	39	222	53	10.7			3	8	3	8	19	48	12	31	2	5
AE6	31	315	1	1	78	24	236	75	10.2			0	0	2	6	20	65	9	29	0	0
	182	1785	96	5	757	42	932	52	9.8			13	7	18	10	93	51	55	30	3	2

At the end of each term, the stamp cards were collected and the number of stamps were recorded. One procedure change since the end of 2013 was the recording of stamps and keeping a record of the number of stamps achieved by students in order to reach check point. The purpose for keeping a record was to keep track of students’ completion for check points and also to decrease the effect of lost stamp cards, although previous to 2015, the majority of the stamp cards which were lost did not have any stamps. This was determined when enquiring with students whose cards were lost. Therefore, the argument that results are squewed because of this is not so valid.

In regard to the activities, GR was by far the most popular activity with 84% of the total stamps in 2013. ECZ was next at 13% and only a few students attempted Quizlet. Several students commented that speaking in the ECZ was important; however, they found it intimidating and hesitated to enter and join in on any conversations. Quizlet, the online vocabulary building website, was the least popular with only 6% of the stamps. This was due mainly to the effort required to register and become accustomed to using the website, though a few students commented that they enjoyed using the website and found the activities useful to help remember and use new words. The difficulties related to this activity were documented in Hardy (2014).

As mentioned previously one of the changes implemented in 2014 was the substitution of Quizlet with “My word list” in which students would receive a stamp upon completion of a list of 25 words and example sentences in their “homework diary” notebooks. This activity proved much more accessible to students and resulted in being the most popular activity in the fall of 2015 with 52% of

the total number of stamps. Interestingly on the questionnaire, only 22% of the students who answered “yes” to Q7 indicated that they would continue this activity outside of class. Perhaps the popularity of this activity lies in the fact that it is very common for high school students to make word lists or study from word lists and they found this activity to be familiar and perhaps appealing to students who just wanted to complete the assignment as easily as possible. GR was the second choice at 42% and ECZ third at 6%.

In terms of distribution of the number of stamps per card, in 2013 the majority of the cards (65%) were lost (33%) or submitted at the end of the term with zero stamps (32%). 30% of the cards received had between 1-5 stamps, 3% 6-10 stamps, 2% 11-15 stamps, and 0% 16+ stamps. In 2015, even though students were issued stamp cards and the cards were stamped and collected at the end of the term, because a separate record was kept of each student and the number and type of activity stamp received, no cards were counted as lost though a few students failed to collect any stamps (7%). The limit of 10 stamps set by the two check points (5 stamps each) was achieved by the majority of students. Relatively few, 10%, received 1-5 stamps, 51% received 6-10 stamps with almost all achieving the required 10 stamps. 30% of students got slightly more stamps 11-15, and 2% received 16 or more stamps, one of which completed all 30 stamps.

Generally the higher level classes completed more stamps; however, the difference between classes/levels is inconsistent. In comparing the average number of stamps per student, in 2013 the average amount for all five classes was only 1.2 and in 2015 this number increased to 9.8 indicating a big difference in the level of participation. On the other hand, if the ten “mandatory” stamps are subtracted, the total is a slightly negative number. This result could suggest that the greater number of stamps achieved in 2015 is only a product of mandatory checks and that mandatory checking did not stimulate students to do extra activities which is counter to the idea of autonomous learning.

## ***Discussion***

The answer to the first research question, “does requiring students to complete extracurricular tasks encourage them to complete more activities on their own will?” is essentially no, it does not. As mentioned previously, if the ten required stamps per student were subtracted from the total of the stamps achieved in 2015, the net result would be negative (-0.2 stamp per student). More specifically, the first year Tourism English classes, TE2 and TE6 were -0.8 and -2.0 respectively. On the other hand, the second year Applied English classes, AE2, AE4, and AE6, were slightly positive with 0.8, 0.7, and 0.2 respectively. This could be interpreted as second year students having more maturity a somewhat more focus on the importance of English to their future careers. Also, this data is supported by the results from the questionnaire indicating that students from the higher level classes (TE2 and AE2) were more inclined to continue SC activities on their own (question 7), showed a more positive overall attitude towards English. (question 8)

The answer to the second question, “how does requiring students to do extracurricular tasks effects students’ attitudes towards continuing tasks for future self-study and overall attitude and motivation towards studying English in general?”, is quite positive. Even though students were required to complete extracurricular activities, the questionnaire revealed the students’ attitudes were not negatively influenced by this and indeed students responded more positively to questions inquiring about their attitude towards self-study, attitude towards English, and the SC system in general. Also, the overall quality of comments seem to reflect a more thoughtful response. This could indicate that students benefited from being enforced to complete a portion of the activities and this has created a greater awareness towards these activities, and reflection on their own learning and the importance of self-study. Students seem to have a greater understanding of the purpose of the SC. This shows the development of awareness which is the first step towards responsibility which in turn leads to autonomous learning.

### ***Conclusion***

Even though the students surveyed in these classes responded positively to the questionnaire they are not unlike most university students in Japan and elsewhere when it comes to English language study. The problem is that in general students are passive and rarely take the initiative to do extracurricular learning tasks unless specifically told to do so by the instructor. This passive behavior was noted by Scharle and Szabo (2000) and is common particularly in Asian countries. In this research project, it was interesting that students were generally positive about doing the tasks but for the most part only completed the tasks if they were held responsible to do so as a result of enforced check points. Another vexing example of this is the reluctance of students to speak English in class with classmates outside of structured activities monitored by the teacher. Often students lament about their lack of ability to communicate in English and their desire to improve, yet are not willing to take steps to do so. Perhaps there is a required intrinsic motivation threshold which is specific for each individual and dependent on certain characteristics. Language teachers should also consider additional motivational training in conjunction with similar projects encouraging participation in extracurricular language activities.

Projects like this that try to introduce students to extracurricular activities to encourage autonomous learning face somewhat of a dilemma. That is, teachers encourage students to voluntarily complete certain language tasks which they hope will result in autonomous learning, yet in order to promote independent learning they must insist that students do the activities or else they will be penalized. This approach does seem to work even though it seems contrary to the ultimate goal of showing students the way to become autonomous learners. Talandis Jr, et al. (2011).reached a similar conclusion that students first need to be told what to do, in other words, if it isn’t mandatory they will not do it. As there are several steps students must take to become good independent learners, students must be

gently pushed to start. The results from the project seem to have shown just that.

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## 課外活動の増加による学習者の態度と 自主学習の効果の測定

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### 要約

本論文は、以前に報告したプロジェクト (Hardy, 2014) のデータと、オプションを基本としたものではなく、学生が課外の宿題を完了するための新しいデータとを比較している。課外宿題のタスクを完了するために学生を強制する目的は、全般的に完了率を向上させ、より多大な干渉は英語と英語を勉強しに向かって学生の態度に影響を与える方法を決定することである。結果は学生が実際に複数の課題を完了したことを示したが、それは必須課題のみを完了したことを示した。しかし、年度末にアンケートを実施した結果、独立した課外活動、英語に対するより積極的な姿勢、そしてそのようなプログラムの目的に対する意識が高まっていることが示された。学習者の責任と自律学習を促進するための類似の課外プログラムの可能性と限界についてさらに議論する。

キーワード：課外の宿題、学習者の責任、自主学習

## Appendix A

## Stamp Card and Homework Diary

### Stamp Card

The stamp card you will receive looks like this:

**Stamp Card: Tourism English** Name: \_\_\_\_\_ Class: \_\_\_\_\_

English Community					
Zone					
Graded Readers					
My Word List	25	50	75	100	125
	150	175	200	225	250

The purpose of the Stamp Card is to introduce a variety of activities and encourage you to study English outside of the classroom. When you complete a task in one of the categories, show your teacher and he will stamp or sign one of the boxes. The Stamp Card is worth 15% of your grade this term, so if you complete the stamp card (30 stamps), then you will get 15%. Even if you don't complete the Stamp Card, you will still get some points.

### Homework Diary

Last class I asked you to bring a notebook to class. This notebook will be your homework diary. In your homework diary, you will write about your visits to the ECZ, graded reader book reports, list of new words (my word list), and other notes that you think are important for your English study.

### English Community Zone

The English Community Zone (ECZ) is a place where you can practice English with International students and other students from Toyo University. The ECZ is located in building 8 on the second floor (go to the right and then to the left as you exit the elevator). The ECZ is open from 10 to 6, Monday to Friday and there are also special events which are a lot of fun. The rule is you have to spend at least 30 minutes there to get a stamp and you can only get one stamp a day. When you leave the ECZ, show your card to the receptionist and he or she will give you a stamp.

### Graded Readers

Reading is an excellent way to improve your English. Graded Readers are story books in English that range from very easy to quite difficult. You can choose the level of difficulty and

any story that you think looks interesting. In fact, it's better to read a lot of easy books than it is to read a few difficult books. You can borrow graded readers from the library. They are located on the first floor in the corner, to the right of the newspaper section. When you have read your book, use one page of your homework notebook and write the **title** of your book, the **author's name**, a **summary of the story** (three or four sentences), and **your impression** of the story (two or three sentences). Your teacher will demonstrate this in class.

### **My Word List**

Building vocabulary is very important to improve your overall English skill. It is important to keep a list of new words so that you do not forget. When you find a word you don't know in your textbook, graded readers, or anywhere else, write the word in your homework diary. You should include a Japanese translation, part of speech (noun, verb, adjective, or adverb) and one or two sample sentences. **Do not include any words from your TOEIC study guide!**

## Appendix B

**Stamp Card Questionnaire Fall 2015**

The stamp card system is designed to encourage students to study English outside of the classroom and to introduce different ways to study English. The various activities were included to help improve different skills, for example, the *English Community Zone* to improve speaking skills; *graded readers* to help improve reading skills; and *My Word List* to build vocabulary.

We would like to evaluate this system and make changes to improve the stamp card. Please answer the questions by checking one of the boxes for each question and write a brief comment. This survey is anonymous so please do not write your name. Thank you very much for your cooperation.

1. Did you visit the English Community Zone (ECZ)
  - Yes    What did you think about the ECZ? \_\_\_\_\_
  - No    Why not? \_\_\_\_\_
  
2. Did you read any graded readers?
  - Yes    What did you think about graded readers? \_\_\_\_\_
  - No    Why not? \_\_\_\_\_
  
3. Did you make "My word list?"
  - Yes    What did you think about "My word list?" \_\_\_\_\_
  - No    Why not? \_\_\_\_\_
  
4. Which activity did you find the most useful to improve your English?
  - ECZ
  - Graded readers
  - My word list
  
5. Which activity did you find the least useful?
  - ECZ
  - Graded readers
  - My word list
  
6. Did you use the stamp card more this term(fall) as compared to last term(spring)?
  - Yes
  - No    Why or why not? \_\_\_\_\_



7. Do you think you will continue any of these activities in the future?

Yes Which one(s)? \_\_\_\_\_

No

8. How do you feel about studying English?

I really like studying English  I don't mind (so/so)  I don't like studying  
English

(comment) \_\_\_\_\_

9. How do you think we can improve the stamp card system?\_

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