students. Many are required to take ESL courses as graduation requirements and often come to class with introjected extrinsic motivation or with amotivation. Using Self Determination Theory as a theoretical base, a 3D immersive learning environment (3D-ILE) was created to increase students’ interest in ESL. A 3D adventure RPG-ILE was created with rapid prototyping authoring tools. The student controls a 3D avatar navigating the ILE which includes puzzles, proximal goals, various types of feedback both immediate and sustained, progress screens, surprises, adventure, spoken audio dialogue and other game design elements to teach English. The ILE is designed to capture and hold the students’ interest. Unmotivated low-level students (n=185) completed a 60-minute session with the 3D-ILE in a computer laboratory. Data included video recordings of play, in-game metrics of the number of help-button presses, a 23-item post-play questionnaire and a short post-play interview. The questionnaire measured task interest, in-game competence, feedback usefulness, intuitive interface (HUD layout and design), and one question asking whether students would like to continue the task at a later date. A factor analysis was conducted on 23 items and after rotation and item elimination 4 items for interest, competence and feedback and 3 items for intuitive interface were kept as well as 1 item for continued play totaling 16 items. Multiple-regression was then conducted with interest as the dependent variable. Both in-game competence and useful feedback were found to be significant at p < .001. With this preliminary work, we found that it is possible to create a sense of interest in English in low-motivated students by increasing their sense of task competence and by having immediate and sustained levels of feedback.

M111

Sept. 1/14:30-14:55/Bld1 R304

Theory into Practice: A Mixed-method Approach to Motivation

M. Boku (Ritsumeikan U.)

This study is intended to investigate a practical method that enhances learners’ motivation to communicate in English. Participants are 18 Japanese university EFL learners who are not English majors and whose TOEFL scores range between 400 and 550. Measurements include pre- and post-CELT listening tests (versions A and B), a motivation sheet, a Skype system, and a weekly report.

Initially, participants took a pre-CELT listening test and completed an open-ended style motivation sheet. During the first semester (i.e., April through July), participants in an experimental group were encouraged to access a teacher via Skype once a week (for approximately 10 minutes) outside class to communicate in English their comments on the content of reading material used in class, while participants in a control group were asked to write a similar report in English in approximately 10 minutes once a week. Participants took the post-CELT listening test and completed a motivation sheet at weeks 6 and 12.

The research hypotheses were:

1. The experimental group will outperform the control group on the CELT listening test.
2. The experimental group will demonstrate a more positive post-description of motivation than the control group.

The data were analyzed quantitatively and qualitatively.
This paper will first provide the rationale for why this study is necessary in current Japanese EFL education. Second, previous studies will be reviewed, including a recent history of English education in Japan. Third, the theoretical background will be explained. Fourth, the study will be illustrated. Finally, the research results and conclusions will be presented.

M112 Aug. 31/17:00-18:25/Bld1 R302

How to Make Intensive Reading Not So Intense:
Five Simple Rules for Successful Intensive Reading Class

M. Asaba (Konan U.)

More and more EFL teachers encourage extensive reading these days. Intensive reading is no longer the most popular method to teach reading. It is too controlled, boring, and old-fashioned. This workshop describes important elements that every teacher needs to know when teaching intensive reading-based class. The presenter will first describe the advantages of intensive reading and offer five rules on how to make it more interesting and meaningful for students. Then, the presenter will introduce a reading material which she has used successfully for five years with low to advanced level adult students at Konan University. This workshop will offer suggestions on how to utilize it for students. Also, activities that were successfully used to motivate students and help them understand the material will be introduced.

M114 Sept. 2/10:30-15:00/Bld1 F1 Lnge

Exploring the Development of Thinking Skills and Self-expression
Ability with Reference to the Case of Education in the UK:
Classroom Discourse Analysis of Teacher-students Interaction

A. Haisa (Sagami Women's U.)
H. Terauchi (Takachiho U.)

The purpose of this study is to explore how education in the United Kingdom (UK) encourages the development of student thinking skills and the ability of self-expression in the classroom. It also discusses the implications of the findings on language education in Japan. This paper qualitatively analyzes discourse patterns of teacher-students interaction in language classrooms both at elementary and middle level education in the UK. The following two approaches are taken: 1) to analyze teachers' initiation which may lead to the development of student thinking skills and the ability of self-expression; 2) to analyze teachers' feedback on student response; which may encourage students to express their opinions in a positive manner. Through the observation of various English lessons at both elementary and middle level education, the following characteristics have been observed: 1) teachers initiate active interaction between themselves and their students, asking various questions and setting various tasks; 2) teachers tend to set various tasks with no single correct answer, which prompts to the development of better student creative and critical thinking skills; 3) teachers provide background information to make topics easier to understand and discuss; 4) teachers give useful feedback on student responses and they also rephrase, elaborate and give comments in order to