

Setting Achievable Goals to Maintain Motivation in Japanese Learners of English as a Foreign Language

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Abstract

Setting achievable goals for students makes teaching and learning more effective. Our study aimed to examine how language learners are kept motivated by showing them improvements made by peer learners. We used two types of motivational tools to achieve this: video clips of the performance of former students and a visual demonstration of the changes in the Test of English for International Communication (TOEIC) scores of peer learners. The study participants were 56 Japanese college students enrolled in either test preparation courses or speaking courses. Before and after demonstrating the improvements of other learners, students answered written questions regarding their language learning experiences, their beliefs about language learning, and what they learned from observing other students' improvements. The results indicated that the motivational tools were useful in building positive attitudes toward language learning. These findings also suggested that both tools were beneficial for students in either the test preparation or speaking courses. Based on these quantitative results, we propose that it is essential to set achievable goals to keep learners motivated for task performance.

Keywords: motivation, goal setting, Japanese EFL learners, video demonstrations

Introduction

Motivation is an essential factor in learning a foreign language as it helps sustain the considerable effort needed to be successful (Dörnyei & Ryan, 2015; Ushioda, 2016). Goal setting is one way to motivate learners and to make teaching and learning more effective. Goal setting can play an important role in helping learners improve their foreign language performance (Huang, 2015; Mikami, 2017; Munezane, 2015). Munezane (2015) reported that goal setting developed Japanese students' willingness to communicate in the target language. Further studies suggested that video clips of peer learners as speech models were pedagogically effective in keeping other learners motivated to practice (Okada, Sawaumi, & Ito, 2017, 2018a, 2018b), as they exemplified goals learners could realistically achieve in the near future. Learners may be motivated by demonstrations of peer learners' video-based progress and build positive self-images in language learning. It may be that not only peer learners' performance videos but also their test scores serve

to motivate language learners. In order to develop a better understanding of the effectiveness of using peers' classroom learning outcomes as motivational tools, it is necessary to first explore the effects of learner outcomes on their peers. This quantitative study investigated whether video clips and English test scores of peers were effective motivational tools for language learners. Specifically, this study examined (a) how students' English learning experiences affected their motivation for language learning; (b) whether it was effective to use peer learners' performance outcomes, such as video clips and test scores, to motivate students; and (c) how peers' learning outcomes kept students motivated for further learning tasks.

Previous Studies

Motivation

Motivation can be defined as “an increased or continued level of responding to stimuli caused by reinforcements or rewards” (Schunk & Usher, 2012, p.13). A number of studies support the idea that motivation is regarded as an important factor in successful language learning (Dörnyei & Ryan, 2015; Ushioda, 2016). Until recently, this research area has been isolated from second language acquisition research because the research focus has not been on careful examination of language acquisition processes or linguistic development (Ushioda, 2016). However, over the past ten years, motivation research has increasingly been an active area of study in second and foreign language pedagogy, and many researchers have shown interest in understanding the psychological aspects of language learning (Dörnyei & Ryan, 2015).

The definition of motivation differs from researcher to researcher. One of the motivation concepts is intrinsic motivation as conceptualized by Deci (1975). In motivational psychology, intrinsic motivations include learners' interests in a foreign culture and their willingness to communicate with foreign people, while extrinsic motivations include obtaining a higher score on English tests or having to use the language for professional purposes. In line with Deci's (1975) motivation theory, intrinsic motivations are more effective than extrinsic ones in sustaining learners' motivation because extrinsic motivational goals are perhaps attained sooner or more easily.

In line with the intrinsic motivation theory, self-determination theory focuses on how individuals search for their fundamental psychological needs: autonomy, relatedness, and competence (Deci & Ryan, 1985, 2012). These needs include being able to control one's own actions or behaviors, belonging to a group of people or being connected to others, and being able to attain goals in the social context. From a cognitive perspective, research has shown the various intrinsic and extrinsic factors constructed in motivational psychology and attempted to demonstrate how learners' cognitive perceptions of classroom learning impact their levels of self-determination (Dörnyei & Ryan, 2015).

Feelings and emotions can affect learners' motivation for learning. According to Izard (2007), there are six basic emotions individuals experience: interest, joy/happiness, sadness, anger, disgust, and fear. Interest and joy/happiness are regarded as positive emotions, whereas the other four are seen as negative ones, according to physical responses. These emotions can affect learners' success in language learning. Dörnyei and Ryan (2015) associate language learning with emotions and emphasize that “L2 learning

is an emotionally loaded experience and any description of what makes a particular learner unique needs to take this into account” (p.10).

Goal Setting

To enhance motivation in performing certain behaviors, goal setting can play a central role in effective task performance. A goal is defined as “the object or aim of an action, for example, to attain a specific standard of proficiency or within a specific time limit” (Locke & Latham, 2002, p. 705). In academic or organizational settings, goal setting can be practically used to improve an individual’s task performance; goals should be neither too hard nor too easy to attain. Locke and Latham (2002) reported that specific and clear goals brought about higher task performance than “do-your-best” goals. These findings support the idea that setting a difficult goal within a specific time limit may be an effective strategy insofar as a given task is controllable enough to perform better. Specifically, mastering a foreign language is a long-term goal; short-term goal setting may contribute powerful incentives to maintain effort while realistic interim goals can similarly develop learners’ self-efficacy (Dörnyei, 1994, 1998).

Goal-setting studies in EFL contexts demonstrated that the combination of theory and instructional methods enhanced students’ speaking skill in EFL classrooms. Only a few studies using goal setting theory have been conducted in foreign language research (Huang, 2015; Mikami, 2017; Munezane, 2015). In Munezane’s (2015) study, 373 Japanese university students in control, visualization, and visualization plus goal-setting groups were compared to examine the effects of three types of instruction that sought to enhance willingness to communicate in the target language. Results from the mixed-methods analysis showed that visualization plus goal setting was the most effective strategy to enhance students’ willingness to communicate and demonstrate motivation. Munezane (2015) stresses the importance of strengthening students’ willingness to communicate while integrating students’ ability and short-term class goals into their long-term future goals.

Method

Purpose

The purpose of this study is to examine the effects of different tools on foreign language learning. More specifically, it aims to measure the motivational influences of two different visual materials: other EFL learners’ speech performance as shown in video recordings and a visual demonstration of English test scores. The research questions in this study include:

1. How do students’ learning experiences affect their motivation for language learning?
2. Is it useful to show video clips of other students’ speaking performances and a slide of the English test score changes to Japanese EFL learners?
3. How can these materials keep learners motivated for further learning tasks?

Participants and Setting

Fifty-six Japanese students participated in the study. The first author carefully explained to students that their responses would be used and analyzed for research purposes; however, their responses would be excluded if they wished. There were no students who asked for their responses to be excluded, despite the opportunity to opt out of study participation. Participants were enrolled in at least one of the following courses at a private junior college in Japan: two TOEIC¹ preparation courses ($n = 19$ and 15 , respectively), Business English ($n = 12$), and English Communication ($n = 10$). Of the ten students in English Communication, one was a non-degree adult. All participants were female, and 53 were freshmen with a major in international communication. They were taking these English courses as electives. The first author of this study taught all the courses. Each course lasted 15 weeks, and students met twice a week in the TOEIC preparation courses and weekly in the other courses.

For the test preparation courses, which were also electives, students were grouped according to their scores on the English placement test and placed in one of the following courses to obtain the target score by the end of the course: TOEIC 400, 500, 600, or 700. Thirty-four students in the study were placed in TOEIC 400 based on the English placement test scores.

In the English Communication and Business English courses (hereafter, speaking courses), students' English proficiency varied because they were not grouped based on their English placement test scores. Students were expected to deliver three speeches in the English communication course and play roles in two skits in the Business English course.

Procedures

Data were collected in each of the four EFL classes during the second session of April 2018; each session lasted approximately 50 minutes. In the beginning, participants were informed that the study results would be used for educational and research purposes and that their responses would not affect their course grades. Additionally, collected responses were anonymous, so participants could not be identified. Figure 1 shows the data collection method.

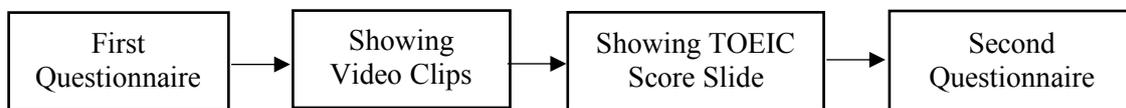


Figure 1. Data Collection Procedure

¹ TOEIC stands for the Test of English for International Communication, which is administered by ETS. The test measures the international English skills of businesspeople. There are two types of program administered by the organization: public testing sessions and institutional testing (IP) sessions. The former sessions are usually held in various locations throughout the year, while the latter ones are organized by a company or school (Educational Testing Service, 2019).

First, the students completed a questionnaire (hereafter, pre-test) administered to gauge their experiences, learning strategies, and beliefs about language learning. Then, they watched video clips of two Japanese EFL learners' speech performances; they took notes while watching the videos and commented freely on the videos for a few minutes.² After writing down comments, students shared their thoughts and opinions among themselves in the classroom.

Subsequently, students were shown a slide of how other Japanese EFL learners had changed their English test scores while taking a TOEIC preparation course in the past. Participants were again asked to comment on what they thought about the slide. Finally, as before, students discussed their thoughts and opinions in class. After viewing the video clips and slide, students completed a second questionnaire (post-test) to examine potential changes in students' beliefs about language learning.

To improve the reliability of the results from the study, it is important to have a control group to compare the experimental group against. However, since there were not many participants, this study was conducted only with an experimental group.

Materials

Speaker Performance Videos

The video clips for this study were selected from two Japanese EFL learners' speech performances in the first author's class in June and December 2017. At the end of the second semester, 11 students were approached for permission to use their speech videos for educational purposes, research purposes, or both. Ten students agreed to the use of their videos for research purposes, whereas only five agreed to use for educational purposes. Of those five students, two had had some experience living overseas or speaking English at home, and another student had been an adult learner. Therefore, the remaining two students' (peer learners, thereafter) videos were considered most appropriate for participants to view as peer models.

The students had delivered two speeches each semester, and most students had taken the course for a year. Videos of the first speech of each of the two students in the first semester and those of their second speeches in the second semester were used as experimental motivational tools. The speech topics were high-school memories and a Japanese person they admired, respectively. Each clip lasted around 2-3 minutes with a length of 180-200 words. The purpose of using these videos was to motivate students in the speaking courses to get involved with the task that they were to perform in the target language. Between the first and second videos, motivational factors may have arisen. For example, there were two other speeches, the topics of which were what they want to become after graduating and their favorite place. Delivering these speeches may have helped the students improve their speech skills.

² The notes taken by students while watching the videos were not included in the collected data.

It was assumed that it would be valuable even for those students who were in the test preparation courses to watch the video clips in order to understand how other Japanese EFL learners had delivered speeches in the past.

Japanese EFL Learners' Test Scores

A slide was prepared using data on the scores of 14 students who had attended the course in the past and taken the TOEIC IP test in June and then again in December 2017. Their scores were shown in the slide using a line graph, so participants could see how the scores had changed over time, as shown in Appendix A. The average total score was 329.3 for the first test and 364.3 for the second. Of nine students whose scores had increased, two gained more than 100 points. In particular, one student improved by 145 points, from 285 to 430, and another improved by 130 points, from 305 to 435. However, five students obtained lower scores, which indicates that not only classroom learning but out of class learning is also important to obtain a higher score in the test. Therefore, it could be beneficial for students to understand how the English test scores of other Japanese students had changed after having taken the test preparation courses.

Questionnaire

A questionnaire was developed to examine the effects of using the videos and slide to motivate learners. The subscales used for this study were based on a previous study on cognitive and motivational factors in learning English (Yamaguchi, 2012) and on a previously developed scale to measure motivational factors of Japanese EFL learners (Kubo, 1997). Because these questionnaire items were originally in Japanese, it was not necessary to translate them for the study. All the questionnaire items in the English version are shown in Appendix B.

The first part of the pre-test questionnaire contained ten items regarding participants' English learning experiences in junior high and high school and their learning strategies (Item 107 revised from Kubo, 1997; Items 108-110 from Yamaguchi, 2012). The second part contained 18 items regarding the expectations concerning the success of the course, English learning strategies, and self-efficacy (Items 207, 209-210, 216-218 revised from Yamaguchi, 2012; Items 208, 213-214 from Yamaguchi, 2012). These 18 items in the second part of the pre-test were also used in the post-test questionnaire to measure the effects of the materials. Additionally, six items were included to identify the effects of using the tools (Items 301-306). Response choices for each item were rated on a 5-point Likert scale, with the options ranging from 1 (strongly disagree) to 5 (strongly agree). In summary, the pre-test questionnaire consisted of 28 items and the post-test questionnaire had 24 items. Further, participants were asked to comment freely on the videos and the slide in open-ended questions to give them the opportunity to explain what they learned from these materials.

Analysis

All statistical analyses were conducted using SPSS 23. As a preliminary analysis for the first and second research questions, an exploratory factor analysis (EFA) was performed

using 18 items (201-218). To address the first research question, a cluster analysis was performed using six items (101-106) to identify the types of learning experiences that the learners had encountered before attending college. Then, a paired sample *t*-test was carried out to explore how learners' beliefs regarding taking the college English course on each type had changed, using the pre-test and post-test scores on 18 items (201-218). The second research question was explored using a paired *t*-test to compare the pre-test and post-test scores on the common items on the basis of the factors extracted by EFA. Finally, the third research question was answered using descriptive data to determine the effects of motivational materials (301-306).

Results

A preliminary EFA was carried out using the pre-test scores on 18 items (201-218), and several factors that underlie learners' expectations for the college English course were identified by examining their beliefs about language learning. The items' factor loadings above 0.4 were selected for further analysis, along with an initial unrotated extraction of factors from the matrix. The slope began to change drastically after the third component, suggesting a three-factor extraction. Table 1 shows the result of EFA. These factors were referred to as "Attitude," "Expectations," and "Extrinsic elements."

Table 1
Items for Students' Beliefs about Language Learning

Items	Attitude	Expectations	Extrinsic elements
Factor 1: Attitude ($\alpha = .850$)			
213 I feel a sense of fulfillment when studying English.	0.976	-0.045	-0.011
212 I feel satisfied when speaking English.	0.741	-0.140	0.151
215 It is fun to study English.	0.723	0.132	-0.010
214 Studying English helps my daily life now.	0.591	0.035	-0.089
217 If I study the content, this content will be acquired eventually.	0.542	0.098	0.192
204 It would be better to be in an environment in which learners help and learn from each other.	0.476	-0.099	-0.100
218 If I keep studying English systematically, my effort will pay off.	0.468	0.231	0.002
211 I do not care if I make mistakes when speaking English.	0.467	-0.247	0.104
Factor 2: Expectations ($\alpha = .735$)			
203 I want to acquire English skills in this course that I can use in the future.	-0.226	0.943	0.032
202 I want to learn the most possible from this English course.	-0.162	0.879	0.076
208 Learning English helps me develop deeper knowledge and language skills.	-0.030	0.833	-0.040
205 This college English course helps me grow.	0.106	0.724	-0.012
201 I look forward to learning in this English course.	0.394	0.515	-0.156
Factor 3: Extrinsic elements ($\alpha = .848$)			

207	I want to achieve a higher evaluation of my English ability compared to other students.	-0.052	-0.018	0.999
216	I want to avoid getting a lower evaluation of my English ability compared to other students.	-0.076	-0.144	0.935
210	I can acquire English language ability by improving the ways of learning English.	0.220	0.133	0.520
209	It is important to improve the ways to learn English.	0.041	0.130	0.492
206	It is cool if I deliver a speech in English.	0.060	0.312	0.443

The values of Cronbach's alpha showed adequate internal consistency for each factor: Attitude ($\alpha = .850$), Expectations ($\alpha = .735$), and Extrinsic elements ($\alpha = .848$). Although the EFA was not performed with the post-test scores, adequate internal consistency was found for Attitude ($\alpha = .794$), Expectations ($\alpha = .808$), and Extrinsic elements ($\alpha = .808$). Notably, items 207 and 216 appeared to have a similar meaning with different expressions, as the former asked from the perspective of the performance-approach goal and the latter from that of the performance-avoidance goal. Students with a performance-approach goal orientation wanted to be positively evaluated by others, whereas those with a performance-avoidance goal orientation eschewed negative evaluation (Fujii, 2012).

For the cluster analysis, the independent variables consisted of the pre-test mean scores obtained on six items (101-106). Because there was no prior grouping scheme, hierarchical agglomerative cluster analysis was employed. Ward's method was applied with squared Euclidean distance to minimize the variance with clusters. Table 2 shows the means and *SDs* of two cluster types.

Table 2
Students' Learning Experience by Type

		Cluster 1		Cluster 2	
		Positive learning		Negative learning	
		(<i>n</i> = 30)		(<i>n</i> = 25)	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
101	I enjoyed English lessons in junior high school.	4.00	1.11	2.36	1.11
102	I was good in English classes in junior high school.	3.20	1.24	2.04	1.10
103	I liked English classes in junior high school.	4.10	0.84	2.24	1.05
104	I enjoyed English lessons in high school.	3.80	0.92	2.60	1.22
105	I was good in English classes in high school.	3.30	1.06	1.84	1.11
106	I liked the English classes in high school.	4.17	0.75	2.28	1.24

Cluster 1 represents the positive learning type because students in this type found English lessons relatively enjoyable, were good at English classes, and liked English in junior high and high school. Cluster 2 represents the negative learning type because, in comparison, these students did not enjoy English lessons, were not good at English lessons, and did not like English in junior high or high school.

For the first research question, the result of a paired *t*-test for the positive learning type identified a significant increase from the pre-test to the post-test in Attitude, $t(28) = 4.05, p < .001$, and in Extrinsic elements, $t(27) = 2.06, p = .049$, while there was no significant increase from the pre-test to the post-test in Expectation, $t(28) = 1.78, p = .086$. These findings suggested that the videos and the visual demonstration helped the learners with positive learning experiences further develop their positive attitudes and extrinsic elements. Additionally, the post-test scores for the negative learning type were significantly higher than the pre-test scores in each of the three factors—Attitude, $t(20) = 4.47, p < .001$, Expectation, $t(23) = 3.90, p = .001$, and Extrinsic elements, $t(22) = 3.26, p = .004$ —indicating the video clips and the visual demonstration effectively influenced the learners with negative learning experiences.

For the second research question, the result of a *t*-test indicated that the post-test mean scores were significantly higher than those of the pre-test in Attitude, $t(50) = 5.91, p < .001$, Expectation, $t(53) = 3.26, p = .002$, and Extrinsic elements, $t(51) = 3.74, p < .001$. These findings suggested that showing the videos and the visual demonstration of the English test scores were useful to enhance these factors.

Table 3
Effects of Using the Tools by Course

		TOEIC preparation (<i>n</i> = 34)					Speaking-focused (<i>n</i> = 22)				
		strongly disagree	disagree	neither agree nor disagree	agree	strongly agree	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
301	It would be better to pay attention to eye contact and posture when students deliver a speech in English.	0	0	0	8	24	0	0	0	3	19
302	It would be better to pay attention to rhythm and intonation when students deliver a speech in English.	0	0	0	9	23	0	0	0	5	17
303	Both student speakers seemed to improve their English in the second speech.	0	0	3	10	19	0	1	6	4	11
304	It is important to know how other students improved their language skills in the English course.	0	0	2	10	20	0	0	1	10	11
305	Both speakers looked more confident and relaxed in the second speech than the first.	0	0	3	11	18	0	0	5	6	11
306	I was motivated to get a qualification such as the TOEIC.	0	0	3	9	20	0	0	1	6	15

Table 3 illustrates the summary of the descriptive data for students' responses to showing the video clips and the slide of peer learners' English performance. Thirty

students in the test preparation courses and 21 in the speaking courses agreed or strongly agreed with the importance of showing the videos of peer learners (304). Students in the test preparation courses perceived peer learners in the videos as confident and as having improved their language skills; six students in the speaking courses showed neutral responses regarding speakers' language improvement (303 and 305). In particular, one student disagreed with the assumption that peer learners improved their speeches. Finally, the results showed that 29 students in the test preparation courses strongly agreed or agreed that they became motivated to take the test (306). They also showed that 21 students in the speaking courses were motivated to obtain an English qualification. Overall, it is possible that each group of learners was able to benefit from using the videos and the slide of the peer learners, suggesting that these tools may be used to keep students motivated for further learning in college.

Discussion

1. How do students' learning experiences affect their motivation for language learning?

Our findings revealed that there were statistically significant increases in two factors for the positive learning type: students' attitudes toward learning and extrinsic elements. Notably, for the positive learning type, all scores were higher at both pre-test (Attitude: $M = 4.03$, $SD = 0.61$; Expectations: $M = 4.43$, $SD = 0.64$; Extrinsic elements: $M = 4.40$, $SD = 0.56$) and post-test (Attitude: $M = 4.31$, $SD = 0.46$; Expectations: $M = 4.62$, $SD = 0.36$; Extrinsic elements: $M = 4.54$, $SD = 0.53$). These findings suggest a ceiling effect occurred in these factors for the positive learning type because these items were scored higher prior to the videos and the visual demonstration, consistent with these students' favorable learning experiences in junior high and high school.

Likewise, for the negative learning type of students, results showed significant increases in each of the three factors from the pre-test (Attitude: $M = 3.46$, $SD = 0.65$; Expectations: $M = 4.30$, $SD = 0.53$; Extrinsic elements: $M = 3.93$, $SD = 0.75$) to the post-test (Attitude: $M = 3.92$, $SD = 0.57$; Expectations: $M = 4.53$, $SD = 0.52$; Extrinsic elements: $M = 4.19$, $SD = 0.58$). Our results indicated that even for students whose learning experiences were negative, these motivational tools may have enhanced positive attitudes toward learning, expectations for the current course, and extrinsic motivations. Accordingly, it is possible even for those who had negative learning experiences in junior high and high school to increase motivation after understanding the importance of language learning utilizing the videos and the test scores of the peer learners.

2. Is it useful to show video clips of other students' speaking performances and a slide of the English test scores to Japanese EFL learners?

Our findings confirmed that using the videos and the visual demonstration slide helped students develop a positive attitude toward course participation despite their varied English learning experiences in junior high and high school. Previous studies supported the idea that Japanese learners benefitted from watching videos of other students' speaking performance to enhance their confidence (Okada, Sawaumi, & Ito, 2014; Okada

et al., 2017, 2018a, 2018b). As previous studies suggest the importance of setting higher goals to outperform the task (Locke & Latham, 2002; Locke, Shaw, Saari, & Latham, 1981), students in this study were expected to either deliver a similar quality of speech or obtain a specific test score within a specified time limit. The motivational tools used in the study seemed practical and sufficiently instructive to set attainable goals for task performance.

3. How can these materials keep learners motivated for further learning tasks?

Our findings suggested that students in the speaking courses and the test preparation courses benefitted from using the videos and the slide even though these tools might not directly relate to their class (and, therefore, the primary learning task). The students who had been taking the test preparation courses demonstrated an interest in learning how the peer learners' test scores had improved during the course because they were attending the same course. If students obtained a higher score on the TOEIC, they could use it as evidence of their English proficiency, which could be useful when seeking employment. Similarly, for those enrolled in the speaking courses, it was beneficial to observe the speaker performances on videos at the beginning of the course because either delivering speeches or performing skits were a part of the course requirements. That is, the videos encouraged learners to deal with difficult tasks, such as speaking in front of other students, by demonstrating to them that the goal was achievable if they worked toward it. With the use of the videos and slide in the test preparation and speaking courses, students might have become interested in material not relevant to their current course but useful in the future.

In addition, we should note that items 303 and 305 asked about a cumulative judgment on the performance of two student speakers, and these are different from other items. Therefore, participants may have evaluated the videos differently: one of the speakers might have been considered to have improved, while the other might not. This could be the reason some learners chose more neutral responses for these items as compared to others.

Limitations

This study maintains that peer learners' performances can be effective in motivating other students to set a goal and achieve it. However, the following observations qualify these results. Participants were freshmen in junior college, which may have partly affected results because their interest seemed to be more in finding a better job than in studying. In order to make the findings more generalizable, further research should be conducted that includes not only junior college students but also university students who are often more advanced language learners.

This study did not have a control group to compare with the experimental group. It is possible that the positive results of this study were simply a result of the course instruction, although our findings suggested the effectiveness of demonstrating the videos and the visual slide to enhance motivation for learning English. In future studies, it will be necessary to have a control group in which students receive no treatment using the

video clips and the visual demonstration slide to improve the reliability of the results of using these educational tools.

Although the study implemented the video clips and the test scores as motivational tools, other extrinsic factors should also be considered. It is likely that learners may have different reasons for learning English, so there is an extrinsic motivation such as getting a position in a service industry or obtaining a good grade for the course. In future studies, it will be necessary to examine these factors as well by collecting and analyzing qualitative and quantitative data.

Pedagogical Implication

Showing the improvements in the speaking performance and test scores of peer learners is necessary to enhance students' motivation for language learning; therefore, this practice should be maintained for the duration of the course rather than only temporarily. By the time students move into college or university settings, they have already had various learning experiences using different learning strategies. Therefore, it may be difficult even for teachers to change students' goal orientations (Nakayama, Heffernan, Matsumoto, & Hiromori, 2012).

Conclusions

This study attempted to show the importance of demonstrating peer learners' outcomes as learning goals that could be attainable for participants at the end of the course in order to keep them motivated for learning English. Providing learners with such achievable goals and having them motivated to learn the language should be a primary educational goal for foreign language teachers. This study aimed to set an achievable goal for language learners using peer learners' improvement in speaking performance and test scores as models. While our approach differs from those of previous EFL goal-setting studies (Huang, 2015; Mikami, 2017; Munezane, 2015), the results show that observing a positive change in peer learners' speaking performance and scores by watching their videos may help EFL learners to maintain their motivation as they pursue achievable performance goals.

The videos and the slide are likely to have helped Japanese EFL learners by motivating them to improve their English language proficiency in classroom learning. This prediction is based largely on the fact that many Japanese educational institutions ask university students to obtain higher test scores to be successful in employment searches and working in a globalized society. From this point of view, studying and preparing for the test may be one way to set a goal and raise extrinsic motivation for taking the test. Finally, it may be necessary to examine the long-term effect of showing these tools to language learners in the EFL context to make them practical and useful for language learning.

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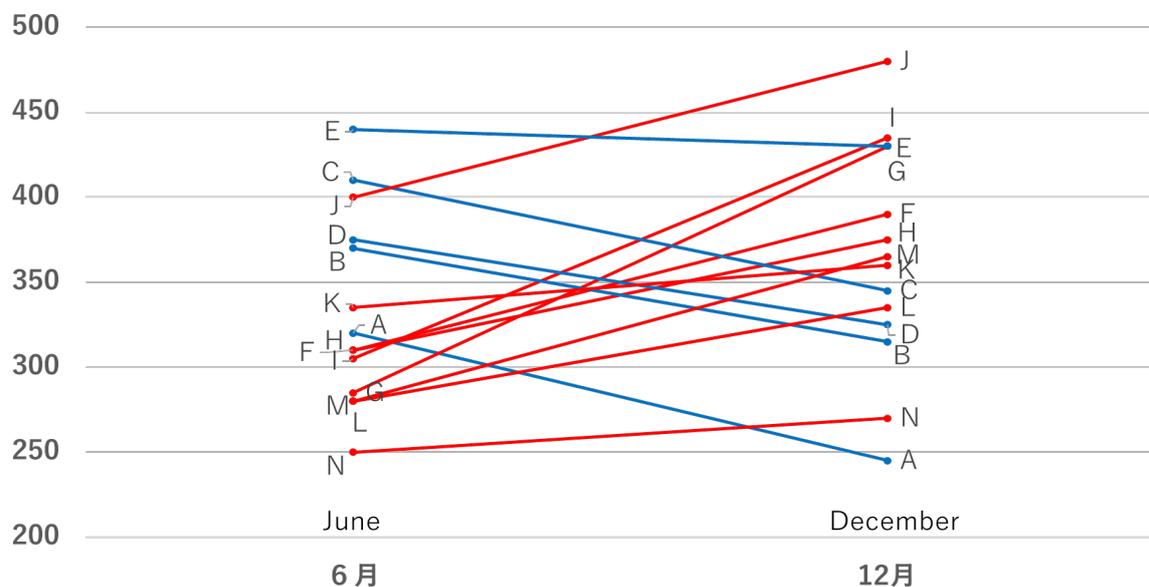
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Appendix A

The Slide of the Test Scores



Appendix B

Pre-Test and Post-Test Questionnaire Items

- 101 I enjoyed English lessons in junior high school.
- 102 I was good in English classes in junior high school.

- 103 I liked English in junior high school.
- 104 I enjoyed English lessons in high school.
- 105 I was good in English classes in high school.
- 106 I liked English in high school.
- 107 It is better to have English language competency in near future.
- 108 I learn by try and error before asking other students or teachers when I do not understand English.
- 109 I try to use learning strategies that those who are good at English use.
- 110 I learn from teachers or their students who are good at English.
- 201 I look forward to learning in this English course.
- 202 I want to learn the most possible from this English course.
- 203 I want to acquire English skills in this course that I can use in the future.
- 204 It would be better to be in an environment in which I learners help and learn from each other.
- 205 This college English course helps me grow.
- 206 It is cool if I deliver a speech in English.
- 207 I want to achieve a higher evaluation of my English ability compared to other students.
- 208 Learning English helps me develop deeper knowledge and language skills.
- 209 It is important to improve the ways to learn English.
- 210 I can acquire English language ability by improving the ways of learning English.
- 211 I do not care if I make mistakes when speaking English.
- 212 I feel satisfied when speaking English.
- 213 I feel a sense of fulfillment when studying English.
- 214 Studying English helps my daily life now.
- 215 It is fun to study English.
- 216 I want to avoid getting a lower evaluation of my English ability compared to other students.
- 217 If I study the content, this will be acquired eventually.
- 218 If I keep studying English systematically, my effort will pay off.
- 301 It would be better to pay attention to eye contact and postures when students deliver a speech in English.
- 302 It would be better to pay attention to rhythm and intonation when students deliver a speech in English.
- 303 Both peer learners seemed to improve their English in the second speech.
- 304 It is important to know how peer learners improved their language skills in the English course.
- 305 Both peer learners looked more confident and relaxed in the second speech than the first.
- 306 I was motivated to get the qualification such as the TOEIC.