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Type: **Research-oriented Oral Face-to-face presentation**

## **Dynamic motivational trajectories of students opting for English-only study**

*Sunday 18 May 2025 10:40 (25 minutes)*

### **TITLE**

Dynamic motivational trajectories of students opting for English-only study

### **RELEVANT SIG**

College and University Educators (CUE)

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

English, Motivation, Language Choice

### **First-time presenter?**

### **ABSTRACT**

Studies investigating Japanese undergraduates' English motivation frequently involve participants from compulsory English classes, negating the essential motivational element of choice. This presentation seeks to address this gap by exploring the motivation of university students who were permitted to choose between additional English study and Languages Other than English (LOTE), with a particular emphasis on those who opted solely for English. The study is grounded in Dynamic System Theory (DST; Turner and Waugh, 2007), offering an analytical framework to comprehend students' initial choices and evolving motivational paths. By employing weekly journals where students documented their intentions, enjoyment, and objectives, and utilising Retrodictive Qualitative Modelling (RQM; Dörnyei, 2014), the research identifies three primary archetypes of motivation among the students who selected English-only. Qualitative insights from student interviews further elucidate the factors influencing their motivation and satisfaction. The findings provide significant

pedagogical implications for university language policies concerning both English and LOTE, highlighting how understanding student choice can enhance the effectiveness of language education strategies. Attendees will gain a comprehensive understanding of the motivational dynamics involved in language selection, practical insights for improving language learning environments, and a framework for implementing DST and RQM in their own research or teaching practices.

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