Is There a Correlation Between English Proficiency, Motivation, and Output?

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1. Abstract

The purpose of this study is to see if there is a correlation between university and college students' English proficiency levels, their motivation, and the resulting output they produce. Research has been conducted using 3rd and 4th year elementary education students in Yamaguchi Gakugei University (YGU) and 1st year day care education students in Yamaguchi College of Arts (YCA). The courses used in this study are the Methods of English Language Education 英語科教育法（小）course for YGU elementary education students, and the English Communication 英語コミュニケーション course for YCA day care education students.

The core hypothesis of this study is that English proficiency alone does not directly correlate to motivation, and to output. The study has been conducted by looking at two similar yet unique courses, offered in two different institutions. Given the unique differences of the courses, it may appear to many that there should be vast differences in output between college and university students. In this paper we will discuss if this is indeed true, considering many variables which differ between the courses. To support this analysis, we will look at theories concerning English proficiency, motivation, and output.

This paper will provide quantitative and qualitative data, for the purpose of illustrating the need to always consider variable factors when estimating output in an L2 setting. Finally, in conclusion, this paper will address how English proficiency affects motivation and output, and look at the validity of it being used as a universal indicator of both.

2. Introduction

The main problem being considered in this paper, is what role English proficiency plays as an indicator of motivation and output, in courses designed to educate how to instruct English as a second language to Japanese students. As the instructor of the Methods of English Language Education Course at Yamaguchi Gakugei University for nine years now, I have taught many students with varying levels of English proficiency. Far too often, students who have been assessed as being Proficient in English using tests like Eiken, have proven not to be able to produce output greater than or equal to those who do not possess any certifications. "It has been noted for several years now that although students can pass paper tests, they lack the skills to engage in meaningful conversations with real people in real situations." (Parkin, 2018a). It has also been found that students possessing certifications like Eiken, do not

necessarily have higher levels of motivation to use English, than those who do not hold proficiency certificates. Proficiency testing and experience in learning English as a second language, all too often tend to pigeonhole students into believing their abilities to use the language are already set, and they can only perform to the level that they have been put at. Although experience is hard to gage by giving it a level, proficiency tests like Eiken clearly state what level a student is at, on a scale possessing 7 different levels. A student possessing an Eiken rating of 5 will not be expected to produce output at the same level as someone who has achieved a 2, which is a much higher level. Both the teachers' and the students' expectations seem to be gaged by and limited to the proficiency levels given. Eiken is the only test mentioned up to this point, given that this study has shown that our students have only used this test and not tests like TOEIC, GTEC, or others.

The goal of this study is not to challenge the validity of the current English proficiency testing system in Japan, rather it is as the hypothesis states above, to show that English proficiency alone does not directly correlate to motivation, and to output. The importance of this hypothesis is that educators of L2 learners of English, should not limit their expectations of their students' motivation and output based on proficiency levels given. Such levels should be considered and used as mere guides, and not as universal indicators of what students can do, given proper instruction and guidance.

The strategy used to conduct this study, was to analyse if students who initially possessed seemingly higher levels of English proficiency, scored higher with regards to motivation and output, than those who had lower proficiency levels. The data used to conduct this study, was gathered from the YCA college daycare course and from the YGU university course, and was then divided into three separate sections being Proficiency, Motivation, and Output. Output data was then further subdivided into Qualitative and Quantitative sections. Each of the data from the three sections was then systematically divided by course, by class, and by year. The final analysis of the data indicated whether the hypothesis was indeed true or not.

To better understand the results which were found in this study, it is necessary to look at theories and studies which apply to each of the types of data that we will discuss. This information will be discussed in section 3. of the literature review.

3. Literature Review

3.1 Proficiency

Proficiency is defined as having "great skill, ability, and experience…" (Proficiency, n.d.). This definition supports the use of experience as one of the criteria in this study for qualifying students as having English proficiency or not. The reasoning to support this type of thinking, was to partially reduce the stress given to Eiken as the only criterion to judge proficiency. "ELL students who are inadequately assessed may be misclassified with respect to their level

of proficiency in English and may receive inappropriate instruction." (Abedi, 2008). This statement supports the need to ensure a variety of means for measuring proficiency, in that improper assessment can lead to poor education for L2 learners.

The Eiken tests, which are backed by the ministry of education, are designed and administered by Eikyo, the Eiken Foundation of Japan … established in 1963 … Over its 53-year history, the Eiken test has been taken by more than 90 million people… Eikyo appears to have no research data available on the validity of the Eiken … the number of takers of the Eiken test has been increasing over the past few years while Japan's ranking in the EF English Proficiency Index has been falling, from 14 in 2011 to No. 30 last year. (Karlsson, 2016).

This article written by Hans Karlsson in 2016 and published in The Japan Times, questioned how damaging the reliance of using Eiken as the main measure of English abilities for Japanese people, could be. He said no real studies had been conducted regarding the validity of the Eiken system, and its measure of English abilities. Many argue that Eiken merely supports an aging system that produces L2 learners of English, who are unable to use the language in any practical ways. It is in view of this this type of information that we again need to question the current systems for judging English proficiency, in this country.

"Similarities in patterns of LLS (Language Learning Strategies) utilization among high proficiency learners and differences shared by low proficiency learners suggest this variable is a significant determinant of eventual success or failure in language learning." (Fewell, 2010). This statement which talks about Norman Fewell's research of language learning strategies and English language proficiency, clearly speaks in favour of proficiency leveling. He states that those students with higher English proficiencies used higher level language learning strategies, than those with lower levels of proficiencies. His research is of course in opposition to the hypothesis being found true for this study.

"Entrance-exam-measured strategies, which are generally acknowledged as some of the effective methods to pass university entrance English examinations, are not very effective strategies to achieve practical English proficiency especially for university students. Stated more directly, to use strategies such as "rote memorization" or "grinding away studying for exams", is not as effective as many Japanese students believed it to be." (Kato, 2009).

This study by Ms. Kato questioned highly the usefulness of students cramming for tests, to achieve any proficient levels in practical English. Her beliefs are shared by many people in

this country, and support the hypothesis of this study, which points towards practical output and motivation being achieved, regardless of pre-university English proficiency levels.

3.2 Motivation

Just like English proficiency, measuring motivation is a very difficult task. However, understanding how motivation works with regards to English being learned as a second language, is essential to this study. Often, people believe those students with higher achieved levels of English proficiency will be more motivated to learn than those with lower achieved levels. However, if this fact is found to be true in this study then the hypothesis will fail once more. It is the belief of this author that motivation may be independent of proficiency or at least partially, depending again on proper instruction and guidance being given to students.

One study of SDT (Self-Determination Theory) looked at motivation related to the three factors of autonomy, competence, and relatedness. The research looked in depth at how the three factors affected university students' motivation to learn English as a Foreign Language (EFL). The findings of the study revealed "the fulfillment of competence needs strongly indicated higher intrinsic and identified motivation… the relationship between relatedness and motivation, the same tendency was shown, but… Analyses of the data on autonomy and motivation revealed that giving autonomy might not necessarily enhance Japanese EFL learners' motivation; rather, it could inhibit their motivation…" (Agawa and Takeuchi, 2016). (Parkin, 2018b).

The study by Agawa and Takeuchi regarding Self-Determination Theory of Motivation can be quite difficult to understand, but it is very relevant to the courses in question for this paper and to the study conducted. One factor in achieving motivation for university students, is for the students to fulfill competence needs, where they feel they can do the required tasks well. Upon achievement of this competence fulfillment, intrinsic and identified motivation will occur. This means in the context of this study that as the education students learn and feel confident in using new English teaching techniques, that they will become intrinsically motivated and will identify themselves as competent teachers, producing even more motivation. Intrinsic motivation is the hardest to achieve and the most valuable motivation to attain for students. Proper instruction will yield high levels of motivation, regardless of pre-class levels of English proficiency, if we do not stress "perfect" English being the required output. The study by Agawa and Takeuchi also found that students' motivation increased as they became more related to the content being taught. Again, motivation in context of the courses in this study, will be improved greatly if proper instruction is given, by showing students that they can achieve success using what they have learned in the course. This success occurs

independent of proficiency certification levels.

Once motivation is achieved, it has been shown in some studies to make up for lower levels of English proficiencies prior to the start of courses or specific tasks, yielding higher levels of output not foreseen by the students or by the teachers. "In fact, high motivation can make up for deficits in language aptitude and environmental factors, particularly where the social setting demands L2 proficiency (Dörnyei, 1998)." (Robinson, 2001).

3.3 Output

Output is a very wide based term, used by many to describe the production created by students when given a task to complete. Output may take the form of practically anything, ranging from PowerPoint presentations to hand drawn comic books. In terms of English as a second language, we should consider output with regards to language usage and acquisition. As for this study, output is used to describe anything students produce up to and including the final product of their given tasks. Tasks given to the students include mini lessons, actively asking questions, using software, and numerous other items, all being delivered using the target language of English.

Output based learning may be confusing for some to understand, but much research has been devoted towards it in terms of L2 learners of English. Professor Emerita Merrill Swain of the University of Toronto, is credited with creating the comprehensive output hypothesis, which looks at output as a means for language acquisition by L2 learners. "(O)thers (for example, Swain, 1985) have proposed that output is essential to acquisition and is more likely to facilitate acquisition when the learners are pushed" (Hayashi, 1993). This statement supports the idea that when students are presented a challenging task, where they are obligated to produce output using a foreign language, that the natural biproduct of such endeavours is the acquisition of language. The psychology or logic behind this, is that students focus more on the end goals or tasks being given, and less on the language needed to achieve such tasks. Given this shift in focus, students no longer see the acquisition of language as the end goal, and therefore can acquire language skills much easier without the negative resistance they usually attach to language learning. Merrill Swain describes this learning process, as the recognition by students that their current language knowledge base is lacking compared to what they need to accomplish a given task.

This issue is what Swain refers to as the "gap" between what one can say and what one would like to be able to say. And it would be on realizing this gap, that learners are motivated towards modifying their output in order to learn something new about the target language. … Whereas in an understanding process the use of syntax may not be essential, it is in the production stages that learners are forced to consider syntactic aspects of the target

language. (Luis, 2016).

Learning language by focusing on output, provides L2 learners of English many acquisitional benefits which include vocabulary, grammar, pronunciation, as well as various other elements of language. Output "forces syntactic processing (i.e. obliges learners to pay attention to grammar). … It helps to automatise existing knowledge. … (and) is important for helping learners to develop a 'personal voice'. (Ellis, 2005a). Providing output activities, allows students to become part of the language learning process, by giving them enjoyable yet challenging tasks that not only motivate but necessitate learning new language skills.

4. Method

4.1 Participants

The participants for this study as mentioned above come from two different institutions, Yamaguchi Gakugei University (YGU) and Yamaguchi College of Arts (YCA). From YGU, the students in this study take the Methods of English Language Education course for teaching in Elementary Schools, while the YCA students take the English Communication course for teaching in day cares.

The YGU students are in their third and fourth years, taking generally one of two courses, the elementary education course or the junior and senior high school English teacher's course. Some students in the classes also study special needs education, as well as day care education. About 85% of the students are elementary education students. The Methods of English Language Education course, has been taught by the author of this paper for almost nine years. The class sizes have ranged from as few as 5 students to as many as 26 students.

The YCA students in this study are all in their first year of a two-year program, and are studying to be day care teachers. The class sizes are on average 23 students. For this study, only 4 such classes have been used as data thus far.

4.2 Overview of Courses

4.2.1 YGU - Methods of English Language Education

The YGU students taking this course all have taken it by choice, in that it is still offered as an elective course, to both the elementary and junior/senior high school English teacher's course students. The elementary course students entering the school as of April of 2019, will be obligated to take the course when they enter the third year of their program. The elective nature of this course will be changed as of 2021, to being an obligatory course to all elementary education students. The course should remain open for other education courses, but will be mandated as a required lesson for elementary education students. The current and past

students in YGU taking this course, have done so hopefully because they believed it would benefit them as future teachers. This factor is very important to this study, for most if not all the students studied from YGU, should have been intrinsically motivated, given the autonomy of choice they had. In addition, again given that the students from YGU took the course by choice, there is a much higher percentage chance that they enjoy English more than the YCA students, who are mandated to take their course. The content of the course is higher in English content, given that it is designed to teach elementary school students rather than younger day care students. Finally, the instructional language used for this course as a percentage is much larger in favour of English. English as an instructional language is used between 95-99% of the time, while Japanese is used a mere 1-5% of the time.

4.2.2 YCA - English Communication

The YCA students taking this course all must take the course as it is a Mandatory course for each first-year day care course student. Given the mandatory nature of the course, motivation is more likely to be extrinsic, originating from the instructor or from fellow classmates. Also, in consideration of the mandatory nature of the course, there is a much higher probability that they will dislike English compared to the YGU students in this study. After being asked the question "Do you like English?" most students become the opposite of shy, by answering in very clear understandable English "No!" The content of the course, is at a level designed for day care and lower level elementary grades. The logic behind this is to allow for scaffolding the language, if the students are inclined to do so after they become teachers, and after they have finished teaching the basics to their students. The instructional language used in this course is mainly English, but the percentage of English to Japanese used is different than the YGU course. English used for instruction is 88-95% of the time, while Japanese is of course the other language utilized for instruction.

4.3 Procedures

The Methods of English Language Education course in YGU and the English Communication course in YCA are very similar in content and in procedure. One of the main differences in the courses offered, is the level of instructional English content being used, which is based on either elementary or day care levels. The other main difference is the percentage of English being used as a means of instruction. To better understand the data which will later be presented, it is necessary to discuss the six instructional methods used in both courses, which incidentally are also used for evaluation. However, before discussing the six methods it is first necessary to discuss how time is allocated for the lessons.

4.3.1 Time

The courses are given once week in ninety-minute sessions. Within the ninety-minute sessions, the classes are then subdivided into three 25-minute blocks, with 5 minutes between each block and 5 minutes left for the beginning and the ending of the lessons. The first 25-minute block, is for students to use an English language learning software called Tell Me More. The second 25-minute block, is for the instructor to teach an example demonstration lesson to the students. The third 25-minute block, is used for students to take turns to conduct 5-minute mini lessons.

4.3.2 Tell Me More – Language Learning Software

Tell Me More (TMM) Language learning software is used individually by the students in the first session of each class, for approximately 25 minutes. TMM is a multipurpose program used to help students improve their listening and speaking skills, as well as to help develop several other necessary English skills. Writing is not part of the software, but active listening and upper level cognitive processing are. The software provides six levels for students to choose from, based on their current levels and needs. Students usually are able to complete two full levels of the program within one term or one course. The program allows instructors to track current proficiency levels, motivation, and output levels. (Parkin, 2018b).

4.3.3 Question Crazy Card System

The Question Crazy Card System, is a proactive interactive system designed by the author of this paper, to provide output opportunities for students to speak with faculty members. Its purposes are varied, but active learning is one of the key elements to the system. Students are given one card at the beginning of the course, which has thirty-five blocks on it, that must be completed by the end of the course. Students are provided sample questions on the card which they have the choice to use or not, but they must start every interaction with the phrase "Excuse me, may I ask you a question please?" After this first question is answered by a "Yes" from a faculty member, then the students proceed to ask any question, which will be answered and awarded points either by receiving a signature or a stamp on their card. Points awarded for the questions are based on what level the question is perceived to be. English proficiency can be measured with this system and "(m)otivation is quickly monitored based on factors such as cards completed, students actively going to teacher's offices, levels of questions asked, (and) frequency of interactions. ... The card is much more than an English language learning device, as it has also shown itself useful in creating relationships between staff and students that normally would not exist." (Parkin, 2018b).

4.3.4 Course Instructor Demonstration Lessons

Instructor demonstration lessons are conducted in the second session of each class, for approximately 25 minutes. During the lessons, the instructor plays the role of an elementary school teacher teaching English to varying grade levels, while the students play the roles of elementary school students. Each lesson is based on new topics such as colour or body parts, and are designed according to specified grade levels. Vocabulary, grammar, and teaching techniques, are variables which are changed, based on the grade levels being demonstrated. Pedagogical practises and theories are discussed during the lessons, as the instructor takes an aside and says "teacher to teacher", indicating they should be listening as university education students and not as elementary students. During these times especially, students should be absorbing as much information as possible to use in their own mini lessons, which take place in the third session of each class. (Parkin, 2018a).

4.3.5 Mini Lessons Taught by Students

The mini lessons taught by the students occur during the final session of each lesson, for approximately 25 minutes. The demonstration lesson previously taught by the instructor is broken down into 5-minute subsections, which are to be taught by individual students. The classes are divided into three groups, and the students take turns to teach the other members of their group, in 5-minute intervals. At first, the mini lessons prove to be very challenging. Students often struggle to mimic what the course instructor previously demonstrated, however after they get used to the system, pedagogical theories are better utilized, as are the English skills they use. After a few classes, students develop better active listening skills, employ and develop better English proficiency, and are much more motivated to teach each other using English as the main instructional language. Most students use almost 100% English, and fully utilize their own proficiency levels to perform their lessons. Enjoyment is stressed as one key factor to success, as is confidence and professionalism. (Parkin, 2018a).

4.3.6 Final Team-Teaching Exam

The final team-teaching exam is the culminating activity, where students must demonstrate all they have learned during the course, and it exemplifies what "output" is in an English teaching context. The test requires of students, to utilize almost everything they have learned in English and in their pedagogical training as future teachers. They must work in pairs to prepare for their lessons, by choosing review topics, selecting and creating activities, selecting and making lesson materials, writing lesson plans, and by practising for the lessons. Preparations for the test are just like writing a paper for a journal, in that they must be carefully designed and rewritten several times, before they are ready. After the writing is finished, they must also practise what they have designed, several times before they can use

their ideas and materials in their actual lesson. The team-teaching exam is invaluable to the students for:

One study found that "The teachers who participated in [the] study valued collaborative learning for its potential to boost [English Language Learners] ELLs' social and academic engagement in the classroom and school, and for the gains in content and language proficiency…" (Lee, 2014). The final test teaches our students that collaborative learning is useful for team teaching and for L2 learners of English to acquire language skills. (Parkin, 2018a).

4.3.7 Final Reflections

"Reflection as it pertains to pedagogy, is an essential tool that educators need to utilize in order to intrinsically promote growth within our students." (Parkin, 2017a). Considering this statement, we use the reflection process to allow our students to look at what they have experienced and use it to become stronger, both personally and professionally. As the reflection sheet is written entirely in English, as their responses must also be, students learn that meaningful communication can occur in any language and English is just a medium of expression. (Parkin, 2018a).

4.4 Data Collection Procedures

Data collected for this study was divided into three sections, English proficiency, motivation, and output. We will discuss how and why the data was collected for each section, in terms of English language acquisition for L2 learners.

4.4.1 English Proficiency

English proficiency as mentioned before, is very hard to measure and to judge. This being the case, data collection for this study was a difficult task. For the purpose of collecting as much meaningful data as possible, English proficiency for this study was defined as a student:
 1) Having any English proficiency levels using any type of English proficiency test.
 2) Having any experience in an English conversation school (Eikaiwa) and or in a cram school (Juku), for the purpose of studying English.
 3) Having any oversees experience in an English-speaking country.

Figure 1 shows the questionnaire used to gather the above data. Although the questions appear to be complex in nature, it was eventually decided for simplicity sake to use the information as a positive "yes" or a negative "no", answering if they have English experiences and proficiency levels or not.

English Qualifications and Experience Questionnaire (英語資格と経験アンケート)

School (所属する学校を☑して下さい)   □ 山口学芸大学   □ 山口芸術短期大学

Your Name: _____ (In Romaji example: Yuki Yamamoto)

Class and Student #: _____ (Example: 15-UE-100, JC-099, 16-US-20)

English Qualifications (該当する英語資格があれば☑してレベルを記入してください)

□ Eiken Level _____   □ TOEIC Level _____   □ GTEC Level _____

□ Other Testing Please write name of test and level _____

□ No tests Completed (今まで何の試験も受けたことありません)

Have you attended an English conversation school or a Juku to study English?

（あなたは英会話学校や塾に通って英語を勉強しましたか？）

□ No □ Yes (If yes) How long? _____ Years _____ Months _____ Weeks _____ Days

Overseas experience in an English-Speaking Country (英語圏へ行った経験はありますか)

□ No   □ Yes (If yes) Where? _____

How long did you stay? _____ Years _____ Months _____ Weeks _____ Days

Today's Date: _____   Year: _____

Figure 1.

English Qualifications and Experience Questionnaire

4.4.2 Motivation

Measuring motivation is also a difficult task for the sake of analyzing data, so for this study questionnaires given to the students at the end of the term were used. Table 2 shows the results of one of the questionnaires from a YCA English communication class.

時間割番号		4003A		平成30年度前期　学生による授業アンケート集計結果				平成30年9月
学部・学科・コース		科 目	授業形態	学年	担当者	履修者数	カード枚数	回答率
保育学科幼児教育コース		英語コミュニケーション	演習	1	ダグラス・バーキン	23	23	100%

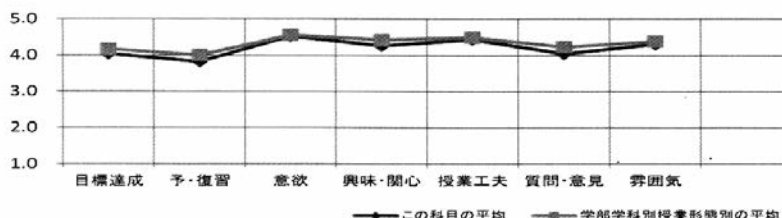| 回　答	学生の取組み			授業の内容			
	目標達成	予・復習	意欲	興味・関心	授業工夫	質問・意見	雰囲気
5. 非常にそう思う	21.7%	17.4%	56.5%	34.8%	65.2%	21.7%	34.8%
4. ある程度そう思う	60.9%	47.8%	39.1%	56.5%	13.0%	60.9%	60.9%
3. どちらとも言えない	17.4%	34.8%	4.3%	8.7%	21.7%	17.4%	4.3%
2. あまりそう思わない	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
1. 全くそう思わない	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
この科目の平均	4.0	3.8	4.5	4.3	4.4	4.0	4.3
学部学科別授業形態別の平均	4.2	4.0	4.6	4.4	4.5	4.2	4.4

Figure 2.

End of Term Questionnaire Given to Students - Used for Motivation Data

The information from the questionnaires were used to create 7 sections for comparative analysis. The 7 sections were then translated and are listed in figure 3 below.

Goals Achieved? This Course	Prepared for Lessons! This Course	Self Motivation This Course	Interest in the Course This Course	Course Content This Course	Was it Easy to ask Questions? This Course	Atmosphere This Course

Figure 3.

7 Sections Used to Evaluate Motivation

4.4.3 Output

Two types of output data were collected for this study, quantitative and qualitative.

4.4.3.1 Quantitative Output

The quantitative output data collected for this study was taken from the grades given to the students, based on the various tasks they were to complete throughout the course. Figure 4 shows how the grades were calculated.

Prepared Notebooks Dictionaries Attitude etc 10%	Tell Me More 10%	QC Card 10%	In Class Teaching 10%	Final Teaching Test 55%	Final Course Reflections 5%

Figure 4.

How Grades were Calculated – Used for Quantitative Output Analysis

The only item that has not already been discussed in this paper, is the section looking at "Prepared Notebooks Dictionaries Attitude etc". This section is exactly as it reads, in that students are given 10% or their course grade based on how well they prepare for class, concerning items like notebooks and dictionaries. In addition, they are also graded on what kind of attitude they bring to class, which is of course closely related to motivation as well.

4.4.3.2 Qualitative Output

The qualitative output data used in this study was also taken from one of the tasks used for grading, which was the Final Course Reflections. The final course reflections were graded out of 5%, but also warrant further attention, given the great value they hold as tools for qualitative analysis. Figure 5 is a section taken from the reflection form given to students.

Congratulations on almost finishing your teacher program! This is your final English challenge from me, and I hope it helps you to understand how much you have accomplished.

In English, answer the following questions the best that you can. If you want to give me more writing then simply write on the back of this sheet or attach another piece of paper to this sheet.

1. What did you learn in this course that you think will be useful for your future as a teacher?

Figure 5.

Reflection Form – Used for Qualitative (and Quantitative) Analysis

The reflections submitted by students allow us to analyse many things. The first item which is easily seen, is their level of writing with regards to syntax. Reflections also show us how well students understand course content, with regards to techniques and purpose, and in addition how well they can reflect these items towards themselves, so they may eventually use them as teachers in their futures.

5. Results and Discussion

The results of this study are given as a comparative analysis of the data collected from the YGU Methods of English Education course and the YCA English Communication course. The data is presented in three main sections English Proficiency, Motivation, and Output, with the later being then subdivided into Quantitative and Qualitative. The data is presented in chart and in written form and an analysis of the data follows.

5.1 English Proficiency

Table 1

English Proficiency Questionnaire – Quantitative Analysis

Course Name and Class	Eiken Level	TOEIC Level	GTEC Level	Other Cert and level	Attended Eikaiwa or Juku for English	Overseas Experience
YCA Daycare - A	26.09%				30.44%	4.35%
YCA Daycare - B	27.74%				34.78%	4.35%
YCA Daycare - C	13.04%				30.44%	
YCA Daycare - D	27.27%				36.36%	
Average of Classes (91 Students)	23.54%				33.01%	2.18%
YGU Methods - YR3 2018	72%				52%	32%
YGU Methods - YR4 2018	63.63%				18.80%	9.09%
Average of Classes (36 Students)	67.82%				35.40%	20.55%
Difference Between Schools and Courses	44.28%				2.40%	18.37%

As mentioned before, the data shown in table 1 was acquired from giving YGU and YCA students questionnaires, with regards to their English proficiency levels. The classes given these questionnaires in YCA were the daycare course students classes A-D in the first term of 2018, who were taking the English communication course. The classes given the questionnaires in YGU were the Methods of English Language course students in the elementary and junior/ senior high school English courses, in year three and year four in the second term of 2018. The results are displayed in three columns. The first column on the left, displays whether students have achieved an Eiken English proficiency level, either yes or no. No information has been provided as to what level, it only indicates that a level of some sort has been earned. 23.54% of the YCA students had achieved an Eiken proficiency level, while an average of 67.82% of YGU students had achieved an Eiken proficiency level. Based on these figures alone, it would be easy for people to predict that motivation and output produced by the YCA students should be lower than the YGU students. The next three columns show that no students in all six classes, had achieved an English proficiency level in TOEIC, GTEC, or other certification tests.

The fifth row indicates if students have attended a cram school and or an English conversation school. Again, no details have been provided as to where or how long they attended, only a percentage has been given indicating how many students had some experience. The YCA students had a 33.01% rating of students who had experience in a cram school or an English conversation school, while 35.40% of YGU students indicated they had

experience. Looking at these figures alone, you could only predict an almost equal level being produced in motivation and in output by both sets of students.

The final sixth row indicates the percentage of students who have had at least some overseas experience in an English-speaking country. 2.18% of YCA students indicated they had overseas experiences, while 18.37% of YGU students had indicated they had experience in an English-speaking country. Again, looking at these figures alone would allow people to predict a higher level of motivation and output for the YGU students over the YCA students.

Overall, if you were to add all the percentages together, you would see that the YGU students clearly possess the potential to be much more motivated, while being able to produce much higher levels of English output than the YCA students.

5.2 Motivation

Table 2

Motivation Questionnaire Given to Students – Quantitative Analysis

Course Name and Class	Goals Achieved? All Courses /5	Goals Achieved? This Course /5	Prepared for Lessons! All Courses /5	Prepared for Lessons! This Course /5	Self Motivation All Courses /5	Self Motivation This Course /5	Interest in the Course All Courses /5	Interest in the Course This Course /5	Course Content All Courses /5	Course Content This Course /5	Was it Easy to ask Questions? All Courses /5	Was it Easy to ask Questions? This Course /5	Atmosphere All Courses /5	Atmosphere This Course /5
YCA Daycare - A 2018	4.2	4.0	4.0	3.8	4.6	4.5	4.4	4.3	4.5	4.4	4.2	4.0	4.4	4.3
YCA Daycare - B 2018	4.2	4.0	4.0	4.1	4.6	4.7	4.4	4.4	4.5	4.7	4.2	4.4	4.4	4.6
YCA Daycare - C 2018	4.2	3.9	4.0	3.8	4.6	4.3	4.4	4.0	4.5	4.4	4.2	4.0	4.4	3.7
YCA Daycare - D 2018	4.2	4.0	4.0	3.8	4.6	4.5	4.4	4.2	4.5	4.5	4.2	4.4	4.4	4.6
YCA - Class Average	84%	80%	80%	78%	92%	90%	88%	85%	90%	90%	84%	84%	88%	86%
YGU Methods - YR4 2016	4.3	4.3	4.9	4.9	4.8	4.8	4.8	4.8	4.9	4.9	4.6	4.6	4.8	4.8
YGU Methods - YR4 2015	3.7	4.2	3.6	3.6	3.8	4.6	3.8	4.8	3.8	4.6	3.8	4.8	3.8	4.8
YGU Methods - YR4 2014	4.6	4.6	3.8	3.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8
YGU - Class Average	84%	87%	82%	82%	89%	95%	89%	96%	90%	95%	88%	95%	89%	96%
Difference Between Schools and Courses	0%	7%	2%	6%	-3%	5%	1%	11%	0%	5%	4%	11%	1%	10%

The data presented in table 2, shows the results of the questionnaires given to the YCA and YGU students. This data however, does differ from table 1, in that the data was gathered by from the same group of YCA students but not from the same group of YGU students. The data used for this table for the YGU students, was collected from year four students from 2014-2016, whereas table 1 was collected from 2018 students in year three and four. The reason for this discrepancy, is that this study is relatively new, and information for table 2 was not available from 2018 students, as was information for table 1 not available from YGU students in prior years. It is the hope of this researcher, that this data can be used universally as

indicators if not at least estimators, of what can be expected of YGU course students in the future.

Table 2 has been listed showing 7 headings, all relating to motivation in one way or another. It is believed that students with higher motivation will generally have a more positive outlook with such questionnaires, usually resulting in higher scores given. Considering this, plus the actual percentages listed, it would again appear that YGU students have higher percentages in motivation as well. However, the differences between the percentages given by YGU and YCA students, range from a low of 4% difference for students "Prepared for Lessons", to a high of 11% for students' "Interest in the Course" and if it "Was it Easy to ask Questions?".

Overall, it would again appear according to table 2 that YGU students will eventually produce higher output than YCA students, based on higher motivation, even though the levels were not that much different.

5.3 Output

5.3.1 Quantitative Output

Table 3

Grades Given to Students Listed by Course and by Class - Quantitative Analysis

Course Name and Class	Prepared Notebooks Dictionaries Attitude etc 10%	Tell Me More 10%	QC Card 10%	In Class Teaching 10%	Final Teaching Test 55%	Final Course Reflections 5%	Spring Term Final Grade %
YCA Daycare - A	8.3	9.8	10.0	8.3	48.0	4.7	89.1
YCA Daycare - B	8.5	9.8	10.0	8.9	48.4	5.0	90.6
YCA Daycare - C	8.4	9.9	10.0	8.7	47.6	4.7	89.3
YCA Daycare - D	8.5	9.1	9.5	8.7	45.8	4.6	86.2
Average of Classes (91 Students)	8.4	9.7	9.9	8.6	47.5	4.7	88.8%
YGU Methods - YR4 2016	9.5	10.1	9.6	9.2	50.1	5.0	93.8
YGU Methods - YR4 2017	9.0	10.0	10.0	8.5	50.1	4.5	92.0
Average of Classes (30 Students)	9.2	10.1	9.8	8.9	50.1	4.8	92.9%
Difference Between Schools and Courses	0.8	0.4	-0.1	0.3	2.6	0.1	4.1%

Table 3 shows the results of the grades given to the YCA and YGU students in this study. However, the students sampled differ once again from table 1 and table 2, in that the YGU Methods course students from 2017 appear for the first time in this study in table 3. The YCA students surveyed are still the same as the previous two tables. The table is divided into seven sections with the final column indicating the overall scores for each of the six classes

listed. The results show that the YCA students received and average of 88.8%, while the YGU students received an average of 92.9%.

Based on quantitative data alone, we can calculate from table 1 that YGU students were on average 21.68% higher regarding English proficiency. From the data in table 2, we can see that YGU students were on average 7.8% higher regarding motivation. However, we can see from table 3, that YGU students were on average only a mere 4.1% higher regarding output. Considering quantitative data alone, it would be very difficult to understand how such results could have happened. However, considering the qualitative output below, we may be able to see more clearly if the YCA students do produce higher output levels than initial predictions would have suggested.

5.3.2 Qualitative Output

5.3.2.1 YGU - Reflections by Students
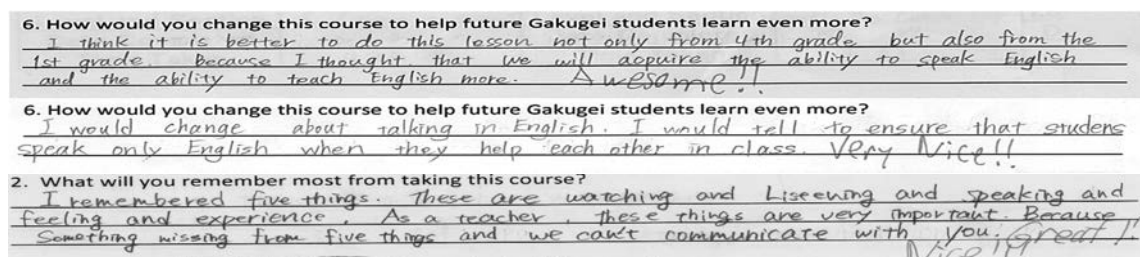
Figure 6.

Reflections from YGU Students – Qualitative Analysis

These reflections by YGU students show a clear understanding of the value of the course they took, plus how English should be taught in the university and to students in elementary schools. The grammar is not perfect, but the English is actually quite good, and the messages are well thought out, demonstrating that high levels of cognitive processing were used to create them.

5.3.2.2 YCA - Reflections by Students

Figure 7.

Reflections from YCA Students – Qualitative Analysis

The level of English writing is lower in two of the three samples, compared to the syntax used by the YGU students, but the understanding of pedagogical principals is very good, and accurately represents what was taught in the course. Further points mentioned by the students, indicate that many other lessons were learned in addition to what was merely written on the lesson plans, which were provided by the instructor.

In both cases, insightful remarks were maid, pedagogical principals used, and artistic intent delivered. I feel these reflections are in contrast to what the original English proficiency scores would have indicated the YCA students and even the YGU students would have been able to produce.

6. Conclusions

The purpose of this paper and this study, is to see if there is a correlation between English proficiency, motivation, and output. The core hypothesis to this study is that English proficiency alone does not directly correlate to motivation, and to output. Initial findings showed there was a great difference between YCA students' English proficiency levels and the levels of YGU students. Such findings should have almost certainly proven the hypothesis for this study to be wrong. The YCA students appeared on paper and in the eyes of the instructor, initially to not have the needed skills to produce the levels of motivation and output required to be effective teachers. However, the numbers proved these suppositions to be wrong.

The final numbers showed a difference of only 4.1% between the class final grades of the YCA and the YGU students, with both sets of students scoring almost a 90% average. The initial English proficiency scores showed that the YCA students were 21.68% lower than the YGU students, but somehow during their course of study, the student's motivation and

eventually output increased unbelievably.

Johnson (1995) identifies four key requirements for interaction to create an acquisition-rich classroom: 1. Creating contexts of language use where students have a reason to attend to language 2. Providing opportunities for learners to use the language to express their own personal meanings 3. Helping students to participate in language-related activities that are beyond their current level of proficiency 4. Offering a full range of contexts that cater for a 'full performance' in the language. (Ellis, 2005b)

These statements clearly support and almost echo what Merrill Swain's hypothesis refers to when talking about output and language acquisition. The courses offered to the YGU and YCA students in this study, consider initially the English proficiency levels of the participants, but they only use these numbers as mere guides of where the students are and not where they can go. The courses provide learning opportunities both in language and in pedagogy, by giving students tasks which are slightly beyond their present abilities, and far beyond their own expectations. It is through these tasks and opportunities given to them, that gains are made in learning English, in understanding educational theories, and in building confidence to apply what they have learned in real classrooms.

It is my belief that the hypothesis of this study has been proven to be true, regardless of the 4.1% difference remaining between the courses. Reach for the stars and the sky is never off limits!

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