Socio-Dynamic Motivating with Possible L2 Groups
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Research question
To what extent does students' reflecting on the characteristics of supportive classmates (also known as, positive possible L2 groups, imagined social capital) have on EFL undergraduate students' class engagement?

Participants
488 EFL undergraduates at 4 different universities in Japan

Question to students
#39 Please describe a group of classmates that you could learn English well with. What would you all do to help each other learn better and more enjoyably?

Table 1. Q 39 Emerged 16 categories on the students' positive possible L2 group
1. Adjust to understand, show you understand, and show you like communicating with your classmates: for example make eye contact, smile, pay attention to them, etc.
2. Show care and respect: make friends, get to know each other, know people's names, etc.
3. Show passion and enthusiasm in learning English: get excited and don't give up.
4. Share common goals to improve your English.
5. Participate actively in whole-class activities such as songs, games, presentations, etc. to create a positive classroom atmosphere.
6. Actively talk to lots of partners in English in class.
7. Actively and willingly interact out of class to meet and study and speak English, on the internet, Facebook, Skype, Phone, face-to-face, etc.
8. Share English "likes," books, movies, songs, magazines, internet pages, etc.
9. Show your joy and playful side while learning English: laugh and have fun.
10. Interact with classmates who have similar English abilities, and can be near peer role models.
11. Be accepting, patient, and encouraging with yourself and others when struggling to speak and making mistakes. Help yourself and others to get over shyness and hesitation, build up each other's confidence.
12. Help each other in class to learn: teach vocabulary, explain how to say something in English, etc.
13. Get together out of class with classmates to complete homework. Study together and support each other's campus life.
14. Enjoy communicating with people from different cultures. Encourage classmates to do the same.
15. Help each other to critically analyze opinions, ideas, and ways of using English, and to identify strengths and weaknesses for further improvement.
16. Take risks and challenge yourself and others to do more with English. Push beyond your current abilities to say more, speak faster, and listen better, etc.

Looping Survey Sheet (Please download here. Sorry for the long address. Or write to us for the link.)
http://www3.hp-ez.com/hp/englishteachingpage3
**1st looping quantitative data: Table 2. Descriptive data**

<table>
<thead>
<tr>
<th></th>
<th>All As' average: <em>This is important for successful learning.</em></th>
<th>All Bs' average: <em>My classmates have done this so far this semester.</em></th>
<th>All Cs' average: <em>I have done this so far this semester.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.07</td>
<td>4.09</td>
<td>4.02</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.80</td>
<td>0.88</td>
<td>0.91</td>
</tr>
<tr>
<td>N (Valid)</td>
<td>333</td>
<td>323</td>
<td>328</td>
</tr>
</tbody>
</table>

**Table 3. Correlation Spearman’s rho**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All As’ average</td>
<td>--</td>
<td>.584**</td>
<td>.483**</td>
</tr>
<tr>
<td>2. All Bs’ average</td>
<td>--</td>
<td>--</td>
<td>.828**</td>
</tr>
<tr>
<td>3. All Cs’ average</td>
<td>--</td>
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</tr>
</tbody>
</table>

**p < .01 (2-tailed).**

**Possible Action Research Procedures: Positive L2 group**

*(1)(2) could be conducted at any time in a semester, and (3)(4) are options for the beginning of the semester

1) Simply ask them to answer question #39 in their native language and in English when they can. (They could do this in pairs or small groups from the beginning or go into pairs or small groups to compare answers and ideas.) More elaborately, if you make a handout of all the comments, you could ask them to summarize the essential ideas. They could also choose one or a few that they think are especially important to them, which would give teachers an eye on what is important for their particular students.

2) Simply ask them to answer the 16 code questionnaire (See this handout). They could do this in pairs or small groups from the beginning or go into pairs or small groups to compare answers and ideas.

3) Do #39 first and then do the 16 codes a few days later and ask them to compare them. Which codes were not in their comments? What possible new codes might be showing up?

4) In addition to (3) just above, do an end of semester 16 code survey and compare the data to the first one and notice the changes, (this is what the PCOIz team is doing this fall semester 2012).

If you like, write it up and send a copy to us and we will advise you where to be published it.

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Japanese kotowaza: Kiku wa ittoki no hadji, kikanuwa issho no hadji
聞く是一時の恥、聞かぬは一生の恥. (Asking may be a moment’s embarrassment, not asking is a lifelong regret.)

**References** (Please download here. Sorry for the long address. Or write to us for the link.)
http://www3.hp-ez.com/hp/englisheducation/page3