

EFL Learners' Attitudes and Motivation towards Learning English: In the Case of Japanese University Students

英語学習への態度とモチベーション：日本人大学生の場合

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ABSTRACT

This is to note a small-scale study to examine the attitudes and motivation of Japanese university students towards learning English. The study is designed to replicate the large-scale survey reported by Taguchi, Magid, and Papi (2009), investigating English learners in Japan, China, and Iran, which utilized a questionnaire introduced in Dörnyei (2010b). The major constructs of motivation included in this study are the "Ideal L2 Self" and the "Ought-to L2 Self," as well as "the L2 Learning Experience," which reflects the individual classroom situation. A short literature review on L2 motivation is appended.

Key Words: second language (L2) learning, Japan, university students, motivation, Ideal L2 self, Ought-to L2 self

I. Introduction

This is to report a small-scale study to investigate the attitudes and motivation of Japanese university students towards learning English. The purpose of the current paper is to give an account of the small-scale survey and interviews the author conducted investigating the nature of language learning motivation. It is hoped that the current report be the foundation of a future large-scale study and the author would be more than happy if this could be of use to any researcher and/or teacher interested in the topic.

It has often been pointed out that Japanese people, including university students, are not competent and confident in communicating in English and that English language education in Japan is failing to meet the avowed national objective of producing global citizens.

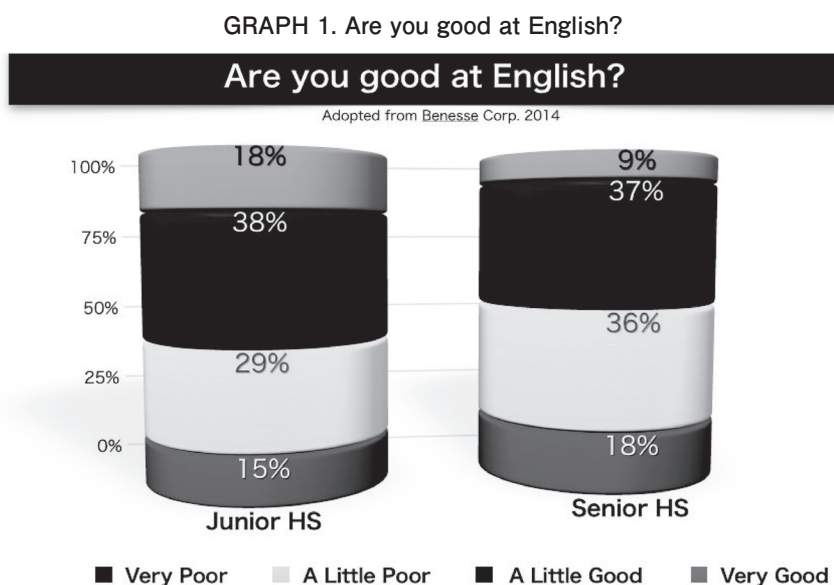
This shortcoming of the Japanese education system has been repeatedly highlighted, both at home and abroad (e.g. Doi, 1994; Reischauer, 1988). Currently, the shortcoming is once again being singled-out

by none other than Japan's Ministry of Education (MEXT) itself. In response to a newspaper article criticizing Japan's global education (Fitzpatrick, 2014), the Education Minister posted the following response online on the ministry's homepage:

Many Japanese people cannot speak English despite receiving six years of English language education in middle and high school. The reason is the problem with Japanese school education. This is why we are moving ahead with reform not only to start English language education earlier, but also to introduce university entrance exams that balance the four competencies mentioned above. (Shimomura, 2014)

A survey conducted by Benesse Corp., a company focusing on correspondence education and publishing in Japan, in March, 2014, asked junior and senior high school students (N = 6,294) about their attitudes towards learning English (Benesse Corp., 2014).

While English is a major subject in junior and senior high schools in Japan, Benesse Corp. (2014) found that many students say they started to feel weak in English during two periods of time in their student lives: (1) from the first semester of 7th grade (1st year, junior high school) to the second semester of the 8th grade (2nd year, junior high school) and (2) from the first half of 10th grade (1st year, senior high school) on.



Benesse Corp. (2014) also shows whether or not junior and senior high school students think they are good at English. While 56% of the junior high school students think they are either “very good” (18%)

or “a little good” (38%) at English, 44% say they are either “a little poor” (29%) or “very poor” (15%) at English. The ratio changes for senior high school students: 46% of senior high school students say they are “very good” (9%) or “a little good” (27%) at English, while 54% say they are “a little poor” (36%) or “very poor” (18%) at English.

Quoting an article from the Japan Times, Morita (2013) describes the attitudes of students in Japan in regards to the idea of “global citizenship” and blames the government, businesses, educators, and parents for not guiding the youth towards globalization.

50% of high school students and 55% of university students said they felt it was too late for them to become globally active. The author claims that students pick up the attitude from their environment, namely, their parents, teachers, media, and society. 40% of high school students and 30% of university students said they wanted to become an active person in a global society but did not know how to do it. The responsibility falls on the government, businesses, educators, and parents to guide young people. (p. 39)

Against this background, this study is designed to examine the attitudes and motivation of university students in Japan towards learning English. Does the gradual decline of confidence in English continue when students go to college? Or when they get to the university level, do they find motivation to study the language? If so, what are the sources of motivation? What can English teachers do to have more students interested in studying English?

Following this introduction is a short literature review on second language (L2) learning motivation. The study section includes the discussion of the survey results. Major findings are summarized at the end.

II. Literature Review

Since one of the main concerns of the current study, and of many teaching practitioners, is second language learner motivation, a short review of literature is presented here to investigate the psychological concept of “motivation” and how it applies to second language learning.

Motivation is a multi-faceted construct “involving cognitive, affective, and behavioural components. Its essence cannot be captured by only one aspect” (Gardner, 2005, p. 20).

Motivation can be defined as:

... the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out. (Dörnyei & Ottó, 1998, p. 65)

Traditionally, two sets of concepts have been presented to understand the role of motivation in second language learning. Richards (2003) summarizes them as follows (TABLE 1):

TABLE 1. Motivation: Two Sets of Concepts (Richards, 2003, p.14)

Motivation	Description
Instrumental Motivation	wanting to learn a language for the practical benefits it brings
Integrative Motivation	wanting to learn a language in order to interact with and become similar to valued members of the target language community
Motivation	Description
Intrinsic Motivation	enjoyment of language learning itself
Extrinsic Motivation	driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of reward or punishment

Of these, it has been said that language teachers must foster and strengthen intrinsic motivation in students to encourage second language learning. Brown (1991) states:

In our focus on learners, we are attempting to capitalize on their intrinsic motivation to learn English as a means to their empowerment. (p. 245)

Current theories on second language learning state that motivation is defined through the following “tripartite construct” (Dörnyei, 2008):

- Ideal L2 Self, which concerns the L2-specific facet of one’s ideal self: If the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2 because we would like to reduce the discrepancy between our actual and ideal selves.
- Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to avoid possible negative outcomes and which therefore may bear little resemblance to the person’s own desires or wishes.

- L2 Learning Experience, which concerns situation-specific motives related to the immediate learning environment and experience (e.g. the positive impact of success or the enjoyable quality of a language course). (p. 3)

Dörnyei (2008) further explicates:

Thus, the L2 Motivational Self System covers [1] the internal desires of the learner, [2] the social pressures exercised by significant or authoritative people in the learner's environment, and [3] the actual experience of being engaged in the learning process. (p. 3)

Applying these constructs to research on second language learning, Dörnyei (2010a) elucidates the shift in terms of understanding the psychology of the language learner:

...the move from the traditional conceptualization of motivation in terms of an integrative/instrumental dichotomy to the recent conceptualization of motivation as being part of the learner's self system, with the motivation to learn an L2 being closely associated with the learner's "ideal" L2 self. (p. 74)

In order to realize the best classroom environment, while the main job of the teacher is to stimulate students' intrinsic motivation, the teacher's motivation is also an important factor. Dörnyei (2008) explains the "L2 Learning Experience" as follows:

The relationship between students and faculty is an interactive one that can be either positively or negatively synergistic. Students affect the faculty's motivation and behaviour just as faculty affect the students'. But it is important to keep in mind that part of the task of teaching is to engender in students the enthusiasm that facilitates a positive rather than a negative cycle. (Deci, Kasser & Ryan, 1997, p. 68)

Williams and Burden (1997), however, put in a caveat for language teachers:

...motivation is more than simply arousing interest. It also involves sustaining interest and investing time and energy into putting the necessary effort to achieve certain goals...so often, from a teacher's point of view, motivation is seen as simply sparking an initial interest, for example, presenting an interesting language activity. However, motivating learners entails far more than this. (Williams & Burden, 1997, 121)

Certainly this aspect of motivation, "motivation maintenance," is also an important job of the second

language teachers.

III. Study

The current study is designed to replicate the large-scale survey reported by Taguchi, Magid, and Papi (2009) investigating the learners' attitudes towards English language in Japan, China, and Iran. Taguchi et al. (2009) utilized a questionnaire developed by the Hungarian psycholinguist Zoltán Dörnyei and his colleagues and introduced in Dörnyei (2010b). The current study uses the same questionnaire.

A. Participants of the Study

The participants of this study are 56 Japanese university students. The gender breakdown of the participants is 20 male students (35.7%) to 36 female students (64.3%). (See TABLE 2.)

TABLE 2. Participants of the Study by University

YEAR	MALE	FEMALE	TOTAL	%
Univ. E	7	13	20	35.7%
Univ. F	13	23	36	64.3%
TOTAL	20	36	56	100.0%
%	35.7%	64.3%	100.0%	

Of the 56 participants, 20 are students in the education department (Secondary Education, English) at University E, which is a small private university. 36 are students in the foreign language department at University F, which is a national university. Both institutions are located in Western Japan. The English proficiency levels of the two groups of the students are similar. The TOEFL PBT score ranges from 440 to 500 for the University E group and from 450 to 530 for the University F group.

The participants of the current study were all volunteers and the data was collected from November 2014 to January 2015.

TABLE 3 shows the participants of Taguchi et al. (2009), including Japanese (1,586), Chinese (1,328), and Iranian (2,029) learners of English.

TABLE 3. The sample investigated in the survey (Taguchi et al., 2009, p. 72)

Country	Total	Gender		Employment status			
				Middle school student	University student		Working professional
		Male	Female		English major	Non-English major	
Japan	1586	678	898	—	1534		—
					319	1180	
China	1328	458	869	214	940		173
					182	758	
Iran	2029	892	1137	1309	719		—
					394	325	

Note: Some questionnaires had missing data

All of the Japanese participants are university students. The pool of Japanese participants include both English and Non-English majors. Of the total number of Japanese participants, 898 were female (56.6%) and 678 were male (42.7%).

The participants of the current study were asked to identify their English language proficiency by selecting one of the following five levels: "Upper Intermediate Level and over," "Intermediate Level," "Lower Intermediate Level," "Post-Beginner Level," and "Beginner Level." These levels of English language proficiency have also been adopted from Dörnyei (2010b) and were the same levels used in Taguchi et al. (2009). (TABLE 4)

TABLE 4. English Ability

English Ability	
Please rate your current overall proficiency in English by ticking one.	
<input type="checkbox"/>	Upper Intermediate level and over - Able to converse about general matters of daily life and topics of ones specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.
<input type="checkbox"/>	Intermediate level - Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.
<input type="checkbox"/>	Lower Intermediate level - Able to converse about familiar daily topics- Able to read materials about familiar everyday topics and write simple letters.
<input type="checkbox"/>	Post-Beginner level - Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.
<input type="checkbox"/>	Beginner level - Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.

Adopted from Dörnyei (2010b): Appendix B: The Final Version of the Questionnaires Used in Japan, China, and Iran (pp. 164-167) (Zoltán Dörnyei with contributions from Tatsuya Taguchi)

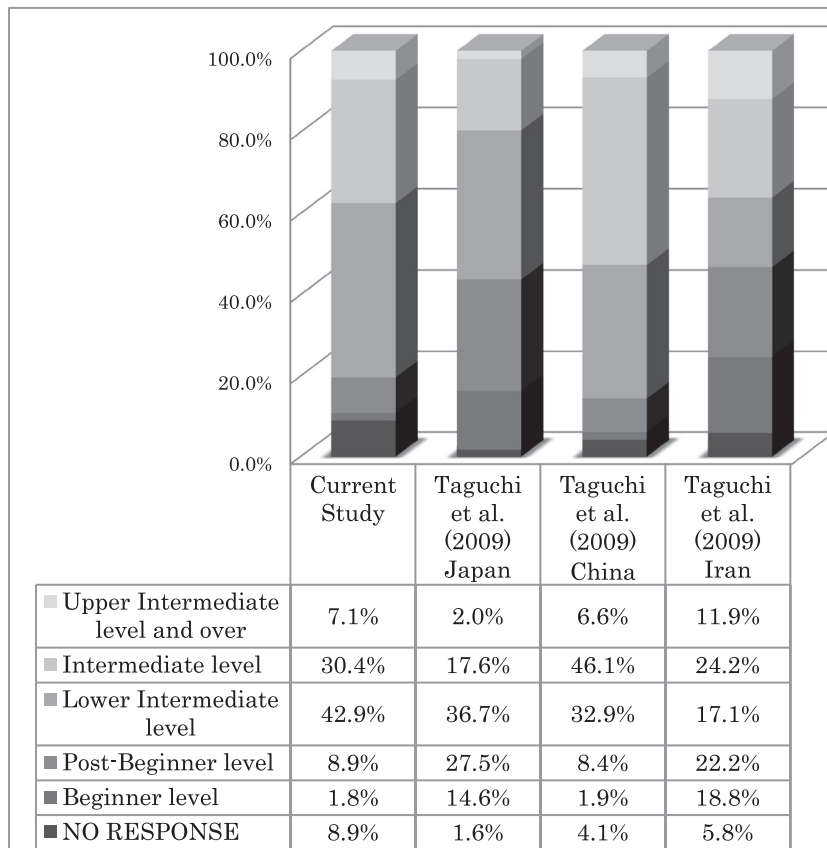
More than 70% of the participants in the current study identified themselves as “Intermediate” (30.4%) and “Lower Intermediate” (42.9%), while 7.1% described their English level as “Upper Intermediate and Over.” (TABLE 5)

TABLE 5. Participants of the Study by English Ability

LEVEL/YEAR	MALE	FEMALE	TOTAL	%
Upper Intermediate level and over	0	4	4	7.1%
Intermediate level	8	9	17	30.4%
Lower Intermediate level	8	16	24	42.9%
Post-Beginner level	3	2	5	8.9%
Beginner level	0	1	1	1.8%
NO RESPONSE	1	4	5	8.9%
TOTAL	20	36	56	100.0%

Compared to the English levels of the Japanese participants in Taguchi et al. (2009), this could be regarded as a characteristic of the participants of this study: The current study’s participants have more confidence and, possibly, more competence in English language than the ones in Taguchi et al. (2009). See GRAPH 2.

Only a fraction of the Japanese participants of Taguchi et al. (2009), 2% , say their English level is “Upper Intermediate or over,” while more students in China (6.6%) and Iran (11.9%) selected the highest level when asked to identify their English language ability.

GRAPH 2. Participants by English Levels

The Taguchi et al. (2009) study was conducted before 2009, while the data for the current study was collected in 2014 and 2015. It is necessary to mention at this point that during the lapse of time between the two studies, more than seven years, significant changes among Japanese university students, as well as English learners in China and Iran, could have occurred. Seven years is a long enough period of time for the role and perception of English to change both locally and globally. This shift has the potential to greatly influence the mindset of English language learners.

For example, although it has not directly impacted the participants of the current study, a major policy change in Japan's English language education is the introduction of "Foreign Language Activities" to the 5th and 6th grades in 2011: "To introduce foreign language activities into primary schools, with teaching centered on listening & speaking (Primary grades 5&6)" (MEXT, 2011a, p. 8). See also MEXT (2011b). The change has strongly influenced the milieu of the English language education as well as the mindset of the students.

Another significant issue in Japanese education has been the shift from the “Yutori” (eased) education to the “Datsu-yutori” (re-strengthened) education in 2008, whereby Japan’s ministry of education re-strengthened its educational policy to meet the international standards, including the reorganizing the English language education system. See Butler (2007), Nishimura (2006), and Takayama (2009) for detail.

B. Questionnaire

The questionnaire used in this study and Taguchi et al. (2009) was developed by Zoltán Dörnyei and his colleagues and introduced in Dörnyei (2010b). It has 65 items and the entire questionnaire has been appended at the end of the document (Appendix).

The questionnaire is divided into four (4) parts. Part 1 (Item Nos. 1 to 42) includes statements such as “Learning English is important to me because I would like to travel internationally” (Item No.1). The participants were instructed to indicate how much they agree or disagree with each statement by selecting a number on a scale of 1 (Strongly Disagree) to 6 (Strongly Agree).

In Part 2 (Nos. 43 to 53), the participants were asked to indicate their response to 11 questions including “Do you like the music of English-speaking countries (e.g., pop music)?” The participants were instructed to indicate their level of like or dislike by selecting a number on a scale of 1 (Not at all) to 6 (Very much).

In Part 3 (Nos. 54 to 67), the participants were asked to respond to 14 different statements including “It would be a better world if everybody lived like the Japanese” (No. 54). Again, the participants were instructed to indicate how much they either agree or disagree with each statement by selecting a number on a scale of 1 (Strongly Disagree) to 6 (Strongly Agree).

Part 4 asked the participants for demographic information such as gender and age, as well as career and education related information such as college major, and overseas experience.

C. The Results and Discussion

For the study, Taguchi et al. (2009) organized the 67 questions in the survey according to 10 factors (TABLE 6). This study utilizes the same 10 factors.

TABLE 6. Factors (Arranged from Taguchi et al., 2009, pp. 74-75)

#	Factor	Item No.	Description
1	Criterion measures	5, 17, 28, 41	the learners' intended efforts toward learning English.
2	Ideal L2 self	8, 20, 33, 58, 66	according to Dörnyei (2005: 106), the "L2-specific facet of one's ideal self"
3	Ought-to L2 self	13, 25, 38, 62	"the attributes that one believes one ought to possess (i.e. various duties, obligations, or responsibilities) in order to avoid possible negative outcomes" (Dörnyei, 2005: 106).
4	Family influence	2, 14, 29, 40	active and passive parental roles
5	Instrumentality-promotion	6, 18, 31, 55, 64	the regulation of personal goals to become successful, such as attaining high proficiency in English in order to make more money or find a better job.
6	Instrumentality-prevention	10, 23, 36, 60, 67	the regulation of duties and obligations, such as studying English in order to pass an examination
7	Attitudes to learning English	12, 24, 37, 61	measuring situation-specific motives related to the immediate learning environment and experience
8	Attitudes to L2 community	44, 47, 50, 53	the learner's attitude toward the community of the target language.
9	Cultural interest	43, 46, 49, 52	the learner's interest in the cultural products of the L2 culture, such as TV, magazines, music, and movies.
10	Integrativeness	45, 48, 51	a positive attitude toward the second language, its culture, and the native speakers of that language. (Dörnyei et al., 2006)

L2 = Second Language (English)

What follows are the results and accompanying discussion. The items selected are notable in terms of international and generational comparisons, as they afford a more holistic understanding of the Japanese learners of English. This understanding could help to find the motivating factors in regards to making the learners more committed to their language studies.

Added to the discussion below are English comments written in the questionnaire by some of the participants of the current study. Their remarks have been included in order to provide their perspective on this and to vividly reflect the "voices" of the participants (van Lier, 1994).

(1) Criterion measures

The items in this factor have to do with "the learners' intended efforts toward learning English." TABLE 7 shows the average of the score on a scale of (1) "Strongly Disagree" to (6) "Strongly Agree," which includes items 5 and 28.

Concerning both statements, the female participants of the current study show higher rates compared to those of the Japanese university students in Taguchi et al. (2009). Although the average by sex is not available in Taguchi et al (2009), it could be argued that the female students of this study clearly reflect the gendered aspect of the foreign language classroom. (e.g. Pavlenko, 2001; Sunderland, 1994)

TABLE 7. Criterion measures

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
5	If an English course was offered at university or somewhere else in the future, I would like to take it.	4.26	4.49	4.76	4.37	4.66	4.56
28	I am prepared to expend a lot of effort in learning English.	3.54	4.75	5.04	3.70	4.14	3.98

(2) Ideal L2 Self

The items in this factor have to do with “the ‘L2-specific facet of one’s ideal self.’” TABLE 8 shows the average score on a scale from (1) “Strongly Disagree” to (6) “Strongly Agree.”

The “ideal L2 self” is the main term used in Dörnyei’s conceptualization of L2 learner motivation. Referring to the self theory in general psychology by Tory Higgins’s (1987; Higgins et al., 1985), Dörnyei (2009) summarizes the two major constructs of “the ideal self” and “the ought-to self”:

The ideal self refers to the representation of the attributes that one would ideally like to possess (i.e. representation of hopes, aspirations, or wishes), while the ought-to self refers to the representation of attributes that one believes one ought to possess (i.e. representation of someone else’s sense of duties, obligations, or moral responsibilities) and which therefore may bear little resemblance to one’s own desires or wishes. (p. 13)

TABLE 8 shows the average scores regarding the ideal L2 self of the participating English learners in Japan, China, and Iran, which includes items 8 and 58.

Compared to the Chinese and Iranian participants, Taguchi et al. (2009)’s Japanese university students indicate modest averages (2.90 and 3.33), while the male and female participants in the current study demonstrate higher averages. This is probably due to the fact that the participants of this study are majoring in either secondary education (English language) or foreign language.

TABLE 8. Ideal L2 Self

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
8	I can imagine myself living abroad and having a discussion in English.	2.90	4.80	4.34*	3.95	3.86	3.89
58	Whenever I think of my future career, I imagine myself using English.	3.33	4.77	4.36	4.29	4.21	4.24

* = The statement was slightly modified to suit the situation.

Another interesting feature of this factor in this current study is that the average score for the male students is slightly higher than that of the female students. This could be due to the interpretation of the phrases “having a discussion” (No. 8) and “my future career” (No. 58). These specific phrases might be more directly relatable to the male students in Japan compared to the female students.

Comments made by two male participants have been included below:

I think English is necessary for me. In the globalized world, people talk in English. I need to speak English when I work, travel, and talk with foreigners. However, in Japan, I can do everything without English. I have to force me to study English. [sic] (C003: Male student at Univ. F)

I want to talk to people abroad fluently and understand them well. That's why I study English. (C001: Male student at Univ. F)

(3) Ought-to L2 self

The statements in this factor are concerned with the Ought-to L2 self: “the attributes that one believes one ought to have in order to avoid possible negative outcomes.” It has to be mentioned that the average scores for Japanese and Chinese participants in Taguchi et al. (2009) seem a little too low compared to the average score of the Iranian participants. (TABLE 9)

It could be argued that if a similar survey were done at this time, different results, possibly higher averages, could be gained due to the recent socioeconomic changes in Japan and China, as evidenced in the slightly higher averages in the current study. Or, the constructs of the “Out-to L2 self,” separated from the next factor, “Family influence,” might not be as relevant a motivating factor for L2 learners in Japan or China.

TABLE 9. Ought-to L2 self

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
13	I study English because close friends of mine think it is important.	2.51	2.69	4.12	2.85	3.37	3.18
38	Learning English is necessary because people surrounding me expect me to do so.	2.59	2.78	3.25	2.90	3.53	3.30

(4) Family influence

This factor refers to “active and passive parental roles.” Unfortunately, the average scores for the Chinese and Iranian participants are not available for the Taguchi et al. (2009) study. However, the comparison of the Japanese participants in Taguchi et al. (2009) and those in the current study shows clear increases in the average score. This could be attributed to changes that have occurred in both the Japanese economy and Japanese society in the past seven years. At the same time, the difference between the two studies could simply be due to the individual differences in the samples/participants. (TABLE 10)

One evident feature in the analysis of this factor is that the female participants of this study show higher averages than the male participants. It seems that this is due to the fact that parental roles are a stronger influence on female university students in Japan compared to their male counterparts.

TABLE 10. Family influence

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
2	My parents believe that I must study English to be an educated person.	3.41	-	-	3.95	4.86	4.54
29	My parents encourage me to study English in my free time.	2.35	-	-	2.55	3.58	3.21

Two comments by female participants of the study have been included below:

I used to learn English since I was 4 years old. Since my mother loved to travel abroad, even in

non-English-speaking country, my sister and I went to language school after school. [sic] In the language school, we learned English with many easy games. So we didn't feel like "studying" English. (B012 Female student at Univ. F)

I think my parents want me to be a person who can use English freely, but I don't study English for that reason. I study English because I want to use English on business. So I want to become a person who can use English freely. (C012: Female student at Univ. F)

(5) Instrumentality - Promotion

This factor refers to the positive external conditions that are tied to motivation: "the regulation of personal goals to become successful such as attaining high proficiency in English in order to make more money or find a better job." (TABLE 11)

Unfortunately, the average scores for the Iranian participants in Item 6 and the Chinese participants in Item 31 are not available.

Item 6 speaks to the benefits of English speaking ability when searching for employment. It is quite understandable that both of the groups, Chinese and Japanese, agree that English is important when considering that the world has been becoming smaller due to innovations related to information and communication technology. It could be argued that the most significant technological change impacting the global importance of English is the increase in the size of the networks of low cost mobile and Internet providers. In most cases, the main language used in this "smaller" world is English (Naisbitt & Aburdene, 1990), i.e., "English as a global language" (Crystal, 1997, 2006). See also Block (2007/2009) for the impact of globalization on the English language use.

TABLE 11. Instrumentality - Promotion

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
6	Studying English can be important to me because I think it will some day be useful in getting a good job.	5.08	5.02	-	5.10	5.34	5.25
31	Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working).	4.20	-	3.89*	4.35	4.06	4.16

* = The statement was slightly modified to suit the situation.

Another interesting feature of Item 6 is that the female participants in the current study have a

remarkably high average score of 5.34. This could possibly be attributed to the phrase “it [English] will some day be useful,” which implies that it does not have to be useful right now or even in the foreseeable future (Item 6).

This is in stark contrast to Item 31, which includes the phrase “I would like to...,” which expresses the current intention of the speaker rather than a situational possibility. In Item 31, the male participants had a higher average score than the female participants.

In terms of the Iranian participant responses, it would be interesting to know how realistic it is for them to “spend a longer period living abroad.”

The comments by some of the participants of this study have been included below:

I think that I don't focus on English as a communication tool, but focus more on English as a career tool. (A013: Male student at Univ. E)

I study English when I was 13 years old. [sic] I practiced reading and writing. This summer vacation, I went to Ireland for 3 weeks. At first, I can't communicate well, but I can communicate a bit at last. I feel the experience of using English is very important. (C013: Male student at Univ. F)

I'm studying English, because I wanna talk with the people around the world. I think I wanna go traveling to foreign countries, too. I must study English more harder! [sic] (A020: Female student at Univ. E)

(6) Instrumentality - Prevention

This factor refers to the other side of instrumental motivation: “the regulation of duties and obligations, such as studying English in order to pass an examination.”

Although the average score for the Chinese participants is not available (Item 36), it is not difficult to imagine the scores being quite high. (TABLE 12)

The average score of the Japanese participants (Taguchi et al., 2009) for Item 36 is markedly lower than that of the other participants. Interestingly, that average score is again noticeably lower than those of the participants in this study. Individual differences between the samples/participants could account for some of differences in average scores.

TABLE 12. Instrumentality - Prevention

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
36	I have to study English; otherwise, I think I cannot be successful in my future career.	3.43	-	4.05	4.05	4.22	4.16
60	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.	3.94	3.46	4.36*	4.41	4.34	4.37

* = The statement was slightly modified to suit the situation.

(7) Attitudes to learning English

This factor refers to the English classroom situation: “measuring situation-specific motives related to the immediate learning environment and experience.”

It was encouraging to find that all groups demonstrated high average scores. It is quite contrary to the aforementioned situations of the Japanese junior and senior high school students. (Benesse Corp., 2014) (TABLE 13)

TABLE 13. Attitudes to learning English

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
12	I like the atmosphere of my English classes.	4.06	3.92	4.08	4.45	4.29	4.35
61	I really enjoy learning English.	4.12	4.34	4.68	4.21	4.69	4.53

It could be argued that the university students in Japan are the ones who are good at English at the junior and senior high school levels, which would explain why they were able to pass the entrance examination and then become university students. It has been argued that, in Japanese society, English has been functioning as a “gatekeeper” to higher education, which commonly leads to higher wealth, power, and privilege (e.g., Yamada, 2014).

However, it should also be taken into consideration that the English teaching method utilized in junior and senior high schools is primarily Grammar-Translation. This method requires students to memorize grammatical points and vocabulary and to translate target language sentences into the first language.

While this method does have its merits, many also consider it to be quite boring. On the other hand, the popular teaching method utilized at the university level is Communicative Language Teaching (CLT), which facilitates target language communication between the teacher and the students, as well as student to student. This more immersive method is often considered more fun and enjoyable by student learners. Naturally then, university students tend to enjoy English more than junior or senior high school level students.

In any case, it is the teacher's responsibility to create a classroom environment that leads students to enjoy learning English. It is the role of the teacher to help increase the intrinsic motivation of the students. For examples of this, see Busse and Walter (2013).

It should also be noted that the female participants of this study show a markedly higher average score of 4.69.

The comments by some of the participants have been included below:

I believe I'll be a good English speaker but no one believes it. I don't care. (A017: Male student at Univ. E)

I like speaking and listening English very much. [sic] I really want to speak English better and travel abroad. (B014: Female student at Univ. F)

I don't like learning English but don't dislike it. Actually I haven't enjoyed English class at school (junior high ~ university) so much, however I like to translate texts or write letters to my British friends. English also helps me to get more information. (C011: Female student at Univ. F)

(8) Attitudes to L2 community

This factor refers to "the learner's attitudes toward the community of the target language."

Item 44 asks the participants whether they agree with the statement that expresses a favorable attitude toward traveling to English-speaking countries. It appears to make sense that the average scores are markedly high among all participants including the Chinese (5.28) and Iranian (4.76). However, it is interesting to observe that the averages go down with the Chinese (4.35) and Iranian (3.64) participants for Item 47, which asks whether or not they like the people of English-speaking countries. (TABLE 14)

A further analysis of the English learners' attitudes in those countries alongside a study of the current sociopolitical situation would be interesting.

TABLE 14. Attitudes to L2 community

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
44	Do you like to travel to English-speaking countries?	4.63	5.28	4.76	4.76	4.97	4.90
47	Do you like the people who live in English-speaking countries?	4.52	4.35	3.64	4.65	5.03	4.83

The average scores of the Japanese students are high in both items.

(9) Cultural interest

This factor refers to “the learner’s interest in the cultural products of the L2 culture, such as TV, magazines, music, and movies.”

Item 43 refers to popular music in English-speaking countries and Item 46 refers to movies. It is noticeable that the Japanese and Chinese participants show high average scores while the Iranians participant average is comparatively low. (TABLE 15)

Again, further investigation is needed in regards to the relationship between the learners’ attitudes and the sociopolitical climate.

Another aspect of interest is the fact that the male students of the current study show a noticeably higher average than the female participants for both Items 43 and 46. This could simply indicate that male students who are interested in foreign music and movies like to study English.

TABLE 15. Cultural interest

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
43	Do you like the music of English-speaking countries (e.g. pop music)?	4.69	4.81	3.85	5.41	4.97	5.12
46	Do you like English films?	5.05	5.17	3.94	5.18	4.91	5.00

A comment made by a male participant is shown below:

I love English culture. I always listening English music, watching English movies and TV show [sic]. I don't feel uncomfortable when I speak English. However, I think, it is convenient for me if everyone speaks Japanese. (C003: Male student at Univ. F)

(10) Integrativeness

This factor refers to “a positive attitude toward the second language, its culture, and the native speakers of that language.”

This is what has been called “Integrative Motivation.” It is surprising to observe that the Chinese and Iranian participants had high average scores for both Items 48 and 51. The question then is how serious are the Chinese and/ or Iranians participants in terms of wanting to become more like the people of English-speaking countries. (TABLE 16)

Another question that needs to be looked into is whether attitudes changed or remained the same over that seven year time period between studies.

As for Item 51, it is reassuring to know that many of the Japanese university students participating in this study actually like English. This should be welcoming news to Japanese teachers of English.

TABLE 16. Integrativeness

#	Statement	Taguchi et al. (2009)			Current Study		
		Japan	China	Iran	Male	Female	Total
48	How much would you like to become similar to the people who speak English?	4.06	5.11	4.39	4.18	4.32	4.27
51	How much do you like English?	4.42	4.51	4.82	4.47	5.00	4.82

IV. Summary

The current study has been an attempt to replicate, with a small sample, the large-scale survey conducted in Japan, China, and Iran, which delved into the motivation of English learners (Taguchi et al., 2009).

The study is based on Dörnyei (2008)'s "tripartite construct" of L2 Motivational Self System comprising:

- Ideal L2 Self : the internal desires of the learner,
- Ought-to L2 Self: the social pressures exercised by significant or authoritative people in the learner's environment, and
- L2 Learning Experience: the actual experience of being engaged in the learning process.

Of the 10 factors investigated, the following factors show particularly high averages in this study:

- (1) Criterion measures
- (5) Instrumentality - Promotion
- (8) Attitudes to L2 community
- (9) Cultural interest
- (10) Integrativeness

The factors that had relatively high average scores include:

- (2) Ideal L2 Self,
- (4) Family influence,
- (6) Instrumentality – Prevention
- (7) Attitudes to learning English

Factor 3, the Ought-to L2 self, does not have high average scores and it seems the peer pressure does not exert a strong influence on the L2 motivation of the learners in Japan, or the other countries for that matter.

In terms of gender differences, the male participants have higher average scores in the following factors:

- (2) Ideal L2 Self
- (5) Instrumentality – Promotion: Item (31) "Studying English is important to me because I would like to spend a longer period living abroad (e.g. studying and working)."
- (7) Attitudes to learning English: Item (12) "I like the atmosphere of my English classes."
- (9) Cultural interest

Similarly, the female participants show higher average scores in the following factors:

- (1) Criterion measures
- (3) Ought-to L2 self
- (4) Family influence
- (5) Instrumentality – Promotion: Item (6) “Studying English can be important to me because I think it will some day be useful in getting a good job.”
- (7) Attitudes to learning English: Item (61) “I really enjoy learning English.”
- (8) Attitudes to L2 community
- (10) Integrativeness: Item (51) “How much do you like English?”

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27 <http://www.aglance.org/across/>

28 <http://e-dream-s.org/index-j.html>

APPENDIX

English Learner Questionnaire

This survey (originally constructed by the School of English Studies at the University of Nottingham, UK) is conducted to better understand the thoughts and beliefs of English language learners. This questionnaire consists of four sections. Please read each instruction carefully and write your answers. This is not a test, so there are no "right" or "wrong" answers. The results of this survey will be used only for research purposes, so please give your honest answers. Thank you very much for your help!

Part I

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any of items.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree					
1	2	3	4	5	6					
(Ex.) If you strongly agree with the following statement, write this:										
I like skiing very much.				1	2	3	4	5	6	
1.	Learning English is important to me because I would like to travel internationally.				1	2	3	4	5	6
2.	My parents encourage me to study English.				1	2	3	4	5	6
3.	I feel excited when hearing English spoken.				1	2	3	4	5	6
4.	I am very interested in the values and customs of other cultures.				1	2	3	4	5	6
5.	If an English course was offered at university or somewhere else in the future, I would like to take it.				1	2	3	4	5	6
6.	Studying English can be important to me because I think it will someday be useful in getting a good job.				1	2	3	4	5	6
7.	If I make more effort, I am sure I will be able to master English.				1	2	3	4	5	6
8.	I can imagine myself living abroad and having a discussion in English.				1	2	3	4	5	6
9.	I think that there is a danger that Japanese people may forget the importance of Japanese culture, as a result of internationalisation.				1	2	3	4	5	6
10.	I have to learn English because without passing the English course I cannot graduate.				1	2	3	4	5	6
11.	I would feel uneasy speaking English with a native speaker.				1	2	3	4	5	6
12.	I like the atmosphere of my English classes.				1	2	3	4	5	6
13.	I study English because close friends of mine think it is important.				1	2	3	4	5	6
14.	My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).				1	2	3	4	5	6
15.	I am interested in the way English is used in conversation.				1	2	3	4	5	6
16.	I think I would be happy if other cultures were more similar to Japanese.				1	2	3	4	5	6
17.	I am working hard at learning English.				1	2	3	4	5	6

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6
18.	Studying English is important to me because English proficiency is necessary for promotion in the future.				
19.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.				
20.	I can imagine a situation where I am speaking English with foreigners.				
21.	Because of the influence of the English language, I think the Japanese language is corrupt.				
22.	I get nervous and confused when I am speaking in my English class.				
23.	I have to study English because I don't want to get bad marks in it at university.				
24.	I find learning English really interesting.				
25.	I have to study English, because, if I do not study it, I think my parents will be disappointed with me.				
26.	Studying English is important to me because without English I won't be able to travel a lot.				
27.	I find the difference between Japanese vocabulary and English vocabulary interesting.				
28.	I am prepared to expend a lot of effort in learning English.				
29.	My parents encourage me to study English in my free time.				
30.	I respect the values and customs of other cultures.				
31.	Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).				
32.	I am sure I will be able to write in English comfortably if I continue studying.				
33.	I imagine myself as someone who is able to speak English.				
34.	Because of the influence of the English-speaking countries, I think the moral of Japanese people are becoming worse.				
35.	If I met an English native speaker, I would feel nervous.				
36.	I have to study English, otherwise, I think I cannot be successful in my future career.				
37.	I always look forward to English classes.				
38.	Learning English is necessary because people surrounding me expect me to do so.				
39.	I study English because with English I can enjoy travelling abroad.				
40.	My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).				
41.	I think that I am doing my best to learn English.				
42.	I like the rhythm of English.				

Your Comments

Part II

These are new questions but please answer them the same way as you did before.

Not at all	Not so much	So-so	A little	Quite a lot	Very much
1	2	3	4	5	6
(Ex.) If you like "curry" very much, write this:					
Do you like curry?				1	2 3 4 5 6
43.	Do you like the music of English-speaking countries (e.g., pop music)?				
	1	2	3	4	5 6
44.	Do you like to travel to English-speaking countries?				
	1	2	3	4	5 6
45.	How important do you think learning English is in order to learn more about the culture and art of its speakers?				
	1	2	3	4	5 6
46.	Do you like English films?				
	1	2	3	4	5 6
47.	Do you like the people who live in English-speaking countries?				
	1	2	3	4	5 6
48.	How much would you like to become similar to the people who speak English?				
	1	2	3	4	5 6
49.	Do you like English magazines, newspapers, or books?				
	1	2	3	4	5 6
50.	Do you like meeting people from English-speaking countries?				
	1	2	3	4	5 6
51.	How much do you like English?				
	1	2	3	4	5 6
52.	Do you like TV programmes made in English-speaking countries?				
	1	2	3	4	5 6
53.	Would you like to know more about people from English-speaking countries?				
	1	2	3	4	5 6

Part III

The following items are similar to the ones in Part I.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6
54.	It would be a better world if everybody lived like the Japanese.				
	1	2	3	4	5 6
55.	Studying English can be important for me because I think I'll need it for further studies on my major.				
	1	2	3	4	5 6
56.	I think the cultural and artistic values of English are going at the expense of Japanese values.				
	1	2	3	4	5 6
57.	I am sure I have a good ability to learn English.				
	1	2	3	4	5 6
58.	Whenever I think of my future career, I imagine myself using English.				
	1	2	3	4	5 6
59.	I would get tense if a foreigner asked me for directions in English.				
	1	2	3	4	5 6
60.	Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests.				
	1	2	3	4	5 6

Your Comments

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree					
1	2	3	4	5	6					
61.	I really enjoy learning English.				1	2	3	4	5	6
62.	My parents believe that I must study English to be an educated person.				1	2	3	4	5	6
63.	I think that, as internationalisation advances, there is a danger of losing the Japanese identity.				1	2	3	4	5	6
64.	Studying English is important to me because with English I can work globally.				1	2	3	4	5	6
65.	I am proud to be Japanese.				1	2	3	4	5	6
66.	The things I want to do in the future require me to use English.				1	2	3	4	5	6
67.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak student.				1	2	3	4	5	6

Part IV

Please provide the following information by ticking (✓) in the box or writing your response in the space.

Gender: ☐ Male ☐ Female

Nationality: ☐ Japanese ☐ Non-Japanese

Age: ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ other: _____

Year of study: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ other: _____

Major: _____

English teacher Have you ever had or do you have a native English-speaking teacher?
☐ Yes ☐ No

Overseas experiences: Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?
☐ Yes ☐ No

English ability: Please rate your current overall proficiency in English by ticking one.

- ☐ **Upper Intermediate level and over**— Able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcasts. Able to read high-level materials such as newspapers and write about personal ideas.
- ☐ **Intermediate level** — Able to converse about general matters of daily life. Able to read general materials related to daily life and write simple passages.
- ☐ **Lower Intermediate level** — Able to converse about familiar daily topics. Able to read materials about familiar everyday topics and write simple letters.
- ☐ **Post-Beginner level** — Able to hold a simple conversation such as greeting and introducing someone. Able to read simple materials and write a simple passage in elementary English.
- ☐ **Beginner level** — Able to give simple greetings using set words and phrases. Able to read simple sentences, grasp the gist of short passages, and to write a simple sentence in basic English.

Thank you for your cooperation!

英語学習への態度とモチベーション： 日本人大学生の場合（研究ノート）

井 川 好 二

摘要

本稿は、日本の大学生の英語学習への態度とモチベーションを検証するために行われた研究のレポートである。Dörnyei (2010) が開発し、日本、中国、イランの英語学習者を対象に行われた大規模調査 (Taguchi, Magid, and Papi, 2009) で使用されたアンケートを用いることにより、英語学習者の意識の国際比較が可能となった。本稿で報告する研究では、Dörnyei (2010) のアンケートを使用し、結果をTaguchi, Magid, and Papi (2009) と比較した。検証する語学学習モチベーションに関する主な概念は、“Ideal L2 Self”、“Ought-to L2 Self”、“L2 Learning Experience”である。語学学習へのモチベーションに関する簡略な文献研究を付した。

