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Exploring Thai/English Double Major Students' Motivation and Demotivation

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Abstract

In this increasingly globalized Japanese society, many Japanese learners of English take English education, especially at tertiary level, for granted. Some students believe that having high English proficiency will help them advance their future careers, and some feel that sufficient English proficiency is simply a basic requirement to get a job. However, many current university students believe that English proficiency may not even be enough to sell themselves in order to get a job. For such reasons, students at Kanda University of International Studies choose to study multiple languages. It is crucial for learners to have motivation for learning languages, as Dörnyei (2005) pointed out that learners' motivation is a fundamental component in initiating and continuing learning. Albeit, not many researches have studied motivation with learners who study more than two languages at the same time. Therefore, the researcher aims to shed light on double-major freshman students' motivation for learning English. This is a continuing study of the research conducted in 2015 with sophomore students at Kanda University. This pilot case study was conducted for ten weeks, and data was collected using multiple instruments. Then, the data was analyzed qualitatively using Dörnyei's (2005) L2 motivational self system and recent literature on demotivation. The results from this study will be discussed in relation to the immediate learning environment and the future pedagogical implications.

At the tertiary educational institution where the researcher teaches English, 33.4% of freshman students majored in a foreign language other than English in the 2017 school year (Kanda University of International Studies, 2017). Some students' focus may be on pursuing their study of a non-English foreign language only and others may have the goal of becoming multilingual. Needless to say, freshman students enter university with different backgrounds as

well as goals and motivation. Regardless of their goals in language learning, students also need to enroll in mandatory English courses. In other words, for the students to graduate from the university they need to pass all the core English classes in addition to fulfilling other foreign language requirements.

For the students to successfully complete their degree, they need to have sufficient motivation in both language learning, as Taguchi (2013) emphasizes that motivation is “one of the key factors that determine foreign/second language (L2) success” (p. 169). Furthermore, if freshman students start learning a foreign language with low motivation, the motivation level tends to remain low and they may not succeed in language acquisition – and vice-versa for those who are highly motivated (Ushioda, 2013). Considering these concerns, it is crucial to understand university freshman students’ motivation in learning English and another foreign language. Several studies revealed that freshman students tend to feel negatively about learning English. For instance, Warrington and Jeffery (2005) discovered that they “become confused or overwhelmed” by the different teaching styles in high school and university (p. 320). Another example is the tendency of freshmen experiencing demotivation (Sawyer, 2007). In previous researches concerning language learning motivation and demotivation, as far as the researcher can ascertain, there are no studies conducted on the topic with Japanese multiple language learners who study two foreign languages at once.

This research aims to explore multi-languages learners’ motivation in light of Dörnyei’s (2005) L2 Motivational Self System and demotivation in learning English in their freshman year at a private university in Japan. It is important to note this is an institutionally funded research, and is a continuous study of Fukawa (2015) with a different group of students.

Literature Review

Motivation

As mentioned above, studying motivation is an important aspect in language learning. Dörnyei (2007) emphasizes that motivation is the most powerful source to initiate and sustain the long and dynamic process of language learning. When exploring motivation, it is also important “to try to understand what learning English means for students, and how they see English fitting into or not fitting into their personal system of values, goals and identities” (Ushioda, 2013, p. 9) especially when learners are studying two foreign languages at the same time. It is dangerous to assume that all Japanese university students are willing to study English (Kikuchi, 2015).

According to Dörnyei’s (2005) framework of L2 Motivational Self System, motivation can be classified into three categories: Ideal L2 Self (IL2S), Ought-to L2 Self (OL2S), and L2 Learning Experience (L2LE). The IL2S is a motivation that works with a learner’s strive to fill the gap between their future self image as the target language user and the current self. The OL2S concerns more external aspects of motivation. Learners who are driven by such motivation take an action because they feel that they ought to “meet [other’s people’s] expectations [on them] and to *avoid* possible negative outcomes” (p. 29). The L2LE focuses on the learning environment as well as experiences of a learner including “the impact of the teacher, the curriculum, the peer group, and the experience of success” (p. 29). He went on to describe six preconditions that learners need to have to activate their motivation: “availability of a future self image, perceived plausibility, harmony between ideal and ought-to selves, activation/priming, procedural strategies, and offset impact of a feared self” (Dörnyei, 2009, p. 18).

As shown in Hamada’s (2014) study, a vivid IL2S is a strong motivation for language learning. When Irie and Brewster (2013) studied Japanese university students’ IL2S images,

they found that different learners have different vividness of their IL2S images. In Fukawa's study (2015) none of the five participants reported their vivid IL2S images, and a similar finding was reported in MacWhinnie and Mitchell's (2017) study with Japanese university students. Irie and Brewster (2013) also pointed out the important relationship of having past life experience in order to create IL2S images. As they suggest, if one does not have a rich enough experience, the lack of experience may result in failing to develop an IL2S image. On the same line of thought, Taguchi (2013) introduced two different categories of IL2S: the Personally Agreeable English-Speaking Self (PAESS) and Professionally Successful English-Using Self (PSEUS). The former concerns the more communicative purpose of using English in one's imagined future self, and the latter focuses more on the career or academic success using the target language. For that reason, learners who only have a PAESS may put little effort into learning the language, because not actualizing the PAESS does not affect learners' career goals or directions. Furthermore, not becoming the PAESS does not create sufficient feared-self image (i.e., a fearful negative consequence) which is one of six preconditions that motivates a learner. Taguchi (2013) concluded that "[u]nless learners are driven by career or study prospects, they are not fully motivated to study English" (p. 183).

In studies of the relationship between learners' classroom language preference and their IL2S images, interesting findings are reported. MacWhinnie and Mitchell (2017) studied how anxiety and motivation are related among Japanese university students studying English, and reported that English-medium education may motivate students. Furthermore, Lee and Lo (2017) focused on Korean university students' language preference in their English classes, and concluded that learners who are motivated by their IL2S showed their preference for English-only instruction and those driven by the OL2S did not show clear preference for a classroom language. As a limitation of their study, they noted that the data may not be generalizable outside of the scope of their teaching context.

As for the OL2S, Hamada (2014) questions its influence on one's motivation, because amongst second year university students their OL2S "appears not to predict motivation at all for these learners" (p. 169). The last aspect, the L2LE in the L2 Motivational Self System is the least studied category, therefore according to Dörnyei (2005) the area needs to be further investigated. This area is studied more extensively in studies of demotivation therefore, learning-experience related literatures will be introduced in relation to demotivation in the following section.

Demotivation

According to Kikuchi (2011, as cited in Kikuchi 2015), demotivation is defined as "the specific internal and external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (Kikuchi, 2015, p. 3). The concept is different from amotivation which is a feeling of helplessness learners have when they "may start to question the usefulness of engaging in the activity in the first place" (Vallerand & Ratelle, 2002, p. 43).

In the last decade, various demotivation-related studies were conducted in Japan and multiple demotivators were found. For example, in Hamada's (2011) study, the results showed that tests, the nature of English, reduced self-confidence, and textbooks affected junior high school students' motivation negatively. On the other hand, reduced self-confidence, lesson style, and textbooks were reported as high school students' demotivators. From the interview data, he also found that the practicality of the lesson content, in other words, the "applicability to their daily lives" seems to be a key component in understanding demotivation (Hamada, 2011, p. 32). In a more recent study by Kikuchi's (2015) with college freshmen in the nursing major, he noted that one of their demotivators seemed to be their part-time jobs that cause exhaustion.

Kikuchi (2015) also mentioned that the influence of peers could become a demotivator

and the aspect needs to be further studied as explained below:

In order to get along well with their classmates, some students study hard and some do not. If an active language learner with a strong goal to be a fluent speaker of the target language is surrounded by classmates who do not want to communicate in the target language, this may become a demotivator, and the learner's diminished motivation can also affect other learners' motivation. Motivators and demotivators can come from peers in class. This interaction may be important to study. (p. 24)

Although the study of motivation and demotivation tends to be discussed in dichotomy, either motivated or demotivated, Kikuchi (2015) also found that there are learners who are neither motivated nor demotivated. They are called ambivalent learners. People who perceive English as not necessary "are ambivalent about setting aside time to study the language" (Kikuchi, 2005, p. 127).

Furthermore, Kikuchi and Sakai (2016) investigated Japanese junior high school students and found out that one's motivator could work as a demotivator for another learner. One example of which is a learner's experience of failure in language learning, which could be interpreted as a demotivator for many learners, but is functioned as a motivator for the specific learner.

Kikuchi (2015) stressed a need of a demotivation study with university freshmen and said "there is a lack of research exploring students' first-year experiences in studying foreign languages" (p. 104). Therefore, this study aims to provide insight of freshmen's demotivators.

Method

Research Design

In order to explore students' motivation and demotivation, a mixed method study using different data collection methods was adopted. After reviewing the literature on motivation and

demotivation, the research questions from the study conducted by Fukawa (2015) were adapted, and are as follows:

1. What motivation or demotivation do Thai-English major students have for learning English?
2. If motivation changes, what do Thai-English major students report as factors that influence their motivation toward learning English?

To answer these questions, this study was conducted in a qualitative ethnographic case study.

Participants

Five participants majoring in the Thai language were recruited from a small private university in Chiba, Japan. Freshmen with diverse background were asked to participate in this study to show the unique student body at the university. They were chosen based on their willingness to participate in the research project and availability in their weekly academic schedule for interviews.

Of five students, two were half-Thai and half-Japanese and other three were full Japanese who had lived in Bangkok for a few years. As for gender, two were male and three were female. In order to protect their identities, pseudonyms were given to the students.

Data Collection

Prior to conducting the research, the participants joined an information session, and the researcher explained the purpose and procedure of the research. They all agreed to join the project, and signed a consent form. Each participant was compensated approximately 800 yen per hour by the research institute at the university.

The data was collected via the following methods: an initial questionnaire, weekly focus group interviews, individual interviews, and daily journal entries. The questionnaire was

originally created by Dörnyei and Taguchi (2010) and modified by Fukawa (2015) to collect the basic student information and gain an idea of their motivation (See *Appendix*). In the daily journal, participants wrote down (1) language learning-related events in and outside of classes, (2) if their motivation changed positively (i.e., motivated), negatively (i.e., demotivated), or remained same, and (3) what they thought was a factor affecting their motivation. In the weekly focus group interview the participants were told to reflect on their language learning experience in the past week using their journal entries, and discussed comments shared in the interviews. The interview sessions were conducted in the most comfortable language reported by the participants, Japanese. The sessions were audio and video recorded, and were transcribed by the researcher. Based on the focus group interview transcriptions, the researcher conducted hour-long semi-structured individual interviews every three weeks to clarify and obtain richer information of the recorded data in the journal and the focus group interviews. The individual interviews were also conducted in Japanese, and the data was transcribed by the researcher. The data collection period was from Week 5 (mid-May) to Week 15 (late-July) in the first semester of their freshman year in 2015.

Data Analysis

After all the qualitative data was collected and transcribed, the researcher reviewed them multiple times to find repeatedly emerging keywords and categorized them in themes. Then, examples from the data to best describe each theme were listed. Finally, the themes and examples were compared and analyzed with the previous research findings. Excerpts provided in the results were translated from Japanese to English by the researcher.

Results

After reviewing all the qualitative data, it was found that the five participants could be

categorized into two groups based on their reported motivation levels. The first group is the more motivated group who could describe their IL2S images with different vividness. The second group is the ambivalent group who did not report clear future self images or strong demotivation. Some motivation patterns appeared in two different groups. Therefore, first, each participant's motivation will be described. The examples of the themes that emerged from the data from each group will follow. Lastly, reported demotivators will be presented.

Motivation

Data from the Motivated Group. The motivated group consists of three learners: Hikaru, Shingo, and Keiko. Hikaru, a male student who is full Japanese, has a clear IL2S image that he wants to become a high school English teacher. The image was created based on the teacher he had when he was in high school. He believes that thanks to all the help he received from the teacher, he became who he is, and worships the teacher as a mentor. He wishes to become a skillful teacher so that he can make the mentor happy. In other words, he has a clear image of his feared-self: if he does not make his wish come true, he will disappoint his mentor. Shingo, who is also a male and full Japanese, expressed the importance of having high command of English to obtain a good job in Thailand in the future. He explained the reason in relation to his father's experience of working in Thailand, who told him English was the preferred language among workers in Thailand. For that reason, he aims to improve his communication skills. Keiko is an internally motivated and internationally minded full Japanese female student. She enjoys language learning and believes that only being able to speak English is not enough for obtaining a good job since everyone can speak the language nowadays. However, she did not share a clear future image in relation to a job and expressed that her current goal is to be able to speak English with native speakers. These three participants expressed that the experience of failure, experience of success, and perceived applicability of lesson content to

real life were motivators.

They all faced failure in language learning, such as having a bad discussion in class because he or she could not provide ideas, describe ideas well, or accurately listen to what is being said. Hikaru described the experience in his journal entry that even when he failed the listening activity, he felt motivated after the activity. He further explained the reasoning behind it in an individual interview:

Hikaru: If I was listening to a recorded audio in Japanese, even if the sound quality was bad I could still comprehend the contents. Something like that. If I have a high listening skill, I should be able to listen to what is being said regardless of the sound quality. I have been wanting to improve my listening skill. If I cannot hear what my conversation partner is saying, I will not be able to respond to him/her.

As for the experience of success, Keiko and Shingo shared their experiences. In Keiko's situation, she was praised by her English teacher when the teacher saw her vocabulary list that was not part of the class activity. She was making her own vocabulary list for her own sake. Shingo gave a final presentation in his class and his presentation was voted as the best. They expressed that the external positive evaluations on their learning methods gave them reaffirmation that the approaches they took to studying English were effective.

Perceived applicability of lesson contents was expressed to be a motivator by all three. Hikaru and Shingo used examples from their elective English course where they studied pragmatics, and said that what they learned can be applied to their real life. Therefore, all the expressions they learned were quite motivating. On the other hand, Keiko viewed practicality in both past and future experience. In other words, she can analyze the applicability and relate lesson contents to the time when she could have used the knowledge and when she may be able to use in the future.

Data from the Ambivalent Group. Saki and Manami seemed to be ambivalent in

learning English in similar manners. They are both half-Thai half-Japanese female students. Saki currently does not have a future dream, and she only perceived an importance of learning English from her former dream of becoming a flight attendant. On the other hand, Manami did not express her IL2S image with English language, but has a somewhat clear ideal self image using Thai, based on her past experiences of frequently going to the Thai embassy in Tokyo and seeing staff members using Thai and Japanese. She wants to become someone who uses the two languages to support Thai residents in Japan. Furthermore, they both reported confusion due to the gap in the teaching method between high school (e.g., explicit grammar instruction) and the more communicative approach used in university that made them feel less confident in English.

Then, they mentioned two motivation-related aspects. One is not to get bad grades because they wish to study abroad in Thailand, and their GPA will be part of a screening criteria. Another aspect is to realize their PAESSs. For Saki, she wishes to become able to watch her favorite American movies without captions. Manami clearly expressed her disinterest in learning business English and said that her goal is simply to have daily conversations successfully. Their attitude toward English class is to merely get by each class without putting extra effort into learning the language. Here are excerpts to exemplify their ambiguity of their motivation.

Saki: I don't mind learning English, but if I didn't have to take Freshman English course, that would have been better.

Manami: If I could use magic power only once, I would choose to be able to use English with the power. If I could be a proficient user of English without much effort, I'd like to be one.

As can be seen in the above findings, two different groups of learners expressed different motivators. In the following section, the five participants' reported demotivators will be

shown.

Demotivation

From the journal and interview data, four demotivators were reported. They are classmates' use of L1 (i.e., Japanese) in group work, classmates' unwillingness to work collaboratively in groups, workload, and perceived lack of usefulness of class content.

The first demotivator, the L1 use, were reported by Hikaru and Shingo. They were both aware of the functional usage of the L1 in the L2 learning environment, because they sometimes use the L1 when they are not able to communicate in English. They called such situations as “the emergency” because the classes were an English-only environment. However, excessive and constant use of classmates' L1 affected their motivation negatively. Hikaru and Shingo shared a few reasons of demotivation when a group member spoke in the L1 in a group activity. Firstly, Shingo felt he was expected to respond in the L1 and was not able to use English. Secondly, Hikaru felt the amount of exposure to English was taken away by the L1 speakers. Lastly, they were worried that their teachers may perceive their attitudes negatively only because they are in the same groups with the ones who spoke the L1 which may result in lowering Hikaru and Shingo's grades.

Failing to work collaboratively with members in group work was reported as a demotivator by Saki and Hikaru. They were in the same Freshman English (FE) class and, according to them, members for group/pair activities were usually assigned by their teacher based on where they sat in class. A few examples of which were obtained from when they were preparing for pair/group presentations. Hikaru was in a group of three and two of the group members did not take the presentation seriously and started speaking about irrelevant topics in Japanese. Immediately after he heard the two talking in Japanese, he gave up on creating a quality presentation as a group, and decided to focus only on perfecting his part. In preparation

of Saki's pair presentations, she had a partner who was uncooperative, had bad communication skills, devalued Saki's ideas, and had different presentation styles from Saki's. She expressed having bad partners was a demotivator.

The amount of school work seemed to be a demotivator for Manami. During the mid-term season, a large amount of assignments were given by her FE teacher and was told to complete the assignments within 10 days. She perceived that the allotted time was not enough to complete the assignment considering other homework and exams for other language classes, and felt demotivated.

Lastly, perceived lack of usefulness of class content was expressed as a demotivator by Hikaru and Keiko. When Keiko wondered the usefulness of what was being taught in class she got confused in how to approach the activity and kept wondering why she was working on the activity. Hikaru showed his demotivation in the conversation exchanges in an interview more strongly, and explained how useless it was to learn how to describe graphs:

Hikaru: (In class) I was questioning the purpose of studying how to describe number of travelers (using graphs). There is no point.

Interviewer: Did your teacher explain the purpose?

Hikaru: No.

Interviewer: Did you ask your teacher why you had to do the activity?

Hikaru: No, I just did it anyway.

Interviewer: Do you usually ask questions to your teacher when you have questions?

Hikaru: If there is something that I don't understand, I ask my teacher personally.

Interviewer: How about the unclear purpose?

Hikaru: I'm not sure. But I don't ask questions that are not beneficial to me. I was not motivated in this activity.

In the qualitative data, the five participants described multiple motivators and demotivators.

In the next section, the findings will be discussed in light of motivation and demotivation literatures.

Discussion and Pedagogical Implications

Although findings from this study are not generalizable due to the sample size, it was interesting to find out that two different motivation groups revealed different motivators. In this section, the researcher will discuss only the main findings of this research due to the space limitation and will provide pedagogical implications.

Vague Images of IL2S

As emphasized in previous literature, having a vivid IL2S image is a crucial part of language learning success (Dörnyei, 2005). The results revealed there are students with different clarity of IL2S images with or without their images of Professionally Successful English-Using Self (PSEUS), and some even did not have IL2S images. For teachers to support learners' successful language learning process, it is partially teachers' responsibility to provide opportunities for learners to become aware of their language learning motivation. This is especially important for freshman students in foreign-language majors who may be enrolled in English courses without understanding how the language can be important in his/her life. Furthermore, teachers need to understand the possibility of having students who perceive English is not important (Kikuchi, 2015). In addition, as Ushioda (2013) emphasized the importance of understanding "how they [learners] see English fitting into or not fitting into their personal system of values, goals and identities" (p.9), it is crucial for teachers to find out how the second foreign language (i.e., Thai) is seen in the same way.

One of the methods is to enable learners to visualize themselves in the future incorporating all the languages (i.e., L1, L2, and L3). These may include writing a Language Learner's

History or assigning a task to think, analyze, and share their future self images as multiple language learners (MLL) (e.g., a presentation).

Usefulness of activities

Although course goals and topics covered in the Freshman English (FE) course are clearly explained in the course syllabus, all the participants reported their uncertainty of what the FE course is about. For learners who just finished high school where they were studying English mainly for passing exams, the sudden change to a communicative approach could be confusing (MacWhinnie & Mitchell, 2017). To avoid confusion, FE teachers can clearly explain the differences between high school and university teaching approaches.

It was also found that unless each learner personally perceived class activities to be useful to their lives, they may not be motivated. As Dörnyei and Ushioda (2011) noted “one of the most demotivating factors for learners is when they have to learn something that they cannot see the point of because it has no seeming relevance whatsoever to their lives” (p. 116). As a first step towards providing “useful” lesson contents to the learners, teachers need to understand the relevance of the language to learners, which can be done by understanding their ideal MLL described above. Another key is to adapt lesson contents to meet their needs. To do so, teachers may be able to ask students what content and skills they believe they need to learn. Those answers could be discussed in class with students, or all the answers could be discussed in FE teachers’ meetings as part of a needs analysis. By tailoring class contents to students’ language learning needs, teachers may be able to motivate learners or prevent students from feeling demotivated.

L1 Use

Now, let us focus on the relationship between classmates’ L1 use in an English-only

learning environment and demotivation. In existing literatures, classmates' L1 use as a demotivator has not been mentioned explicitly in a Japanese context. However, Kikuchi (2015) noted a possibility of peer's negative influence on other learner's motivation. Moreover, Lee and Lo (2017) found that Korean university students who were motivated by their IL2S images preferred a L2 (i.e., English) only learning environment. Additionally, Aubrey (2014) explains the relationship between the classroom experience and their intended effort by saying "the classroom experience is strongly connected to how much energy learners are willing to exert learning an L2" (p. 168). To prevent motivated learners from experiencing avoidable demotivation, teachers should pay attention to the language(s) used in the classroom and control the language use if L1 is overtly used by students.

The Amount of Assignments

Lastly, the number of assignments mentioned as a demotivator by Manami will be discussed. It is true that many assignments are given to students at Kanda University, however whether or not it is actually a demotivator is questionable. For one thing, the demotivator variable was reported only by one ambivalent learner. Kikuchi (2015) states how sensitively learners react to demotivators depends on their level of motivation. In other words, "[i]t is possible that students who are more motivated are more able to self-regulate their cognitive and emotional states when they encounter demotivators" (p. 60). It could be assumed that the reason she perceived the variable as a demotivator is due to her low level of motivation. In addition to her sensitivity to the demotivator, lack of time management skills may be an explanation. In her individual interviews, she repeatedly mentioned how challenging it is to start working on assignments, and how counterproductive it is to reduce sleeping time to complete assignments. Because of the lack of time management skills, she may have felt overwhelmed by the amount of assignments given over the course of time.

Limitations

In this study, there were two limitations. First, due to the sample size, the results of this study are not generalizable. Second, Japanese students who had no exposure to Thai language/culture prior to entering the university could not participate in this research because of their availability in their weekly schedule. In the future, studies with a larger number and wider range of participants may give richer data to understand Japanese university multi-language learners' motivation and demotivation.

Conclusion

In this pilot case study, university students' motivation and demotivation were investigated with five participants who were studying English and Thai language at a private university in Japan. The results revealed that learners with the IL2S images perceived the following factors as motivators: the experience of failure or success, and perceived applicability of lesson content to real life. Ambivalent learners were motivated to learn English so that they may be able to actualize their Personally Agreeable English-Speaking Selves. As demotivators, classmates' excessive use of Japanese language (i.e., L1) in group activities, classmates' behaviors and attitudes towards group work, assignments, and perceived lack of usefulness of class material were described by the participants. The researcher hopes that more studies will be conducted with multiple-language learners to reveal their motivation and demotivation.

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Appendix

英語学習者に関するアンケート

この調査は神田外語大学言語教育研究所研究プロジェクトの一環として ELI 専任講師の府川 哲子によって行われるもので、英語学習者の考えや信念をよりよく理解するためのものです。このアンケートは 4 つのパートから成り立っています。その指示に従い、回答を記入してください。これはテストではありませんので、「正解」も「不正解」もなく、回答はあなたの成績に全く影響しません。この調査結果は研究目的の為だけに使用されるので、正直に答えてください。よろしくお願いします。

パート 1

このパートでは、あなたが次の事柄にどの程度共感できるかを、1 から 6 の番号の中からひとつを選んで答えてください。記入漏れのないようにお願いします。

全く そう思わない	そう思わない	あまり そう思わない	ややそう思う	そう思う	非常に そう思う
1	2	3	4	5	6

例) もしあなたの考えが次の内容に非常に共感できる場合、次のように記入します。

スキーはとても好きだ	1	2	3	4	5	⑥						
	英語						タイ語					
1. 海外旅行をしたいので、英語／タイ語の勉強は大切である。	1	2	3	4	5	6	1	2	3	4	5	6
2. 親が英語／タイ語の勉強をすすめている。	1	2	3	4	5	6	1	2	3	4	5	6
3. 英語／タイ語が話されているのをきくとワクワクする。	1	2	3	4	5	6	1	2	3	4	5	6
4. 異文化の価値観や習慣にとっても関心がある。	1		2		3		4		5		6	
5. 今後さらに大学やその他のところで英語／タイ語の授業があれば受講したい。	1	2	3	4	5	6	1	2	3	4	5	6
6. 英語／タイ語の勉強をしておく、いつか良い仕事を得るのに役立つと思うので、英語／タイ語の勉強は大切だ。	1	2	3	4	5	6	1	2	3	4	5	6
7. もっと努力すれば、英語／タイ語を確実に身につけられると思う。	1	2	3	4	5	6	1	2	3	4	5	6

8. 外国に住み、英語／タイ語で討論している自分を想像できる。	1	2	3	4	5	6	1	2	3	4	5	6
9. 国際化によって、日本人が日本文化の重要性を忘れる危険性があると思う。	1 2 3 4 5 6											
10. 英語／タイ語の単位を取らないと卒業できないので、英語／タイ語の勉強をしなければならない。	1	2	3	4	5	6	1	2	3	4	5	6
11. 英語／タイ語でネイティブスピーカーと話をする場合、不安を感じる。	1	2	3	4	5	6	1	2	3	4	5	6
12. 英語／タイ語の授業の雰囲気が好きだ。	1	2	3	4	5	6	1	2	3	4	5	6
13. 親しい友人が英語／タイ語の勉強は大切だと思っているので、自分も英語／タイ語の勉強をする。	1	2	3	4	5	6	1	2	3	4	5	6
14. 親は私に、あらゆる機会を利用して英語／タイ語を読んだり話したりする等、英語／タイ語を使うようにすすめている。	1	2	3	4	5	6	1	2	3	4	5	6
15. 会話の中での英語／タイ語の使い方に興味がある。	1	2	3	4	5	6	1	2	3	4	5	6
16. もし他の文化が日本にもっと似ていたら楽しいと思う。	1 2 3 4 5 6											
17. 英語／タイ語を一生懸命勉強している。	1	2	3	4	5	6	1	2	3	4	5	6
18. 将来昇進のために英語／タイ語力は必要となるので英語／タイ語の勉強は大切だ。	1	2	3	4	5	6	1	2	3	4	5	6
19. このまま勉強を続けたいの英語／タイ語の文章を読め、理解できるようになると思う。	1	2	3	4	5	6	1	2	3	4	5	6
20. 自分が外国人と英語／タイ語で話をしている状況を想像できる。	1	2	3	4	5	6	1	2	3	4	5	6
21. 英語／タイ語の授業で発言をしているとき、不安になったり戸惑ったりする。	1	2	3	4	5	6	1	2	3	4	5	6
22. 大学の英語／タイ語クラスで悪い成績を取りたくないで、英語／タイ語の勉強をしなければならない。	1	2	3	4	5	6	1	2	3	4	5	6
23. 英語／タイ語を勉強するのは面白い。	1	2	3	4	5	6	1	2	3	4	5	6
24. 英語／タイ語を勉強しないと親が残念に思うので、英語／タイ語を勉強しなければならない。	1	2	3	4	5	6	1	2	3	4	5	6
25. 英語／タイ語ができなければ、旅行があまりできなくなるので、英語／タイ語の勉強は大切だ。	1	2	3	4	5	6	1	2	3	4	5	6
26. 日本語と英語／タイ語の単語の違いは面白いと思う。	1	2	3	4	5	6	1	2	3	4	5	6
27. 英語／タイ語の勉強に努力を惜しまない。	1	2	3	4	5	6	1	2	3	4	5	6
28. 時間があるときには英語／タイ語の勉強をするように、と親はすすめている。	1	2	3	4	5	6	1	2	3	4	5	6
29. 自分は他の文化の価値観や習慣を尊重している。	1 2 3 4 5 6											

30. 勉強や仕事等で海外に長期間滞在したいと思っているので、英語／タイ語を勉強しておくのは大切だ。	1	2	3	4	5	6	1	2	3	4	5	6
31. このまま勉強を続けたら、将来楽に英語／タイ語を書けると思う。	1	2	3	4	5	6	1	2	3	4	5	6
32. 英語／タイ語が話せるようになっている自分を想像する。	1	2	3	4	5	6	1	2	3	4	5	6
33. 英語圏／タイ語圏の国々の影響で、日本人のモラルが低下していると思う。	1	2	3	4	5	6	1	2	3	4	5	6
34. 英語／タイ語のネイティブスピーカーと会うと、不安になる。	1	2	3	4	5	6	1	2	3	4	5	6
35. 英語／タイ語の勉強をしなければ将来仕事で成功できないと思う。	1	2	3	4	5	6	1	2	3	4	5	6
36. 英語／タイ語の授業をいつも楽しみにしている。	1	2	3	4	5	6	1	2	3	4	5	6
37. 私が英語／タイ語を勉強することを周りの人々が期待しているので、英語／タイ語の勉強は必要だ。	1	2	3	4	5	6	1	2	3	4	5	6
38. 英語／タイ語ができれば海外旅行が楽しめるので英語／タイ語の勉強をする。	1	2	3	4	5	6	1	2	3	4	5	6
39. 自分は英語／タイ語の勉強を頑張っている。	1	2	3	4	5	6	1	2	3	4	5	6
40. 英語／タイ語のリズム感が好きだ。	1	2	3	4	5	6	1	2	3	4	5	6

パート 2

次のパートは質問形式ですが、パート 1 と同じ方法で回答してください。

全く そう思わない	そう思わない	あまり そう思わない	ややそう思う	そう思う	非常に そう思う
1	2	3	4	5	6

例) もしカレーが非常に好きなら、次のように記入します。												
カレーが好きですか?	1	2	3	4	5	⑥						
	英語						タイ語					
43. ポップミュージック等を含む英語／タイ語圏の音楽は好きですか。	1	2	3	4	5	6	1	2	3	4	5	6
44. 英語／タイ語圏へ旅行するのは好きですか。	1	2	3	4	5	6	1	2	3	4	5	6
45. 英語／タイ語圏の人々の文化や芸術をさらに知る為には、どの程度英語／タイ語学習は大切だと思いますか?	1	2	3	4	5	6	1	2	3	4	5	6
46. 英語／タイ語の映画は好きですか。	1	2	3	4	5	6	1	2	3	4	5	6
47. 英語／タイ語圏に住んでいる人々が好きですか?	1	2	3	4	5	6	1	2	3	4	5	6
48. 英語／タイ語の雑誌や、新聞、あるいは本は好きですか?	1	2	3	4	5	6	1	2	3	4	5	6
49. 英語／タイ語圏の人々と知り合いになりたいですか?	1	2	3	4	5	6	1	2	3	4	5	6
50. どの程度英語／タイ語が好きですか?	1	2	3	4	5	6	1	2	3	4	5	6
51. 英語／タイ語圏で作られたテレビ番組は好きですか?	1	2	3	4	5	6	1	2	3	4	5	6
52. 英語／タイ語圏の人々についてもっと知りたいですか?	1	2	3	4	5	6	1	2	3	4	5	6

パート 3

パート 3 はパート 1 と同じ方法で回答してください。

全く そう思わない	そう思わない	あまり そう思わない	ややそう思う	そう思う	非常に そう思う
1	2	3	4	5	6

	英語						タイ語					
	1	2	3	4	5	6	1	2	3	4	5	6
53. 世界中の人が日本人のような生活を送れば、もっと良い世の中になると思う。	1 2 3 4 5 6						1 2 3 4 5 6					
54. 今後さらに自分の専門について勉強をしていくためには英語／タイ語が必要になると思うので、英語／タイ語の勉強は必要だ。	1	2	3	4	5	6	1	2	3	4	5	6
55. 英語／タイ語の文化的、芸術的価値観は日本の価値観をだめにすると思う。	1	2	3	4	5	6	1	2	3	4	5	6
56. 自分には英語／タイ語の才能があると思う。	1	2	3	4	5	6	1	2	3	4	5	6
57. 将来の仕事について考えるときはいつも英語／タイ語を使っている自分を想像する。	1	2	3	4	5	6	1	2	3	4	5	6
58. 外国人に英語／タイ語で道を聞かれると緊張する。	1	2	3	4	5	6	1	2	3	4	5	6
59. 英語／タイ語の資格試験（TOEIC 等）で低い点数を取ったり不合格になりたくないので英語／タイ語の勉強は必要だ。	1	2	3	4	5	6	1	2	3	4	5	6
60. 英語／タイ語を学ぶのは本当に楽しい。	1	2	3	4	5	6	1	2	3	4	5	6
61. 英語／タイ語の勉強をして教養のある人間にならなければいけないと親は強く思っている。	1	2	3	4	5	6	1	2	3	4	5	6
62. 国際化が進むと日本の独自性が失われる危険性があると思う。	1 2 3 4 5 6						1 2 3 4 5 6					
63. 英語／タイ語ができれば国際的に働くことができるので、英語／タイ語の勉強は大切だ。	1	2	3	4	5	6	1	2	3	4	5	6
64. 日本人であることを誇りに思っている。	1 2 3 4 5 6						1 2 3 4 5 6					
65. 将来自分のしたいことをするためには、英語／タイ語が必要となる。	1	2	3	4	5	6	1	2	3	4	5	6
66. 英語／タイ語ができないと、出来の悪い学生と思われるので英語／タイ語の勉強は大切だ。	1	2	3	4	5	6	1	2	3	4	5	6

パート 4

次の項目の□にチェック (✓) を入れるか、空欄に回答を記入してお答え下さい。

名前： _____

性別： 男性 女性

国籍： _____

年齢： 18 19 20 21 22

専攻： _____

第一言語： _____

第二言語： _____

第三言語： _____

あなたにとって最も使用する言語： _____

父親の国籍と第一言語： _____

母親の国籍と第一言語： _____

父親と話す言語： _____

母親と話す言語： _____

	英語		タイ語	
	はい	いいえ	はい	いいえ
英語／タイ語のネイティブの先生に習ったことがある、あるいは習っていますか？	はい	いいえ	はい	いいえ
英語／タイ語を日本人の先生に習ったことがある、あるいは習っていますか？ (大学の授業で)	はい	いいえ	はい	いいえ
旅行や勉強等、少なくとも計3ヶ月以上英語／タイ語圏に滞在したことがありますか？	はい	いいえ	はい	いいえ
あなたの現在の英語／タイ語力について以下の選択肢の中から一つ選んで、レベルの名前を右欄に記入してください。	レベル		レベル	

選択肢：

- 中上級レベル以上 - 日常生活の一般的な事柄や専門的な事柄についての会話ができ、講義や放送の大意を理解できる。新聞等の高度な文章が読め、自分の考えを書くことができる。
- 中級レベル - 日常生活の一般的な事柄に関する会話ができる。日常生活の一般的な事柄に関する文章が読め、簡単な文章を書くことができる。

- 初中級レベル - 日常生活の身近な事柄についての会話ができる。日常生活の身近な事柄についての文章が読め、簡単な文章を書くことができる。
- 初級レベル - 挨拶や人の紹介等の簡単な会話ができる。簡単な文章が読め、基礎的な英語を用いて簡単な文章を書くことができる。