Multilingual learners' motivation toward learning L2 and L3

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Abstract

English is the most popular, and the most emphasized, language to learn in Japan. It is, however, becoming more common that university students study another language (L3) in addition to English. As this is a recent development, there has not been a significant amount of research into multilingual acquisition among Japanese university students. For this study, the researcher investigated five university students, over the course of 10 weeks, who were studying the double major of Thai-English. The research foci consisted of the students' motivation towards learning English (L2/L3) and Thai (L2/L3), as well as if and how this changed (e.g., positively or negatively) over the course of 10 weeks. A questionnaire, learners' journal entries, semi-structured interviews, and focus-group interviews were used as data collection instruments. The data is analyzed qualitatively, in light of Dörnyei's (2005) L2 motivational self system. The research results are discussed primarily from an English teacher's point of view. By analyzing learners' reported motivation the researcher aims to assist teachers in boosting and maintaining learners' motivation, thereby providing the best possible learning outcome for multilingual learners.

In today's world, English education plays an essential role in shaping global citizens. Thus it is not an exaggeration to say learning English has become a norm in Japan. Despite the popularity of English study in Japan, researchers have not yet shed much light on multilingual acquisition among Japanese university students. At Kanda University of International Studies (KUIS), many students study languages in addition to English. Those who are in the International Languages and Culture/Multiple Languages (ILC/ML) department are required to enroll in two language courses: English and one regional

language (RL) (i.e., Brazilian Portuguese, Thai, Indonesian, or Vietnamese). While the ILC/ML students study their RL over the course of four years at university, they only receive two years of compulsory English education. In addition to these two years, they also study two more years of English electives in their junior and/or senior years. Because of the unique curriculum, many students with various backgrounds enter the ILC/ML department.

Regardless of students' choice of RL, they must study English. Furthermore, because of the high status of English language, "the impact on student motivation is significant and complex" (Ushioda, 2013, p. 4). In addition, according to Dörnyei (2005), motivation plays a central role in triggering and maintaining the lengthy language learning process. Needless to say, those double-major students are going through double the lengthy learning process as they study two languages at the same time. Thus, it is crucial for the learners to have and maintain motivation for successful language acquisition.

The ILC/ML curriculum that ILC/ML teachers are currently using has been adapted from the curriculum in the English department. Though minor changes have been made to incorporate more topics and enrich content related to their RL, no department-wide needs analysis (NA) has been conducted in recent years to investigate students' needs in English acquisition. Therefore, as a part of an NA, the researcher aims to investigate ILC/ML students' motivation toward learning English (L2/L3) and another regional language (L2/L3). An additional aim is to assist teachers in boosting and maintaining learners' motivation, contributing to their best possible learning outcome.

Literature Review

Motivation

As mentioned above, motivation is an important concept in language learning. Dörnyei (2005) emphasized the importance as the following: "[w]ithout sufficient motivation,

even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement" (p. 65). In his most recent motivational framework, Dörnyei (2005) introduced "a new *L2 motivational Self System.*" This system is based on Higgins' (1987, as cited in Dörnyei, 2009) two components of self theory, which is

> [t]he *ideal self* [that] refers to the representation of the attributes that one would
> ideally like to possess . . . , while the *ought self* refers to the representation of
> attributes that one believes one ought to possess . . . and which therefore may bear
> little resemblance to one's own desires or wishes. (p. 13)

Based on the theory, Dörnyei (2005) introduced the L2 motivational self system which is comprised of the following three dimensions: *Ideal L2 Self, Ought-to L2 Self,* and *L2-Learning Experience.* The first dimension, *Ideal L2 Self* provides powerful motivation due to one's desire to decrease the gap between who one is and his/her ideal self (Dörnyei, 2005). The *Ought-to L2 Self* is "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, p. 106). The *L2-Learning Experience* involves motivation specifically related to the learning context and experience (Dörnyei, 2005). As the definitions suggest, the first two are future-oriented, and the last one focuses on past and present (Dörnyei, 2005).

The first two dimensions have been studied by many researchers. Irie and Brewster (2013) explored the formation of a few Japanese university students' ideal L2 selves, and how they may affect their learning processes. One of the findings was that one's imaginative capacity to envision oneself in the future may require not only the external rewards but also having previous experiences of the feeling of joy in learning (Irie & Bewster, 2013). In a larger scale study, Taguchi (2013) found a unique relationship between Japanese learners'

positive attitudes and the amount of effort they put in learning English. He suggested that those factors are not directly related because Japanese university students' futures are not entirely dependent on their English communication skills. In other words, "[u]nless learners are driven by career or study prospects, they are not fully motivated to study English" (p. 183). On the same line of thought, Munezane (2013) studied the relationship between Japanese university students' views towards English as a global language and their motivation, and found "the more aware the learner is of the significance of English as a global language, the more motivated the learner is to study English" (p. 164).

On the other hand the language learning experience aspect has not been studied thoroughly. As such, Dörnyei (2005) noted that the *L2-learning experience* needs to be researched further. This theoretical framework is useful in understanding learners' motivation as a whole by categorizing the data into the three dimensions.

It is important to mention a few historically well-known and conventional motivational frameworks. One is proposed by Deci and Ryan (1985) (i.e., intrinsic and extrinsic motivation). *Intrinsic motivation* is regarded as motivation "based in the innate, organismic needs for competence and self-determination" which "may interact with drives in the sense of either amplifying or attenuating drives and of affecting the way in which people satisfy their drives" (Deci & Ryan, 1985, p. 32). *Extrinsic motivation* "require[s] the provision of extrinsic factors if they are to occur at all" (Deci & Ryan, 1985, p. 129). The theory first seemed sound, however their categorization did not have a strong focus on future-orientated motivation. In addition, van Lier (1996) criticized the theory for being too static, and also one cannot always claim his or her motivation to be intrinsic or extrinsic because the two kinds of motivation "are like two forces which may well start out as being separate, but which converge and intertwine ever more closely, until it may well become impossible to tell one from the other most of the time" (p. 111). For these reasons Dörnyei's framework

will be adopted in this research.

Demotivation

According to Dörnyei (2001) demotivation "concerns specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action" (p. 143). Although Dörnyei's (2001) definition only concerns the external aspects, a more recent study by Sakai and Kikuchi (2009) found internal demotivational factors called "*Lack of Intrinsic Motivation*" (e.g., losing interests or purpose in English) among their Japanese high school participants (p. 66). Even though the study of demotivation is a rather new field of research compared to the study of motivation, there are many possible causes of demotivation reported in the last decade. For instance, a few researchers reported that university students' demotivation experiences were as a result of teachers (Zhang, 2007) and uninteresting classes (Arai 2004 as cited in Sakai & Kikuchi, 2004; Falout & Murayama, 2004), and peers' attitudes of learning English (Ikeno 2002 as cited in Kikuchi, 2013; Falout & Maruyama, 2004).

In addition to the in-class experiences, Kojima (2004, as cited in Sakai & Kukuchi, 2009) mentioned "the amount of homework to be demotivating factors for senior high school students" (Sakai & Kikuchi, 2009, p. 60). Kikuchi (2013) also shows his concerns that if too much homework is assigned to students it may result in overwhelming and demotivating the students, because of the limited time available for completing homework. As noted above, there are various demotivating factors that could come into play in language learning contexts.

<center>**Method**</center>

Research Design

In order to find out what occurs externally and internally in students' language learning experiences in relation to their motivation and having the findings of the above literature in consideration, the following research questions emerged.

1. What motivation do Thai-English major students have for learning English and Thai respectively?

2. If motivation changes, what do Thai-English major students report as factors that influence their motivation toward learning English and Thai?

    In order to investigate the question, this study was carried out as a qualitative ethnographic study.

Participants

For this study five sophomore Thai-English double major students were chosen based on availability and their overseas experiences to encompass as much variety of the student body as possible in the major. The age range of the five participants at the onset of the study was 19 to 21. Of five students, three were half-Thai: one male who spent only a few months throughout his life in Thailand, one male who studied at a Japanese elementary school in Thailand for a few years, and one female who was born in Thailand but grew up in Japan. One female student was full Japanese who had spent a few years in Bangkok while attending a local Japanese elementary school. The last female participant is a full Japanese who had never been exposed to Thai language or culture until she entered the university. They were all in the same Thai classes and were in three different compulsory English classes. Since for some participants English is L2 and for others L3, I will use the name of the languages instead of L2 or L3. In order to protect their privacy, the researcher

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randomly assigned numbers and they will be referred to as S1, S2, S3, S4, and S5. Because this research was an institutionally-funded research project, all the participants were compensated for their participation.

Data Collection

The data was collected in four different ways: the initial questionnaire, weekly journal entry, hour long weekly focus group interviews, and hour long individual interviews. Dörnyei and Taguchi's (2010) questionnaire was adapted and used to understand how participants' view the L2 and L3 languages as well as collecting basic information of the participants (see *Appendix*). A weekly journal was assigned and they were told to write what happened in the language classes every time they had them, if their motivation changed, and if so, what they thought affected the motivation change. Those journal entries were collected a few days before their individual interviews. In the weekly focus group interview, students were asked to share the information they had written in their journal to elicit richer data of what happened in the classes and what they reported as their motivation. Lastly, in the series of individual interviews, the researcher asked semi-structured questions based on the focus group interview data and the journal entries to deepen the understanding of their comments.

The data was collected over a period of 10 weeks during the second semester between the end of October 2014 and the end of January 2015 excluding the winter holidays. All the data collection was done in their reported most comfortable language, Japanese, and was translated by the researcher. All the interviews were also video and voice recorded to be transcribed and translated later.

Data Analysis

To answer the research questions, the transcribed and written qualitative data were reviewed multiple times to find themes that appeared repeatedly. Those themes were categorized and compared with the previous research findings. Due to the space limitation, only the findings of English-related motivation and demotivation will be analyzed and discussed in this paper.

Results

Ideal L2 Self

Among the five research participants, they did not report any elaborate motivation related to the Ideal L2 self category. Even in the individual interviews, when the researcher found something that may be related to their Ideal L2 self image and asked for more detailed explanation the participants could not give further information. For example, S2 and S3 reported in their interviews that they wish to become fluent speakers of English, however the only explanation of the reason that they wanted to become fluent was to be able to communicate with foreigners. The common link among them in terms of why they study English was for them to successfully get future jobs, and no more specifications were given by the students. In other words, it can be implied that at the time of the data collection those five participants did not have vivid images of who they wish to become as English users.

This data resembles to the one obtained in Irie and Brewster's (2013) study: one of the participants did not have a vivid future Ideal L2 Self. The researchers inferred the lack of the image might be due to being rewarded primarily externally in his previous learning experiences, and not experiencing the joy of learning. This could be one of the explanations to this research participants' not having clear Ideal L2 self images. Ushioda (2013) describes the Japanese high school education as " 'exam hell,' and the English that

is studied is grammar-focused 'English for exams' (*juken eigo*), with minimal attention paid to the development of communication skills" (p. 5). Considering Japan's English education system, that students grades are determined predominantly by test scores, it would be a great challenge for Japanese English learners to imagine themselves as English users beyond their English classrooms.

Additionally, there is one more possible explanation for the lack of imagined self which is specific to this research participants' learning context. At the time of data collection, those students were candidates for school-sponsored exchange programs to Thai universities for one academic year in the following year. Even though they are double-major students, studying both English and Thai, their comments shed light on the fact that they intended to focus on Thai study during the stay in Thailand, and not so much on English. For that reason, they commented that they wanted to devote their time to studying English prior to their departure in order to maintain their current English level even after returning from Thailand.

> S3: When I go and study in Thailand, I will not have many opportunities to study and use English compared to now. The university I will go to does not have a self-access learning center, like the one we have here at Kanda University. So I want to make sure I study English while I am in Japan.

> S4: When I go to Thailand I can only imagine myself studying Thai language and something I can only study in Thailand, such as traditional Thai music. I do not have to be in Thailand to study English. Having said that, I imagine I will probably not study English as hard as I do now.

As can be seen in the comments, the importance placed on English study changes relative to the immediate future event. Those students perceive the program as a great opportunity to deepen understanding of knowledge about Thailand or Thai language. They also recognize a lack of opportunity to use English in Thailand. The importance of learning English or English use in Thailand was not emphasized.

Despite their lack of clear image of who they want to become as English users, they repeatedly voiced the importance of having high TOEIC scores as Japanese university students. Those comments will be presented in the next section in light of the Ought-to L2 Self.

Ought-to L2 Self

There were two types of Ought-to L2 self related motivation that emerged from the data. One is obtaining high TOEIC scores and another is being good students. First, all the participants expressed the importance of having high TOEIC test scores with a small range of goal scores (i.e., about 700 to 840). They all reported if they have high scores they would have great advantages when searching for good jobs in the future. Below are some comments from the interviews:

S1: It is my goal to obtain 840 on the TOEIC test (in January). The score will be a great advantage for me to get a good job.

S3: I'd like to achieve 720 on the TOEIC test before going to Thailand. If I achieve the score I will be able to receive an English class credit with the score without enrolling in a class.

S4: I'd like to start studying for the TOEIC test. I need something to prove my English proficiency when I apply for a job. Even if I may be able to communicate well in English, people will not value me without (high) TOEIC scores.

S5: I'd like to obtain a TOEIC score of 750. The score will expire in two years, and my father told me that I must achieve more than 800 by the time I graduate. For me, having a high TOEIC score is my only way to be successful in my life.

From the comments above, the students seemed to consider the TOEIC test scores as instruments to obtain something beyond the scores. At KUIS, all sophomore students are required to take the institutional TOEIC test at the end of the sophomore year in January. The closer it got to January, the more comments regarding the test were evident in the interview data. S5's comment was the most serious one among the five participants', and he further explained that not attaining his goal score before starting job hunting probably means no future jobs for him.

Other possible motivators were related to affective factors. For example, S1 shared her wish to be valued by other students and people, and she believed that if she performs well (e.g., obtains high scores on the TOEIC test) she could make that happen. S2 expressed that she would feel ashamed if she does not study when she is supposed to be studying. S3 and S4 believe they need to study because other people support their study financially. Due to the limited interview time and considering personal differences that could have influenced the way they imagined their Ought-to selves, no further questions on the comments were asked.

Having those reported Ought-to L2 selves in consideration, it seems that they all were slightly motivated to learning English in class, however it was not the case. All of them

considered the TOEIC as a different entity from the contents studied in their compulsory English classes, and S1 and S2 were experiencing demotivation.

Demotivation

Both S1 and S2 were in the same compulsory English classes and their negative comments about learning English repeatedly appeared in the data. The themes around demotivation were lack of interests in learning material, lack of communicative activities, lack of fun learning experiences, other classmates' passive attitudes, classmates' excessive use of their L1 (i.e., Japanese) and the teachers' lack of classroom management skills in controlling the classroom language, and classmates' unwillingness of sharing their ideas in class. As previous studies revealed, all components (i.e., teachers, uninteresting classes, and classmates' learning attitudes) were reported as possible demotivation factors (Arai 2005 as cited in Kikuchi, 2013; Falout & Murayama, 2004; Zhang, 2007). Furthermore, as found in Sakai and Kikuchi's (2009) study, the lack of intrinsic motivation was also reported in this study. It is evident in S2's comment below.

> S2: I understand what my teacher is saying. What I do not understand is why we are studying it. I do not see any relationships between the topics we cover in class, and even though I complete my worksheet, I know nobody will check this, and thus I do some research without putting much effort and simply fill out the blanks.

As a result of their demotivation they concluded that there was no point in attending their English classes except for earning the class credits to meet the requirements of the Thai exchange programs. Those students continued attending classes until the end of the semester without putting extra effort, but enough to complete all the assignments. This

consequence of demotivation is the similar one seen in Arai's (2005) study with Japanese university students.

Some students may struggle to motivate themselves due to external and internal factors, some other students may find something motivational from their English classes, which I will describe in the next section.

Learning Experience

S4 and S5, who enrolled in the same English classes reported an increase in motivation because of the actions of their highly motivated peers. They shared what they thought motivated them in classes in the following comments.

S4: My classmates in Sophomore English are quite motivated, and I feel that I should have motivation as well. When I find something meaningful, it feels more fun and I become more aware of the importance of the class. I feel that I have to try harder, and I have to continually improve. I want to learn good skills from other classmates.

S5: In my Media English discussion group, we have Ken (pseudonym). He's fluent in English. When we have a group discussion or give a presentation together, his speech is so natural. He can even express himself in English using a Japanese script because he can quickly translate his thoughts into English. When I hear him talk I can enjoy the class, because I can learn how to use new vocabulary from him. I want to use newly acquired vocabulary in the future classes.

As can be seen in the above comments their positive motivation seemed to be derived from

their classmates. Although motivation is not a cause-and-result system, Ushioda (2003) mentioned the potential effect of classmates to learners that "social unit of the classroom is clearly instrumental in developing and supporting the motivation of the individual" (p. 93). Since this is a qualitative ethnographic study and the sample size is small, what exactly motivated those students remains undefined. Dörnyei and Ryan (2015) point out the ambiguity of the relationships between group dynamics and motivation. However, those are hopeful comments for English teachers in the ILC/ML department that some students can motivate themselves through positive experiences with their classmates.

Discussion and Pedagogical Implications

In order to improve the current teaching/learning environments, and to help learners boost their motivation, I will suggest three approaches. The first one is to incorporate activities in English classes to visualize students' future self-images as English users. Second, teachers can add activities that require learners' exposure to authentic English communication, in or outside the classroom. Lastly, teachers should understand their class and learners better. Those approaches are explained in detail below.

Considering the lack of vivid Ideal L2 self images described above, it is crucial that students in the ILC/ML receive some instructions to help them realize those images. Dörnyei (2009) emphasized the impact of motivation in their Ideal L2 Selves on their motivation towards learning, but only when the conditions are met. The first and the most fundamental one is the "availability of an elaborate and vivid future self image" (Dörnyei, 2009, p. 18). To put the approach into practice, teachers can incorporate motivation-related activities at the beginning of Semester 1 and 2 in the Sophomore English curriculum. Using the activities available in Hadfield and Dörnyei's (2013) *motivating learning,* learners can practice imagining themselves in the future in relation to using English. This approach may

seem to be slightly forceful; however, considering the learning context, lacking exposure to authentic L2 use and limited time available for the students to learn English, it will be a great opportunity for them to raise awareness of the significance of learning English, as well as defining relationships between what they study in class and their future self.

The second approach is proposed based on Irie and Brewster's (2013) research finding. In their study, one participant was not able to generate his Ideal L2 self possibly due to the lack of experience feeling joy of learning or life experience in general. For the double-major students who may not place much importance on learning English, it may be effective to be exposed to English used beyond the classroom. For that purpose, teachers can prepare tasks that require authentic interactions in English. For example, an interview task could promote the learners to use English as a means to obtain necessary information for the completion of the task, and with successful completion students may feel intrinsic motivation. Another possible activity is holding panel discussions in class. By asking and receiving information to/from proficient English speakers, students will not only increase the amount of output in English, it will become a great opportunity for learners to realize that English could be something more than mere memorization of grammar and test scores.

Lastly, but not least importantly, it is the teachers' great responsibility to understand and manage his or her classes well. Otherwise they could cause students' demotivation as reported in the data. For that purpose, teachers should conduct a department wide needs analysis to understand students' needs in learning English, and incorporate their needs in the teaching material. Even when teachers believe the contents introduced to the students are beneficial for them, they may not see it from the same viewpoint. As Kumaravadivelu (2003) states "what actually goes in is determined by how learners perceive the usefulness of classroom events through which they are exposed to input" (p. 78). Furthermore, conducting a classroom survey at the end of each semester will enable teachers to reflect

on their own teaching and classroom management skills. Even if no one raises questions or complaints about classes during a semester that does not mean they are actually happy with the class: even demotivated students in this research managed to complete the course. Lastly, teachers should share the lesson objectives and course goals so that students can become more aware of the end goal of the compulsory English classes.

Limitations

There are two limitations in this study. The first limitation comes from having two participants (S4 and S5) from the English class that was taught by the researcher during the data collection. Even though the consent form stated none of the data would affect their course grades, their data may have been influenced by the situation. Another limitation is the generalizability of the research findings. Although a wide variety of participants were chosen from the Thai major, their data may not represent the department-wide motivation as the ILC/ML department consists of four different majors (i.e., Brazilian-Portuguese, Indonesian, Vietnamese, and Thai).

<div align="center">

Conclusion

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In this research the researcher aimed to find out the general picture of Thai-English major students' motivation and what could affect their motivation. Through the series of interviews the insight of their motivation was revealed: Most students did not have clear images of their Ideal L2 selves, and the TOEIC scores were highly valued. In addition, two students experienced demotivation in their English classes. A few remarks regarding language learning motivation were obtained as well. By comparing the findings to previous research it became clearer how ILC/ML teachers could go about in motivating and not demotivating students. It is the researcher's hope that all ILC/ML students find their Ideal

L2 selves and motivate their own learning in the future.

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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。それぞれの指示に従い、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わくわくする。	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と、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ればたいての英語／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
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

	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	
54. 今後さらに自分の専門について勉強をしていく為には英語／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	
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	
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

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	
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。