

Toward classroom-friendly models of motivation: A data-led investigation into student perceptions of motivating and demotivating classroom factors, and the relationship between student orientations and preferred classroom activities.

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Abstract

This paper reports the results of a quantitative questionnaire study of 292 female Japanese university students. The questionnaire measured aspects of two areas connected to the field of second/foreign language (L2) motivation: 1) Integrativeness 2) The perceived importance - in terms of positive/negative effect on progress - of certain motivating/demotivating factors and class activities. The questionnaire design was based on the results of a preliminary, exploratory questionnaire, which is also presented here.

Course-specific and teacher-specific motivational components were found to be the most important to respondents. Conversation and pairwork were considered to be the most valuable activities. Factor analysis of the main questionnaire data suggests that perceived demotivating factors may factor together. If this conclusion is externally valid, the nature of demotives may be more complex than previously thought. That is, it may be simplistic to regard them simply as the negative counterparts of motives. Correlation analysis revealed small to medium correlations between integrativeness and the perceived importance of most motivational components and classroom activities measured, supporting Robert Gardner's view that motivation and integrativeness are closely related concepts.

The process of analysis of the two sets of data highlighted the difficulty of using some existing theoretical models to classify student attributions of (de)motivation, due to the relatively straightforward ways in which students conceptualise motivation. It is argued that models of motivation that substitute theoretical comprehensiveness for more generalised, student-perceived categories may have a useful complementary role to play in classroom settings. One such model, the Student-Perceived Motivation Construct (SPMC) is presented in the current study.

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Dedicated to my daughter, Akari. May she learn English the easy way.

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1 Introduction

In an ideal world, all learners are eager to learn because they are driven by their inborn curiosity to explore the world, and the learning experience therefore is a constant source of intrinsic pleasure for them. Reality, however, rarely lives up to these ideals. (Dornyei, 2001b: 123)

During the course of my studies for my Masters degree, I have found myself increasingly interested in the psychological basis of language acquisition, and attempts to link the psychological with the linguistic in the L2 field. As an English teacher working in the Japanese high school and university system, one of my greatest challenges is accommodating the needs of demotivated students. One way in which I feel I have had some success with this issue is by increasing my awareness of, and openness to, student opinions about learning English in general and my lessons in particular. It is thus professional concern, as well as personal curiosity, that has motivated my choice of dissertation topic.

This study differs from much L2 motivation research in two respects. First, it openly concerns *perceptions* of motivation where many existing studies focus on deriving its nature through direct measurement. In fact, it can be argued that the nature of motivation can only be explored through reflection, as - strictly speaking - "...there is no such thing as 'motivation'...[it is]...an abstract, hypothetical concept that we use to explain why people think and behave as they do." (Dornyei, 2001a: 1). Second, through the design of the questionnaires and the process of analysis, I have attempted to bring student opinions to the forefront, basing my conception of motivation on them, instead of interpreting them solely in terms of existing theoretical categories. I believe that this approach is justified on the basis that advances in both L2 motivation research and teaching can occur through an open-minded awareness of student opinions in conjunction with knowledge of existing theories. In this spirit, I argue that constructs that incorporate student perceptions have more potential to be 'turned around' and used as a platform for the development of motivating strategies for teachers in class.

This paper begins with a review of existing research which I feel is relevant to a discussion of L2 motivation in the Japanese context. The results of a preliminary, qualitative questionnaire are then presented and discussed, and research questions stated. This section is followed by the results of a second, quantitative questionnaire. After a discussion covering both sets of data, a classroom-friendly construct is presented.

1.1 Definitions of key terms

Within L2 motivation research, there is a tendency to conceive of motivation as the cumulative force of motives, whose force ranges "...on a continuum from zero to strong." (Dornyei, 2005: 89). However, teachers' and students' experiences suggest that certain negative influences, or *demotives* can also have a significant effect on motivation. Dornyei defines demotives as "specific *external* [my emphasis] forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action." (2001b: 90). As noted by Falout and Maruyama (2004), this appears to contradict his (1998) classification of *reduced self-confidence* and *negative attitude towards the L2* as demotives. It also appears to conflict with a later reference to "external and internal demotivating factors" (2007: 29-30). Doubts about the counter-intuitive nature of this distinction are supported by the results of the preliminary study to be presented here, in which respondents clearly attribute demotivation to internal factors. For these reasons, I will use the terms motives/demotives to mean *Forces which add to/subtract from the overall motivational basis of intended or ongoing action.* (adapted from Dornyei, 2001b: 43). Unless otherwise indicated motivation will be taken to mean *The cumulative force of motives and demotives*, and demotivation to mean: *The state of a learner whose level of motivation is lacking enough to severely restrict progress.* (both my own definitions).

Describing (de)motives as forces and defining motivation in terms of (de)motives sidesteps a concrete description of the concept. Some of the more influential theories that have endeavoured to do so are presented in the following section.

2 L2 motivation research

Dornyei (2001b) separates the history of L2 motivation into three stages. The first is represented by a social, macro-perspective, and the second witnesses a shift to a cognitive, micro-perspective. The third stage is characterised by attempts to unify to some extent macro- and micro- perspectives, and new approaches such as investigations into the temporal nature of L2 motivation, the neurobiological basis of motivation, and the study of demotivation. A brief overview of these three stages with reference to the Japanese context follows.

2.1 From macro- to micro- perspectives

2.1.1 The Canadian socio-psychological tradition

The importance of the social aspect of L2 motivation is attested to by the fact that many people master a second language regardless of their aptitude or learning styles, for example when the L1 is

a local vernacular and the L2 is the national language. Gardner argues that the divergence of the L2 motivation field from broader psychological research into motivation is necessitated by the unique nature of language learning:

In the acquisition of a second language, the student is faced with the task of...*acquiring* symbolic elements of a *different* ethnolinguistic community...to make them part of his own language reservoir. This involves imposing elements of another culture into one's own lifespace. As a result, the student's harmony with his own cultural community and his willingness or ability to identify with other cultural communities become important considerations in the process of second language acquisition. (Gardner, 1979: 193-4).

In other words, successful language learning is thought to require a strong identification with - and even integration into - the target language community. This integrative process forms a key part of Gardner and Smythe's Socio-Educational Model of Second Language Acquisition (1975, in Gardner, 2001a). In this model, the main engine of language learning is the *integrative motive* (fig. 2.1). Gardner notes that the term integrative motivation "has many different meanings to many different people" (*ibid*). It can be argued that part of the responsibility for this ambiguity lies with Gardner himself. Dornyei (2005: 71) notes that the terms *integrative* or *integrativeness* occur at three levels of abstraction in the model, making it prone to misrepresentation. One common mistake is to confuse *integrative orientation* - "a willingness to be like valued members of the language community" (Gardner and Lambert, 1959, in Dornyei, 2001b: 49) - with the complex of motivational, goal directed and attitudinal variables making up the integrative motive. Gardner has observed that "There is very little evidence, even in our own research, that orientations are directly associated with success in learning a second language." (2001a: 16).

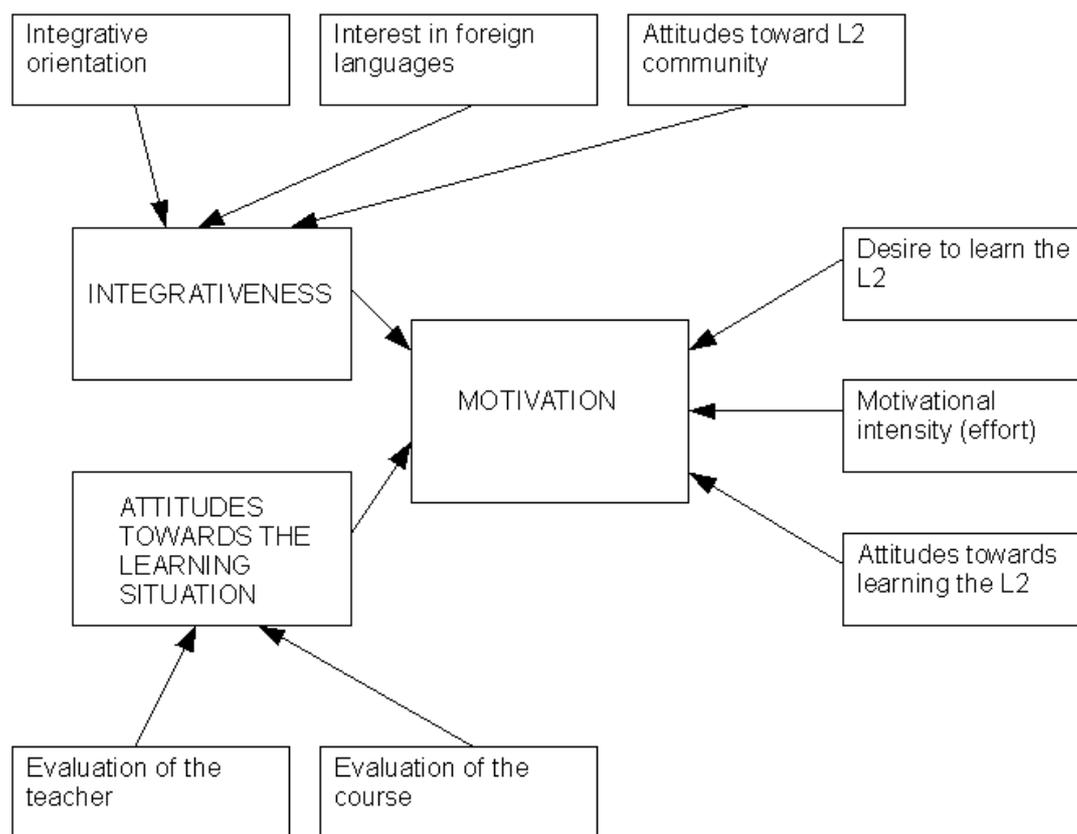


Fig. 1: Gardner's conceptualisation of the integrative motive.

In the present study, the unit of focus will be *integrativeness*: "genuine interest in learning the second language in order to come closer psychologically to the other language community." (Gardner, 2001b: 8). In the L2 motivation literature, there is a tendency to summarise Gardner's theory as consisting of an integrative/instrumental dichotomy. Instrumental motivation was not a part of Gardner and Smythe's model, and was developed as a small part of Gardner's Attitude and Motivation Test Battery (AMTB, see Gardner, 1985: Appendix). Lamb (2004) notes that

Integrative and instrumental orientations are difficult to distinguish as separate concepts. Meeting with Westerners, using computers, understanding pop songs, studying and travelling abroad, pursuing a desirable career - all these aspirations are associated with each other and with English as an integral part of the globalization processes that are transforming their society and will profoundly affect their own lives. (p. 15)

Reservations have been expressed about the applicability of integrativeness to certain learning situations, for example contexts such as the Japanese one in which "... there is no real or potential

'integration' involved ..." (Dörnyei and Csizér, 2002: 455). These concerns and Gardner's response are addressed in section 2.3.

2.1.2 The cognitive shift

Although the Socio-educational model incorporates the component *Attitudes towards the learning situation*, situation-specific aspects of L2 motivation have received relatively little attention from Gardner and his associates. In an influential paper titled 'Motivation: Reopening the Research Agenda', Crookes and Schmidt (1991) argue that the emphasis placed on attitudes and other social psychological aspects of L2 learning "does not do full justice to the way SL teachers have used the term motivation. Their use is more congruent with definitions common outside psychology, specifically in education." (p. 469). Their article did indeed reopen the research agenda, and the 1990s witnessed a shift to a micro-perspective of motivation, on the basis that Gardner's perspective was too broad to explain motivational features of the classroom. Researchers attempted to 'catch up' with mainstream educational psychological theories such as *Self-determination theory* and *Attribution theory* in order to supplement (not supplant) the socio-psychological perspective. These theories were cognitive in nature, reflecting the belief that "how one thinks about one's abilities, possibilities, potentials, limitations, and past performances, as well as various aspects of the tasks to achieve or goals to attain ... is a crucial aspect of motivation." (Dörnyei, 2005: 74).

Self-determination Theory (Deci and Ryan, 1985, in Dörnyei, 2001b) categorises motivation as either *intrinsic*, deriving from internal satisfaction and enjoyment, or *extrinsic*, deriving from instrumental influences such as earning a reward or avoiding punishment. Noels (2001, 2003) examined the relationship between classroom practices and self-determination, and concluded that motivation consisted of three chief elements: *intrinsic reasons*, *extrinsic reasons*, and *integrative reasons*. She found that students' intrinsic motivation was strengthened by perceptions of autonomy support and informative feedback from the teacher. She also hypothesised that the students who study English because they are forced to (a demographic making up a majority of English students in Japan) would generally be less sensitive to the autonomy supporting/controlling distinction than those who do it of their own free will. Noels et al. (2000, in Dörnyei, 2005: 78) conceptualised different types of motivation as lying on a continuum from *amotivation* through extrinsic motivation to intrinsic motivation). Their Language Learning Orientations Scale can be found in appendix 1.

Attribution theory (Weiner, 1992, in Dörnyei, 2001b) became the dominant model in research on

motivation in psychology in the 1980s. Causal attributions are seen as linking past experience with future learning effort on the basis that "the subjective reasons to which we attribute our past successes and failures considerably shape our motivational disposition underlying future action." (Dornyei 2005: 79-80). In school contexts, ability and effort are the most common attributions for success and failure. It has been shown that failure attributed to low ability is more damaging in terms of future progress than failure attributed to low effort (Dornyei, 2001a: 10).

2.1.3 Classroom-friendly models

Dornyei argues that "So much is going on in a classroom at the same time that no single motivational principle can possibly capture this complexity ... Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives." (Dornyei, 2001a: 13). Dornyei (1994) developed an extended, classroom-friendly model (table 1) in which L2 motivation is conceptualised on three levels. It is important to note that the model approaches motivation from three perspectives simultaneously - it does not attempt to divide motivation into three sub-types. The *Language Level* addresses the social side of L2 motivation, subsuming Gardner's Integrative and Instrumental concepts. The *Learner Level* represents individual characteristics of the learner, and concerns internal desire for achievement and issues related to self confidence. The *Learning Situation Level* is associated with classroom specific motivational factors: *Course-specific*, *Teacher-specific*, and *Group-specific motivational components*.

| | |
|---|---|
| LANGUAGE LEVEL | Integrative Motivational Subsystem Instrumental Motivational Subsystem |
| LEARNER LEVEL | Need for achievement Self-confidence <ul style="list-style-type: none"> ● Language Use Anxiety ● Perceived L2 Competence ● Causal Attributions ● Self-Efficacy |
| LEARNING SITUATION LEVEL | |
| <i>Course-Specific Motivational Components</i> | Interest Relevance Expectancy Satisfaction |
| <i>Teacher-Specific Motivational Components</i> | Affiliative Drive Authority Type Direct Socialization |

- Modelling
- Task Presentation
- Feedback

Group-specific Motivational Components

Goal-orientedness
 Norm & Reward System
 Group Cohesion
 Classroom Goal Structure.

Table 1: Dornyei's (1994) framework of L2 motivation (1994: 78).

As the focus of the current study is on the role of course and teacher, definitions of key terms follow. *Interest* is related to intrinsic motivation and concerns a student's inherent curiosity about the immediate environment and the world around him/her. *Relevance* concerns the extent to which the student perceives that course is connected to personal values, goals, or needs. *Expectancy* refers to the student's expectation that he/she will succeed in a task/course, and concerns task difficulty, the amount of effort required, assistance at hand etc. *Satisfaction* concerns the outcome of an activity: intrinsic rewards such as pride and/or extrinsic rewards such as reward or praise. Of the teacher-specific sub-components, *Affiliative drive* refers to student desire to do well in order to please the teacher. *Authority type* concerns whether the teacher is seen as controlling or autonomy supporting. *Modelling* concerns the example set by the teacher in terms of behaviour, effort expenditure. *Task-presentation* concerns the extent to which the teacher effectively communicates the purpose and value of tasks. (All definitions adapted from Dornyei, 1994: 277-8)

The construct was accompanied by advice to teachers on how to motivate learners. These strategies were refined for Dornyei and Otto's Process model of motivation (1998, see section 2.2.1). At the time the model was published, the only systematically investigated components were the components of the language level and the self-confidence subcomponent of the learner level. Dornyei also observed that Affiliative drive was considered to be the most important teacher-related motive in the educational psychology field. Since that time, group components have received some research attention. In an examination of motivation as a socially mediated process, Ushioda (2003) concludes that "Collective motivation can all too easily become collective demotivation, boredom, or at the far end of the spectrum, collective dissatisfaction or rebellion, often in the form of classroom counter-cultures defined by rejection of educational aims and values." (pp. 93-94).

Another classroom-oriented model was developed by Williams and Burden (1997) (table 2) from a social-constructivist perspective. Motivational factors are divided into *internal* and *external* factors.

This results in a model very different in conception to Dornyei's construct. One example is the degree to which an activity is perceived as being interesting. In Dornyei's model, interest is treated as a subcomponent of the course (i.e. an external factor). In Williams and Burden's model, it is treated as an internal factor. Space precludes a discussion of the merits of either approach, but discrepancies in outlook between the two models serve as a reminder that motivation is a complex field that benefits from multiple perspectives.

| INTERNAL FACTORS | EXTERNAL FACTORS |
|--|--|
| Intrinsic interest of activity <ul style="list-style-type: none"> ● arousal of curiosity ● optimal degree of challenge | Significant others <ul style="list-style-type: none"> ● parents ● teachers ● peers |
| Perceived value of activity <ul style="list-style-type: none"> ● personal relevance ● anticipated value of outcomes ● intrinsic value attributed to the activity | The nature of interaction with significant others <ul style="list-style-type: none"> ● mediated learning experiences ● the nature and amount of feedback ● rewards ● the nature and amount of appropriate praise ● punishments, sanctions |
| Sense of agency <ul style="list-style-type: none"> ● locus of causality ● locus of control re: process and outcomes ● ability to set appropriate goals | The learning environment <ul style="list-style-type: none"> ● comfort ● resources ● time of day, week, year ● size of class and school ● class and school ethos |
| Mastery <ul style="list-style-type: none"> ● feelings of competence ● awareness of developing skills and mastery in a chosen area ● self-efficacy | The broader context <ul style="list-style-type: none"> ● wider family networks ● the local education system ● conflicting interests ● cultural norms ● societal expectations and attitudes |
| Self-concept <ul style="list-style-type: none"> ● realistic awareness of personal strengths and weaknesses in skills required ● personal definitions and judgements of success and failure ● self-worth concern ● learned helplessness | |
| Attitudes <ul style="list-style-type: none"> ● to language learning in general ● to the target language ● to the target language community and culture | |
| Other affective states <ul style="list-style-type: none"> ● confidence ● anxiety, fear | |
| Developmental age and stage | |
| Gender | |

Table 2: Williams and Burden's (1997) framework of L2 motivation (in Dornyei, 2001a: 20)

2.2 New perspectives: L2 Motivation Research from the late 1990s to the present

This section covers recent L2 motivation research concerning the temporal nature of motivation, demotivation, the relationship of motivation to classroom behaviour, and motivation in the Japanese

context.

2.2.1 Motivation and time

Dornyei and Otto (1998) drew on the work of Heckhausen and Kuhl's *Action Control Theory* (1985, in Dornyei, 2001b) in developing a model of motivation that incorporates a temporal dimension. Motivation is conceived of as consisting of three stages: the *Preactional Stage*; the *Actional stage*; and the *Postactional Stage*. Dornyei argues that "Ignoring 'time' can (and often does) result in a situation when two theories are equally valid and yet contradict - simply because they refer to different *phases* of the motivation process." (Dornyei, 2001b: 16). Thus, it is possible to view integrative orientation, motivational intensity (see fig. 1) and student attributions, for example, as part of a single motivational process. In addressing the relationship of motivation with time, Dornyei and Otto's model therefore plays a unifying role. In the model, the four Course-Specific Motivational Components from the 1994 model (see above) are supplanted by Schumann's (2001) five stimulus appraisal dimensions, developed from a novel, neurobiological perspective of language acquisition. They are: *novelty* (degree of unexpectedness/familiarity), *pleasantness* (attractiveness), *goal/need* significance (whether the stimulus is instrumental in satisfying needs or achieving goals), *coping potential* (whether the individual expects to be able to cope with the event), and *self and social image* (whether the event is compatible with social norms and the individual's self-concept). (Dornyei, 1998: 58). These dimensions were not chosen because they were empirically tested, but because they "capture well the various situation-specific appraisals proposed in the L2 literature." (1998: 58). Further analysis of the validity of the categories is therefore warranted.

Dornyei (2001a) uses the process model as a template for motivating strategies to be used by teachers in the classroom: *Creating the basic motivational conditions*; *Generating initial motivation*; *Maintaining and protecting motivation*; and *Encouraging positive and retrospective self-evaluation*. He offers 102 concrete motivational strategies. For example, under the sub-heading Promote the development of group cohesiveness, he suggests: "Try to prevent the emergence of rigid seating patterns." (p. 138). In terms of implementing the strategies, Dornyei emphasises quality rather than quantity, arguing that a positive motivational climate in the classroom can be created by a few well-chosen strategies.

2.2.2 Motivation and behaviour

Although there has been a substantial amount of research measuring the relationship between motivation and achievement (cf. Gardner, 2001), rather less has been done on its relationship with

the mediating variable of behaviour. In particular there has been relatively little research on how the integrative orientation/motivation affects behaviour and preferences in the classroom. Two notable exceptions are studies by Jacques (2001) and Schmidt and Watanabe (2001). Both studies compared the relationship between motivation and preference for instructional activities grouped into five sub-scales following factor analysis: *Practical Proficiency Orientation*, *Challenging Approaches*, *Cooperative learning*, *Innovative Approaches* and *Traditional Approach*. Results suggested that relationships between motivational sub-scales and preferences for instructional activities are numerous, and that:

Students who study language solely as a university requirement do not value language learning in and of itself. Less strong relationships were apparent between those same learners and a preference for challenging activities. Additionally, challenge was a positive element for those students who place a high value on language learning, but not so for anxious students. (Jacques, 2001: 203)

Other relevant aspects of research into language learner psychology include Willingness to Communicate (WTC) and strategy use. Empirical research (Clement et al, in Dornyei, 2005: 208) has shown that two of the strongest predictors of WTC are communication and anxiety and perceived communication competence - predictors that are also closely linked to L2 motivation. Strategy use is clearly an aspect of motivated behaviour. O'Malley and Chamot (1990) suggest that there is a threshold below which there is no strategy use by students. They note that: "Learning strategy instruction would be most valuable for students who are not successful learners, yet these are the very students who may be least motivated to try new strategies, since they may not have confidence that they are able to learn successfully anyway." (p. 160-1). Presumably there is a coexistent lack of motivation. Thus, motivation leads to the use of strategies which in turn sustains motivation.

2.2.3 Demotivation

In my opinion, much of the teacher training I have received, and most of the teaching books I have read, assume - without grounds - that students are in possession of what Edmondson (in Dornyei, 2005: 109) calls the *enabling function* of motivation: a minimal profile that is a necessary precondition for L2 acquisition. In the ESL/EFL field in general, there is a view that demotivation and demotivated learners are unfortunate, exceptions to the rule. In my own experience, demotivation is much more commonplace than regularly admitted, and I think demotivated students would be better served by 1) formal recognition that they are a completely natural feature of an (arguably) unnatural practice: compulsory foreign language education, and 2) a proportionate

amount of attention paid to the problem.

In fact, one form of demotivating influence on language learning has been an object of study for many years under a different name. Horowitz (1986) conceived of foreign language anxiety as a situation-specific negative influence stemming from the inherent linguistic deficit of L2 learners, manifesting itself in "worry and negative emotional reaction." (MacIntyre, 1999: 27). It has been shown that language anxiety is distinct from more general types of anxiety.

To date, most other research on demotivation has been exploratory in nature. Space precludes a discussion of research from the instructional communication field (Christophel and Gorham, 1995; Gorham and Christophel, 1992; Oxford, 1998, in Dornyei, 2001) but it has been noted that the correlation between negative teacher behaviour and demotivation reported in the instructional communication field is "fully consistent with the results obtained in the L2 field." (Dornyei, 2001b: 145). Here, I will focus on five investigations that I feel raise interesting issues missing from most studies that seek to measure motivation as a cumulative force of motives.

Chambers (1993) investigated how British high school language students "felt, what they liked and disliked, the approaches of which they approved and disapproved, then perhaps, and only perhaps, I could put together a lesson to suit them." (p.13). His recommendations include the need for sympathetic and understanding teachers; the need to listen to individual students (this recommendation appears to endorse qualitative research approaches, too); the importance of goals and orientations in affecting motivation; and the detrimental effect (at times insurmountable) of negative social influences - in other words, at times, the social setting simply precludes effective language learning.

Ushioda (1998) studied demotivating factors in the learning experience of Irish learners of French. She classified the demotives she identified under the categories *teaching methods*, *learning tasks*, and *coursework pressures*. Almost without exception, the factors identified were related to "negative aspects of the institutionalised learning framework, rather than personal factors such as falling grades or negative self-perceptions of ability" (p. 86). Similarly Nikolov, in a study of unsuccessful language learners (2001), concluded that unsuccessful learners attributed language learning success to controllable, unstable factors such as persistence and hard work, rather than to uncontrollable factors such as aptitude or orientation. Classroom processes were also perceived as important mediators of long-term outcomes:

Participants' negative classroom experiences most frequently concerned testing and specific types of tasks they did not find intrinsically motivating. These two factors seem to be responsible for the gradual demotivation and low achievement of most of the interviewees....Another closely related trend concerns focus on form and rote-learning..... (pp. 164-165)

These observations may resonate with teachers in the Japan (see section 2.3 for more discussion of the Japanese context). Nikolov also addresses the relative strength of various demotives, noting that "The literature on 'learned helplessness' suggests that one's demolished self-concept is very hard to rebuild, but other types of demotives (such as boring classes) may lend themselves more easily to amendment." (2001b: 155). When teacher-enthusiasm turns out to be faked, the effect is considerable. Although such teacher behaviour would be considered an external demotive according to Dornyei's 1994 model, its aftermath is clearly internalized.

Ushioda and Nikolov's findings contrast somewhat with two other studies (Dornyei (1998), in Dornyei, 2001: 150-155) and Williams and Burden (2001). Although Dornyei noted that more than half of the reported demotives directly or indirectly concerned the teacher, *reduced self-confidence* and *negative attitude towards the L2* also played an influential demotivating role. Similarly, in a study of Bahraini learners of English, Williams and Burden found a relatively high amount of internal attributions for failure among the students, and noted that their findings "... appear to be in keeping with an Islamic culture ..." (p. 182), in which the perceived importance of support from family and friends means failure is more likely to be directed toward oneself. In the same study, Williams and Burden cite findings by Fry and Ghosh (1980, *ibid*) that Asian students too are more likely to attribute success to external causes and failure to internal causes compared to their Western peers. This leads us to a discussion of the Japanese context.

In the conclusion to a review of literature on demotivation, Dornyei (2001) suggests two areas for researchers to address: the interplay of demotivation with more general motivational dispositions and personality, and the consequences of demotivation in the validity of motivation measurement.

2.3 L2 motivation in the Japanese context

At this point I will re-examine two concepts identified in the literature as being important motivational factors - integrativeness and student autonomy - in the light of certain aspects of the Japanese context that may affect their validity. Such aspects include socio-cultural factors, the nature and purpose of Japanese English education, and student expectations.

2.3.1 Integrativeness in Japan

As noted in section 2.1.1, Gardner's concept of integrativeness was developed from observations of the Canadian Anglo-Franco scene, which has led some to question the extent of its external validity. Chen, Warden and Chang (2005) note several aspects of the Chinese social language-learning context (that appear very similar to the Japanese scene) that can illustratively be contrasted with the Canadian scene: 1) Most students have no intention of leaving home to enter an English-speaking environment. 2) There is often little or no opportunity to use English outside of the classroom. 3) Students may participate in global culture through the media, film, music and sports, all in their L1. (p. 610). In response to arguments that foreign language environments differ fundamentally to the second language environment of Canada, Gardner (2001a) argues that in many of the settings where his research was conducted, the target language was not readily available in subjects' environments.

Irie (2003) observes that "Most studies on Japanese university students report a factor indicating positive disposition toward native speakers and the cultures of the TL community ..." (pp. 90-91). However, the term integrativeness does not seem to be broad enough to encapsulate this concept. Working in the Japanese context, McClelland (2000) suggested that integration with a global community rather than native speakers was a more useful concept. A study by Yashima (2000) using path analysis found that integrativeness with instrumental and inter-cultural friendship orientations were the most important in the Japanese context.

The nature of the Japanese language education also needs to be taken into account in any discussion of integrativeness in the Japanese context. Gardner (2001a) lists two assumptions underlying the concept of integrative motivation: 1) "Second language acquisition refers to the development of near-native like language skills, and this takes time, effort, and persistence." and 2) "Such a level of language development requires identification with the second language community." (p. 2). In Japan, however, it can be argued that the purpose of English education on a policy level is often far less ambitious than the development of near native-like language skills. In fact, an important purpose of English education in Japan, has for many years been to service university entrance exams that focus on vocabulary knowledge and grammatical accuracy. Yoshida (2003) summarises the situation:

In Japan, students study English for three years in junior high school, another three years in senior

high school, and often at least two years at the university level. Entrance examinations have ... a strong influence on the way foreign languages are taught in Japan, and this has been considered to be one of the main factors which increased the number of demotivated learners for decades. (p.124)

If English is viewed solely as an exam subject, then presumably the motivational role of integrativeness ceases to exist. Of course in reality, the Japanese situation is not quite so depressing: there are many students who wish to speak English well, and there has been an official recognition by those in authority of the need to shift the emphasis to communicative competence. (Japanese Ministry of Education, Culture, Sports, Science, and Technology, 2002, in Chen, Warden and Chang, 2005: 110). Nonetheless, entrance exams and ignorance of the fact that - as Gardner suggested forty years ago - effective language learning is and has to be different to other subjects, remain formidable obstacles to fostering motivation and communicative competence in Japan. In the high school I teach at, for example, many English lessons taught by Japanese teachers still appear to place a heavy emphasis on the rote memorisation of contrived sentences constructed to illustrate some grammatical rule. Teacher acquaintances working in other schools relate similar experiences.

In a recent study, Csizer and Dornyei (2005) found that integrativeness played a key role in mediating the effects of other motivational variables on intended effort and language choice. Dornyei (2005) observes that many more recent motivation constructs "converge in a broad pattern of three main dimensions." (p. 105) (see Noels, section 2.1.2). Dornyei labels these dimensions the Ideal self (integrativeness), the Ought-to self (extrinsic motivation), and the L2 learning experience (intrinsic motivation).

2.3.2 Autonomy

In a study of American students of Spanish, Noels (2001, 2003) observed a strong correlation between autonomy supporting teacher behaviour and a high level of intrinsic motivation in Spanish learners. The concept of autonomy proves problematic to teachers in Japan. In a discussion on the problems of applying task based learning in a Japanese setting, Burrows (2008) notes Japanese students' reluctance to initiate discussion, avoid raising new topics, seek clarification and volunteer answers. These are all types of behaviour that one might associate with autonomy in the Western classroom. It was noted in section 2.1.1 that students may be less sensitive to the autonomy supporting/controlling characteristics of teachers if the decision to study English was not their own. This simple factor could perhaps go some way to explaining the exasperation of teachers

desperately attempting to gesticulate their way through brainstorming sessions with classes of bemused Japanese teenagers. However, I suspect that the concept of autonomy needs to be refined for the Japanese situation, and also that perhaps 'Western-style' autonomy needs to be encouraged very gently. In my experience, I have had some success incorporating non-traditional types of activities into my lessons gradually. As Oxford (1990), in a discussion of learning strategies, suggests, pre-existing cultural preferences (such as those relating to concepts of autonomy) are an important motivational issue:

If learners are brought up all their lives to prefer particular learning strategies, like analyzing grammar or memorizing word lists, they may not be highly motivated to drop these preferences and instantly learn a whole new set of strategies. Or they might become confused. (p. 207)

She concludes that new strategies need to be phased in gently and gradually, no matter how dysfunctional the old strategy appears to be. Hence, if teachers want to promote motivation through autonomy and strategy use, they first have to educate themselves about what autonomy means to the Japanese student, and be aware of student expectations.

3 Preliminary questionnaire

In order to investigate potential areas for further investigation, I decided to conduct a preliminary questionnaire study. Administration of the questionnaire took place at the end of the 2007/8 academic year.

3.1 Subjects, materials, and analysis

Participants were 310 18-19 year-old female Japanese first-year students at Shoin Women's University, Osaka, Japan. Students belonged to five departments: Clothing, Life-planning, Food science, Interior design and Japanese literature. First-year students are required to take two periods of 90-minute English lessons a week. One of these periods is taught by a Japanese teacher, the other by two foreign teachers for 45 minutes each with 20 students per class. All lessons are generally organized around a communicative task-cycle. The majority of participants have studied English for six years in Junior high school and high school. Much high school English instruction tends to be teacher centred, focusing on the memorisation of vocabulary and grammar translation, so it is reasonable to assume that the university English curriculum style was fairly new to the majority of students.

The questionnaire was designed to explore classroom factors that students perceive to be motivating

and de-motivating. As such, it consisted of two main open questions: *What things in class do you feel have a positive effect on your desire to learn English?* and *What things in class do you feel have a negative effect on your desire to learn English?* Respondents were asked to write up to three responses to each question. With hindsight, it should be noted that characterising motivation simply as 'a desire to learn English' was simplistic. For the full questionnaire, see appendix 2.

The questionnaire was distributed to approximately 310 students on the day of a speaking test. This was considered an ideal opportunity because all the students were sitting together waiting to be called by pairs to take the test. After the test the students were again required to wait together. Administrators were asked to hand out the questionnaire to each student individually and politely request that the students fill it out before or after their test and place it at the front of the room.

298 questionnaires were returned. Responses were analysed following procedures for qualitative content analysis outlined by Dornyei (2007: 245-247). Responses were first typed into a word processing file. Initial coding revealed three broad categories which were eventually labelled *Culture*, *Learner success*, and *Classroom*. Secondary coding involved identifying up to three sub-categories for each macro-category. Throughout the analysis, Dornyei's 1994 model of language learning motivation was used as a guide because it is an educationally motivated construct with components devoted to situation specific motivational factors. Categories are shown in table 3.

The categorisation of responses inevitably involved subjective interpretation. It will be seen that the categories share a fundamental similarity to Dornyei's construct, but that subcategories are less complex and more flexible, because I felt that many of the responses were too broad to be categorised reliably. In many cases, responses were not amenable to easy categorisation even according to the three basic hierarchies in Dornyei's model. For example, the response 'communicating with a foreign teacher' could indicate an integrative orientation (language level) or affiliative drive (teacher-specific motivational components). In such cases I had to make a decision as to which agent (de-)motivation appeared *chiefly* to be attributed to. Another issue was the Japanese tendency to omit the grammatical agent of sentences, for example the response 'relying on Japanese' (a demotive) does not specify the subject of the sentence (presumably either classmates, the teacher, or both). In such cases I followed the intuition of the person helping me with Japanese translation. There are, however, inevitable misconstrued responses.

Frequency of response type has not been included in table 3, as I decided that the margin of error in

the analysis was large enough to make such figures potentially misleading. They are, however, included for reference purposes in appendix 3, where they can be viewed in the context of all of the other responses. Explanations of the categories follow. Categories are reductive in nature: best fit attempts to represent 90% or more attributions made by the students. This approach was justifiable on the basis of the exploratory, preliminary nature of the questionnaire.

3.2 Results

The results of the data analysis are presented in table 2. Explanations of categories follow the table.

| CULTURAL ORIENTATION | |
|---|--|
| Foreigners | <i>Communicating with foreigners</i> |
| Foreign culture | <i>Learning about foreign culture</i> |
| LEARNER SUCCESS | |
| Success/failure | <i>If we successfully get somebody to understand what we think, naturally a motivating feeling comes / I feel I'm not good at English because I always make mistakes when I translate Japanese to English.</i> |
| CLASSROOM | |
| <i>Course</i> | |
| Satisfaction: high/low | <i>Exciting classes / Serious classes without a sense of play</i> |
| Interest: high/low | <i>Classes including interesting stories; Doing activities we are not interested in.</i> |
| Relevance: high/low | <i>Learning conversation or expressions to make people understand what I want to say / Only writing meaninglessly.</i> |
| Expectancy: high/low | <i>If the teacher gives the students easy questions or tasks in class, it helps build confidence / Doing only difficult things.</i> |
| <i>Teacher</i> | |
| Modelling: positive/negative | <i>Friendly teacher / Teacher gets angry with students who can't understand;</i> |
| Task presentation: clear/unclear | <i>Teacher explains things clearly / Even though I couldn't understand, the teacher kept going;</i> |
| Control | <i>The teacher makes us rush</i> |
| Affiliative motive | <i>Getting on well with the teacher</i> |
| <i>Other</i> | |
| Class activities: preferred / disliked | <i>Having communication with teacher and students / Speaking in front of people</i> |
| Disruptive classmates | <i>Chattering in class</i> |
| L1 issues: Less/more L1 | <i>Too much Japanese</i> |

Table 3: Preliminary questionnaire analysis: categories, subcategories, and sample responses.

Cultural orientation: Foreigners; Foreign culture.

I labelled this category *Cultural orientation* instead of *Integrative orientation* in view of the arguments presented in section 2.3.1. It consists of two sub-components, *interest in foreigners* and *interest in foreign culture*, where foreign/foreigner (in Japanese *gaikoku no/gaijin*) is presumed to refer to English speaking people/countries (according to my Japanese associates who helped with

the translation). Responses that touched on instrumental purposes such as travelling or job-related aspects also often incorporated an explicit culture-related element (e.g. "Going abroad to contribute to international discourse."), supporting observations by Lamb (in section 2.1.1). 45 of 50 (90%) responses that I deemed to be related in some way to integrativeness were subsumed by the two component categories.

Learner success: Success/Failure.

In this category, motivation is attributed to internal feelings of progress and accomplishment, and demotivation to feelings associated with failure such making mistakes, and frustration at a perceived lack of progress. These two categories accounted for 31/33 (94%) of responses that could be classified as belonging to Dornyei's *Learner* level.

Classroom (course): Satisfaction; Interest; Relevance; Expectancy (high-low).

Into this category I placed motivation attributed to aspects of the course/curriculum. The sub-categories used were Dornyei's course-specific motivational components. Motivation is attributed to interesting, satisfying and relevant activities of an appropriate level. Demotivation is attributed to boredom with the course/activities, activities which are not enjoyable, and material which is felt to be too difficult and/or irrelevant.

Categorisation according to Dornyei's categories *Satisfaction* and *Interest* (or, for that matter, Schumann's categories *novelty/pleasantness*) proved to be problematic. Although the categories are conceptually self-contained, in practice, responses were often categorised on the basis of whether the term 'fun' or 'interesting' was used by the respondent. Given the difficulty that many Japanese people have explaining the difference between the most direct translations 'tanoshii' (fun) and 'omoshiroi' (interesting), the distinction is a tenuous one.

Classroom (teacher): Modelling (positive/negative); Presentation (clear/unclear); Affiliative motive; Over-control.

This category concerns motivational attributions chiefly concerning the teacher. *Modelling*, which refers to the teacher's persona, and the example the teacher sets with his/her behaviour, for example by showing enthusiasm or care for the students. *Presentation* refers to how the teacher communicates the purpose and procedure of class activities. I decided to broaden Dornyei's label (*Task Presentation*) on the basis that 'presentation' applies to the implementation of more than individual tasks, for example communicating the purpose of a whole lesson or course. *Affiliative*

motive concerns the extent to which students are motivated by a drive to please the teacher, and *Control* concerns demotivation attributed to teacher-pressure, for example compulsion to finish tasks quickly, or forcing students to engage in activities despite resistance.

Classroom (other): Class activities; Classmates; L1 issues.

Three additional categories were identified: *Classroom activities*, *Disruptive classmates*, and *L1 issues*. 'Activities' is used in a loose sense, and is respondent-defined. Specific classroom activities make up by far the largest single category of motives identified by respondents. While it is reasonable to expect that respondents would, if asked, explain their answers in terms of the course sub-categories, these responses are a reminder that it is researchers, not students, who think in terms of discreet, theoretical categories. It also raises the issue of whether such attributions would exist purely for the sake of research. That is, the desire to communicate might be an irreducible component of motivation which respondents can, nonetheless give the impression of reducing further to satisfy the needs of researchers. I would argue that the high frequency of 'Conversation/communication' as a response may be particularly distinctive to the Japanese context, because it is viewed as being diametrically opposed in the student's mind, to grammar, vocabulary, and exam-based studies prevalent in Japanese Junior/high schools (see section 2.3.1).

Classmates appear to be referred to negatively, in terms of the disruption they cause to learning. However, positive opinions about pair work, group work and conversation with classmates indicate that the absence of positive attributions is likely due to the unsophisticated nature of the analysis.

The category L1 issues is an inconsistent category, with some respondents attributing demotivation to teachers who speak too much Japanese, for example, and others complaining about those who do not speak enough.

3.3 Discussion and research questions

Some interesting observations could be made from an analysis of the data. Although the questionnaire asked respondents about things that motivate or demotivate them 'in class', many respondents mention factors associated with an integrative orientation or internal factors. This is a reminder that the classroom cannot be considered in isolation from the wider social and cognitive context. Likewise, although the wording on the questionnaire was adopted deliberately to ask respondents to reflect on their learning experiences in general, some of the responses clearly concern the current academic year - for example complaints about technical problems with the on-

line homework. This is unavoidable because the currently academic year is presumably the most important formal influence on attitudes towards classroom English at this point in the respondents' English-learning lives.

The fact that the majority of responses under the *Modelling* and *Presentation* teacher sub-categories were negative in nature suggests that students are more likely to notice demotivating teacher behaviour than motivating teacher behaviour. This supports previous observations that students tend to see demotivation as relatively teacher-owned and motivation as relatively student-owned. Similarly, students were much more likely to attribute demotivation to teacher control than motivation to autonomy supporting behaviour. Only three responses were categorised as concerning autonomy, supporting the contention made in section 2.3.2 that this area demands more attention in terms of examining the nature between autonomy and culture.

The data shows only the frequency, not quality of the (de)motives. A deeper qualitative approach (such as Nikolov's (2001). See section 2.2.3), or a quantitative approach is required to measure which act over the long-term to severely curtail motivation and progress.

In order to continue the line of research, drawing on the conclusions reached thus far, I designed a second questionnaire to measure in more detail the strength of, and the relationship between the categories identified in the previous section, with the intention of reviewing results in the light of existing research covered in section 2, and with specific reference to the following research questions:

1. What is the perceived importance of various motives and demotives and classroom activities?
2. What is the relationship between integrativeness and the perceived importance of various aspects of the learning situation and classroom activities?

4 Main questionnaire

The second questionnaire was considerably more complex than the preliminary questionnaire, so the process of design and analysis is covered in greater detail.

4.1 Subjects

In terms of demographic, subjects are for all intents and purposes identical for respondents to the

preliminary questionnaire, except they are from the following academic year (2008/9). Please refer to section 3.1 for details.

4.2 Materials

The questionnaire was designed to measure quantitatively the components identified by the preliminary questionnaire study, using multi-item scales. In addition, I also attempted to measure some additional factors taken from existing research (see section 2.1): *Attitude to studying English*, *Motivational intensity*, *Perceived importance of controlling/corrective feedback*), as I felt I may have missed some of these attributions through generalisation in the analysis of data from the preliminary questionnaire. I also attempted to further explore the subcategory *classroom activities*, to establish why students consider certain classroom activities motivating or demotivating. Previous questionnaires by Gardner, Tremblay & Masgoret (1997), Schmidt & Watanabe (2001) and Dornyei, (2001b) were used as a resource for item development but, where possible, the students' own wording from the preliminary questionnaire data was used, in accordance with Dornyei's guidelines (2003: 53).

The questionnaire is divided into five sections. Section one measures the integrativeness of respondents (orientation plus attitudes towards language study). Section two measures the perceived importance for progress in learning English of various motivational factors, most of which are taken from the preliminary questionnaire data. Section three measures the perceived detrimental effect of de-motivating factors identified in the preliminary questionnaire. Section four measures the perceived importance of certain classroom activities identified in the preparatory study as being important. Section five asks respondents to elaborate on why some of the identified activities are perceived as being beneficial to language learning progress. Please refer to appendix 4 for the full questionnaire.

4.3 Procedure

The sampling method was simply to get as many questionnaires as possible filled in and returned. The questionnaire was piloted with 51 students two weeks before the final administration. Some additional items were piloted a week before final administration. Respondents were given a letter the week previous to administration notifying them of the upcoming survey. A brief letter was given to the teachers recommending a simple procedure to improve participation. The questionnaire took roughly ten minutes to complete. In all other respects, administration procedure was identical to that

of the preliminary questionnaire. Please refer to section 3.2 for details. 300 questionnaires were returned.

4.4 Analyses

Of the 300 completed questionnaires, seven were rejected on the grounds that they were incomplete or filled in without care (for example the items for section 1 were all given a score of six, despite some of them being reverse coded constituents of multi-item scales.) 293 questionnaires were included in the final analysis. Before parametric tests were conducted, the data was tested for normality. Although some items/scales exhibited skew and kurtosis, no consistent violations of normality were detected and it was therefore decided not to perform any transformation of the data. Statistical procedures were carried out according to Pallant (2005) and Field (2005). Parallel analysis was conducted using Monte Carlo for PCA analysis (developed by Andrew Watkins, available on-line from [http://www.softpedia.com/get/Others /Home-Education/Monte-Carlo-PCA-for-Parallel-Analysis.shtml](http://www.softpedia.com/get/Others/Home-Education/Monte-Carlo-PCA-for-Parallel-Analysis.shtml)).

The 58 items were subjected to a principal components analysis (PCA) using SPSS version 16. Prior to performing PCA the suitability of the data for factor analysis was assessed. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Okin value was .909, exceeding the recommended value of .6 (Kaiser, 1970, 1974, in Pallant, 2005) and the Bartlett's Test of Sphericity (Bartlett, 1954, in Pallant, 2005) reached statistical significance ($p=.000$), supporting the factorability of the correlation matrix.

PCA revealed the presence of 13 components with eigenvalues exceeding 1, collectively accounting for 67% of the variance. In accordance with Catell's (1966, in Pallant, 2005) scree test, the scree-plot was inspected, but it proved difficult to establish whether a break in the plot occurred after the fourth or fifth component. Parallel Analysis showed five components with eigenvalues exceeding the corresponding criterion values for a randomly generated data matrix of the same size (58 variables x 293 respondents). Thus, it was decided to retain five components (collectively accounting for 50.4% of variance) for further investigation.

The relationship between factor 2 (integrativeness) and the perceived importance of various aspects of the learning situation and classroom activities was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. Strength of correlation was judged

according to guidelines presented by Cohen (1988, in Pallant, 2005: 126): $r = .10$ to $.29$: weak. $r = .30$ to $.49$: medium.

4.5 Results

Table 4 presents a list of the scales from the questionnaire, the number of items making up each scale, Cronbach's alpha coefficients, and sample items. Superscript letters specify which Likert scale was used:

- a: How true are the following statements for you? Rate from 1 (not at all true for me) to 6 (very true for me).
- b: In your opinion, how important are the following factors for you to make progress learning English? Rate from 1 (unimportant) to 6 (Absolutely essential).
- c: In your opinion, how detrimental are the following factors to one's English learning progress? Rate from 1 (Not detrimental at all) to 6 (Highly detrimental).

Unfortunately, the scales Autonomy support/teacher control, Informative/corrective feedback, and Motivational intensity, did not return satisfactory reliability ratings, and so were excluded from the final analysis. In the case of the former two scales, scale reliability could not be achieved despite piloting. In the case of the latter, it was decided to include this scale after piloting had finished. Additional items were also excluded in order to achieve greater internal validity. It was decided to save the data from the open questions 86-89 for a future study. In all, 68 of 89 items (58 of 75 Likert-scale items) were used in the final analysis. For Mean and SD scores for all items used in the analysis, see appendix 5.

| <i>categories</i> | <i>items</i> | α | <i>mean</i> | <i>SD</i> | <i>sample</i> |
|--|--------------|----------|-------------|-----------|---|
| INTEGRATIVENESS (Mean = 3.92 Cronbach's $\alpha = .91$) | | | | | |
| Attitude toward learning English | 5 | .830 | 3.52 | 1.37 | <i>Studying English is important to me.^a</i> |
| Foreign Culture | 6 | .825 | 4.13 | 1.34 | <i>I am not particularly interested in foreign cultures.^a</i> |
| Foreigners | 3 | .731 | 4.21 | 1.29 | <i>I would like to have more opportunities to talk to people from other countries.^a</i> |
| THE LEARNER (Mean = 4.44. Cronbach's $\alpha = .736$) | | | | | |
| Success | 8 | .736 | 4.44 | 1.53 | <i>The feeling that I'm making progress.^b</i> |
| THE COURSE (Mean = 4.82. Cronbach's $\alpha = .89$) | | | | | |
| Satisfaction | 4 | .752 | 4.98 | 0.79 | <i>Classes in which care is taken to ensure learning is enjoyable.^b</i> |
| Interest | 3 | .782 | 5.02 | 0.84 | <i>Topics connected to my interests.^b</i> |
| Expectancy | 4 | .678 | 4.80 | 0.84 | <i>The feeling that I am out of my depth in class.^c</i> |
| Relevance | 3 | .857 | 4.91 | 0.95 | <i>Learning 'everyday' English.^b</i> |
| THE TEACHER (Mean = 4.89. Cronbach's $\alpha = .89$) | | | | | |
| Modelling | 6 | .765 | 4.89 | 0.81 | <i>A teacher who hurts students' feelings with inconsiderate comments without even realising.^c</i> |

| | | | | | |
|------------------------------|---|------|------|------|--|
| Task presentation | 4 | .726 | 4.97 | 0.80 | <i>A teacher who gives clear explanations.^b</i> |
| Affiliative drive | 4 | .791 | 4.80 | 0.87 | <i>Receiving praise from a teacher.^b</i> |
| <hr/> | | | | | |
| OTHER | | | | | |
| L1 preference | 4 | .672 | 3.14 | 1.25 | <i>I think the teacher should try to conduct as much of the lesson as possible in English.^a</i> |
| Disruptive classmates | 4 | .729 | 4.12 | 0.99 | <i>Classmates who chatter too much during the lesson.^c</i> |

Table 4: Main questionnaire: scales and sample items.

After preliminary investigation into results, it was decided to treat the Success/Failure sub-components of the Success scale independently, due to their very different nature.

4.5.1 Mean and Standard deviation scores

Table 5 shows mean and standard deviation scores for the multi-item perception scales measuring the perceived importance of certain (de)motives. *Interest* and *Fun* scored highest, and *L1 issues* and *Failure* scored lowest.

| | Mean | Std. Deviation |
|-----------------|--------|----------------|
| Interest | 5.0159 | .83785 |
| Fun | 4.9767 | .78857 |
| Presentation | 4.9613 | .79676 |
| Relevance | 4.9113 | .94417 |
| Modelling | 4.8830 | .80961 |
| Success only | 4.8693 | .82153 |
| Expectancy | 4.7961 | .83508 |
| Affiliative | 4.7961 | .87194 |
| Success (S + F) | 4.4358 | .68354 |
| Foreigners | 4.2127 | 1.03646 |
| Culture | 4.1301 | .97799 |
| Classmates | 4.1189 | .98521 |
| Failure only | 4.0157 | .86081 |
| Attitude | 3.5193 | 1.06328 |
| L1 issues | 3.1459 | .89921 |

Table 5: Perceived importance of (de)motives: Number, mean and standard deviation scores.

Table 6 shows mean and standard deviation scores for the multi-item perception scales measuring the perceived importance of certain classroom activities. *Listening to real conversation* and *Conversation* scored highest, and *Reading stories* and *English for [the purpose of taking] Exams* scored lowest.

| | Mean | Std. Deviation |
|--------------------------------|------|----------------|
| Listening to real conversation | 4.96 | 1.098 |
| Conversation | 4.93 | 1.051 |
| Pair work | 4.63 | 1.090 |
| Listening to music | 4.58 | 1.099 |
| Group work | 4.48 | 1.196 |
| Playing games | 4.45 | 1.177 |
| Watching videos | 4.41 | 1.147 |
| Studying grammar | 4.23 | 1.236 |
| Reading stories | 4.23 | 1.226 |
| English for exams | 3.73 | 1.355 |

Table 6: Perceived importance of motivating and demotivating classroom activities.

4.5.4 Factor analysis

Factor 1: *Motivating aspects of the learning environment* (table 7) consists of motives which are perceived to have a positive effect on English-learning progress. They include course materials, teacher characteristics and behaviour, and positive internal attributions. It includes the following scale items: relevance (3/3 items); interest (3/3 items); modelling (2/6 items); affiliative motive (4/4 items); fun (4/4 items); success (4/4 items measuring success, not failure); task presentation (1/4 items); expectancy (2/4 items), and accounts for 19.9 % of variance.

| | |
|------|--|
| .778 | A teacher with whom I can enjoy speaking English. |
| .750 | Studying English which I feel is relevant to my future needs. |
| .740 | A teacher who is <i>in tune</i> with his/her students - who understands how they feel about class activities |
| .738 | Classes in which care is taken to ensure learning is enjoyable. |
| .737 | Learning 'everyday' English |
| .718 | A teacher who makes classes as interesting as possible |
| .711 | Getting along well with the teacher |
| .708 | Interesting classes |

| | |
|------|--|
| .707 | Topics connected to my interests |
| .699 | Exciting classes |
| .696 | Learning practical, useful English |
| .694 | Self-confidence |
| .683 | The feeling that I'm making progress |
| .656 | A teacher who gives clear explanations |
| .652 | Successfully making myself understood in English |
| .638 | A class atmosphere in which I feel comfortable making mistakes |
| .632 | The teacher being pleased with students |
| .629 | A teacher who thinks carefully about how to involve struggling students in classroom activities. |
| .620 | Fun classes |
| .605 | Experiencing the feeling of success in class |
| .596 | Receiving praise from a teacher |
| .570 | A game-like atmosphere in class |
| .552 | Classes in which I can work at my own pace |

Table 7: Items loading on factor 1 (Motivating aspects of the learning environment) .

Factor 2: *Language identification* (table 8) consists of items traditionally associated with integrativeness: an interest in foreign culture and foreigners, and also a positive attitude towards learning English. It includes the following scale items: Culture (6/6 items); Foreigners (3/3); Attitude (5/5), and accounts for 11.4% of variance. The factor was labelled with respect to arguments presented in section 2.3.1.

| | |
|------|--|
| .766 | Learning English is important to me because it will enable me to learn about various cultures. |
| .745 | I would like to have more opportunities to talk to people from other countries |
| .693 | I would like to travel to countries such as the USA, Australia, and England in the future. |
| .684 | I would like to know more about cultures outside of Japan |
| .684 | Studying English is important to me. |
| .678 | I would like to use English in the future in my job or when travelling. |
| .665 | I am interested in the differences between Japan and foreign countries |
| .632 | I would study English even if I didn't have to as part of the Shoin curriculum |
| .622 | I really enjoy learning English. |
| .592 | I am not particularly interested in foreign culture [reverse coded]. |
| .584 | I generally find conversation with people from other countries pleasant. |
| .583 | The only reason I study English is because I have to [reverse coded]. |
| .536 | I have no interest in communicating with foreigners [reverse coded]. |
| .449 | I resent having to study English [reverse coded]. |

Table 8: Items loading on factor 2 (Language identification) .

Factor 3: *Demotivating teacher behaviour* (table 9) consists largely of teacher characteristics and behaviour that have a detrimental effect on English-learning progress. It includes the following scale items: Modelling (4/6 items); Presentation (3/4 items); Expectancy (2/4 items); Classmates (1/4 items), and accounts for 9.2% of variance.

| | |
|------|--|
| .769 | A teacher who hurts students' feelings with inconsiderate comments without even realizing |
| .695 | Teachers' unclear explanations of classroom activities |
| .676 | A teacher who 'keeps going', ignoring the fact that most students don't understand |
| .649 | A teacher who 'keeps going' in ignorance of the fact that that most students don't understand his/her instructions |
| .629 | An unfriendly teacher |
| .549 | A teacher who seems demotivated |
| .503 | An teacher who is not very good at teaching (whose instructions and explanations are unclear). |
| .500 | The feeling that it is taboo to make mistakes |
| .494 | Classmates who behave disrespectfully towards the teacher during the lesson. |
| .339 | The feeling that I am out of my depth in class |

Table 9: Items loading on factor 3 (*Demotivating teacher behaviour*).

Factor 4: *L2 use and classmates* (table 10) consists of classmate characteristics and behaviour that have a detrimental effect on English-learning, and L2 use. It includes the following scale items: L2 use (4/4 items); Classmates (3/4), and accounts for 5.4% of variance.

| | |
|------|---|
| .669 | A lot of Japanese spoken by the teacher and students in class |
| .549 | Noisy classmates |
| .547 | I like my teacher to speak only English in class. |
| .527 | Chattering classmates |
| .459 | I think teachers should try to conduct as much of the lesson as possible in English |
| .434 | I like my English teacher to use a lot of Japanese in class |
| .431 | Classmates who have no enthusiasm |

Table 10: Items loading on factor 4 (*L2 use and classmates*).

Factor 5: *Failure* (table 11) consists of internal feelings that have a detrimental effect on progress. It includes the following scale items: *Success* (4/4 items measuring failure not success), and accounts for 4.5% of variance.

| | |
|------|--|
| .699 | Worrying about spelling and grammar mistakes |
| .594 | The feeling that English is too difficult |
| .591 | Frustration with my level |
| .488 | Getting nervous and confused in class |

Table 11: Items loading on factor 5 (Failure).

Table 12 shows mean and standard deviation scores for the factors. Factor 1, *Motivating aspects of the learning environment*, is perceived as the most important in terms of motivation, while classmates and L1 issues are regarded as the least important. The validity of this data is subject to the reservations about Likert scale design noted above.

| | Mean | Std. Deviation |
|----------|------|----------------|
| factor 1 | 4.90 | .73 |
| factor 3 | 4.85 | .80 |
| factor 5 | 4.02 | .86 |
| factor 2 | 3.93 | .88 |
| factor 4 | 3.50 | .80 |

Table 12: Factors 1-5: Mean and Standard deviation scores.

4.5.3 Correlation analysis

Table 13 shows the correlation between factor 2, *Integrativeness*, and the perceived importance of (de)motives. Results suggest that there is a medium correlation (from $r=.328$ to $r=.400$) between integrativeness and the perceived importance of *Relevance*, *Use of L1* and Feelings of *Success* (not failure), and weak correlations (from $r=.116$ to $r=.274$) for all other (de)motives with the exception of *Failure*, for which the correlation was statistically insignificant.

| Activities | Factor 2 |
|--------------|----------|
| relevance | .400** |
| L1 use | .377** |
| Success only | .328** |

| | |
|-------------------|--------|
| Classmates | .274** |
| Affiliative drive | .262** |
| Interest | .212** |
| Success (S+F) | .194** |
| Modelling | .189** |
| Fun | .177** |
| Expectancy | .139* |
| Presentation | .116** |
| Failure only | -.009 |

Table 13: Pearson product-moment correlation coefficients for factor 2 and the perceived importance of (de)motives.

Table 14 shows the correlation between factor 2, Integrativeness, and the perceived importance of certain classroom activities. Results suggest that there is a medium correlation ($r=.367$) between a strong Language identification and preference for conversation in the classroom, and small correlations (from $r=.143$ to $r=.278$) between integrativeness and preference for all other activities except 'games', for which the correlation is statistically insignificant.

| Activities | Factor 2 |
|--------------------------------|----------|
| Conversation | .367** |
| Listening to real conversation | .293** |
| Studying grammar | .278** |
| Watching videos | .187** |
| Pair work | .175** |
| English for exams | .174** |
| Reading stories | .173** |
| Listening to music | .146* |
| Group work | .143* |
| Playing games | .080 |

Table 14: Pearson product-moment correlation coefficients for factor 2 and classroom activities

5 Discussion

The results of the factor analysis will now be discussed with reference to existing research. I then address the research questions, and introduce a tentative model of motivation, arguing that student perception-based approaches may be of practical use to teachers.

5.1 Factor analysis

A number of interesting issues are raised by the results of the factor analysis. I will now discuss each factor in turn, and then make some general observations concerning existing research.

Factor 1, Positive aspects of the learning environment, includes both external and internal motives (whichever model is used to define internal and external. See section 2.1.3). Interestingly, the two items from the Modelling and Expectancy scales and the one from the Presentation scale that load on this factor concern motives (other items concern demotives). In addition, only the four items measuring the importance of success (not failure) load on this factor. It is possible that motives and demotives are not simply perceived by respondents as counterparts to motives, but as separate concepts. That is, Motivating/Demotivating may be as valid a taxonomical distinction (in certain cases), as Intrinsic/Extrinsic or Internal/External. Unfortunately, there is also the possibility that these results are result of poor instrument design. It should be noted that all of the items in this factor were assessed using the same Likert scale, while all of the factors making up factor 3 were measured with another (scales 'a' and 'b'. See section 4.5). These doubts are somewhat eased by observations that *Failure* and *Success* correlate very differently with certain factors (see section 5.2).

Factor 2, Language identification, provides further empirical support for Gardner's construct of Integrativeness and undermines the argument that it is fundamentally less applicable to the Japanese situation than to the Canadian situation (see section 2.3.1). I have, however, relabelled this component *Language identification* in recognition of valid terminological arguments and Dornyei's conception of the *Ideal Self*.

Factor 3, *Demotivating teacher behaviour*, is subject to the same reservations regarding its validity as factor 1 with one proviso. While factor 1 consists of all of the items from section 2 of the questionnaire, the responses from section 3 are split between factors 3, 4 and 5, so it appears valid to compare them. In factor 3, there is a concentration of teacher-dominated factors, suggesting that

the teacher is perceived as a potentially significant demotivational force among these respondents.

Factor 4, *L1 issues/classmates*, includes the somewhat confusing co-occupants *L2 use* and *Disruptive classmates*. It would appear that the desire for as much of the lesson as possible to be conducted in English (at the expense of L1 use) and the strength of the perceived demotivating effect of disruptive classmates factor together. Perhaps the results indicate a social/self-image perspective (see section 2.1.2) i.e. supportive classmates are conducive to lower levels of anxiety and embarrassment caused by the culture-related awkwardness of speaking English in front of peers. In other words, they help to alleviate language anxiety (see section 2.2.3). There is also a more mundane explanation: Disruptive classmates are likely to be disruptive in Japanese, so the two may be associated for this reason.

Factor 5, *Failure*, is notable for being made up of four items from the success scale addressing internal feelings of failure and frustration. This supports previous observations about the impact of attributions to inability rather than effort (see section 2.1.2), and offers some support for the social-constructivist *internal/external* distinction (see section 2.1.3).

5.2 Research questions revisited

What is the perceived importance of various motives and demotives and classroom activities?

The aspects of learning English that are considered most important to this group of learners are Course- and Teacher-specific components. Classmates and Preference for L1 use in class are not considered particularly important (averaging 3 on a scale from 1 to 6), although the former could perceivably be affected by a social desirability bias (see section 5.4). One interpretation of the fact that Presentation is considered particularly important but L2 use is not, is that teachers' primary concern should be to convey effectively the purpose and nature of the lesson and lesson components. If this can be done in English, great. If not, Japanese is preferable. In other words, if there is a pay off between clarity and L1 use, clarity takes precedence. However, there is no distinction in the questionnaire between student and teacher use of Japanese that allows the hypothesis to be tested. Of the teacher measures, Presentation scored highest, followed by Modelling and Affiliative motive. This contrasts with Dornyei's (1994) assertion regarding the prime importance of the affiliative motive.

As far as classroom activities are concerned, students rate Conversation and Listening to Conversation highest. The two demotives (as identified by respondents to the preliminary

questionnaire) included in the questionnaire, Studying grammar and Studying for exams are perhaps surprisingly, considered, with Reading stories, as the least important activities. Not only is the traditional English-learning style seen as the cause of low motivation of Japanese students (see 2.2.3), but they do not (even begrudgingly) recognise that it is important.

What is the relationship between integrativeness and the perceived importance of various aspects of the learning situation and classroom activities?

Weak and medium correlations were revealed between integrativeness and the perceived importance of (de)motivating factors in the classroom. This suggests that integrativeness sustains motivation (although whether it is a prerequisite, or can itself be promoted by a favourable learning environment, is beyond the measurement of correlation analysis). In view of Gardner's assertion (see section 2.1.1) that orientations are unlikely to be directly associated with success, it seems valid to nonetheless to argue the following: While integratively oriented learners may succeed or fail, learners with no integrativeness are much more likely to fail. Interestingly, while integrativeness and (the perceived importance of) success (not failure) correlate, there is no corresponding relationship between Integrativeness and Failure, suggesting that internal demotivating factors affect learners regardless of their disposition to the target community, while feelings of success are more likely to be valued by those with who are more highly integratively motivated. The motives that correlate most strongly with integrativeness are Relevance, L1 use and Success. That is, lessons/tasks that are perceived to be connected to personal needs, values, or goals, lessons in which English is used, and in which progress is made, are more valued to those with a stronger integrative disposition.

In terms of classroom activities, the perceived importance of conversation was the strongest correlate of integrativeness. In general, there is a reasonably strong correlation between integrative orientation and the perceived importance of all of the activities, supporting the role of integrativeness as a prerequisite of successful language learning. It could be argued that Conversation scored highest because it is such a broad category. However, it should be noted that, out of responses to the preliminary questionnaire, the single most frequent response was conversation/communication. It is possible that a desire to communicate is an irreducible motive in English lessons (see section 3.2), and that this motive is particularly strong in this particular all-female demographic.

The exception to the general correlation between integrativeness and perceived importance of

classroom activities is that of *Games*. This could be due to methodological issues. I think it would have been better to specify exactly what I meant by 'games'. A game the purpose of which is to take a break from learning could be conceived of very differently to a game whose purpose is to reinforce vocabulary use, for example. Likewise, student expectations (section 2.3) could affect this factor two.

5.3 Towards friendlier classroom friendly constructs

I will finish this study by introducing a model of motivation based on the results of the preceding analysis. I have labelled this model the Student-Perceived Motivation Construct (SPMC) (fig. 2, next page). It is neither comprehensive, nor an attempt to challenge existing models, but serves merely to summarise in visual fashion the results of this study, and to highlight novel issues such as a focus on demotives, the foregrounding of the student perspective, and the fact that it is a model *for* rather than *of* motivation. There follows an explanation of the model, implications for teachers, and arguments for the use of such models to complement existing constructs.

The SPMC is based on the results of the factor analysis presented in section 5.1. and also the results of the preliminary questionnaire. As such, it consists of five main components: *Positive aspects of the learning environment*, and *Language identification* (Integrativeness relabelled in deference to the arguments presented 2.3.1) which consist of motives, and *Demotivating teacher behaviour*, *Internal feelings of failure* and *L1 use and Classmate considerations*, which largely consist of demotives. and. Subcomponents are taken from the multi-item scales that made up the main questionnaire. A sixth component, *Activities*, reflects the importance that respondents place on seven motivating activities. The seventh component is left blank, and is a reminder of the tentative nature of the construct. I will now outline some recommendations for teachers working in a similar context to my own. My comments are organised in terms of the six concrete components of the model. I use some of the wording used by the students in order to underline the practical rather than theoretical considerations. Likewise, the comments are addressed directly to the teacher in the same spirit.

Language learning Identity: As a representative of the target language culture, set a good example. Be likeable, caring, motivated and professional. Expose your students to aspects of your culture that you feel may be of interest, and that you find interesting. Alternatively, find cultures to explore in class that you share an interest in. Talk to your students to find out what aspects of your culture, or other cultures, they are interested in. Let their opinions contribute to curriculum decisions if possible.

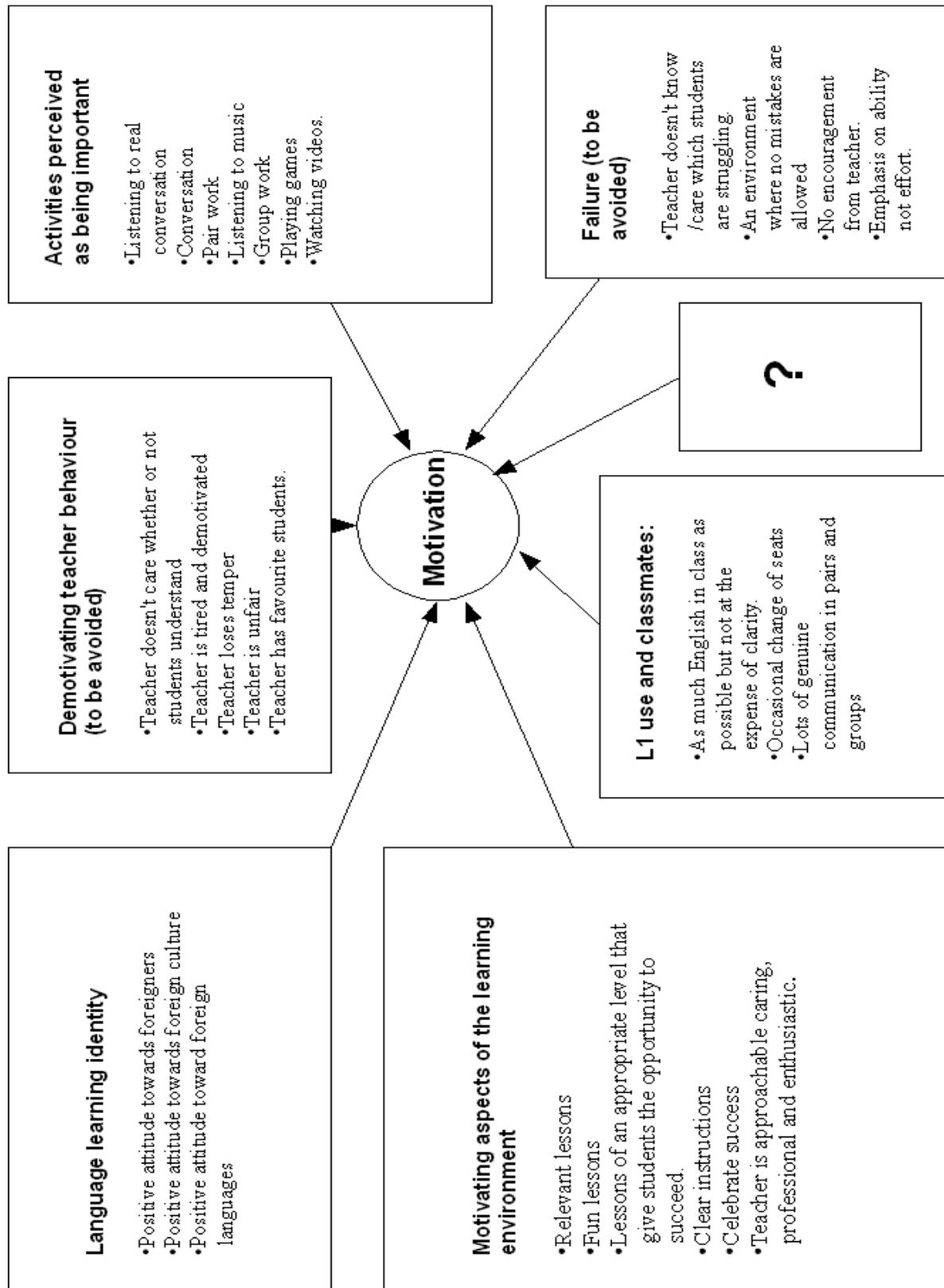


Fig. 2: Student Perception Motivation Construct (SPMC).

Positive aspects of the course and associated feelings of accomplishment. Think carefully about how to make lessons relevant to your students by listening to their opinions and making yourself aware of the educational and social context in which learning is taking place. Make lessons enjoyable. Make sure the level is such that students are able to experience and enjoy succeeding. Encourage student-recognition that they are succeeding and progressing. Emphasise that success is a correlate of effort. Celebrate in the successes of students. In class, set a good example with your behaviour: show the best version of yourself, stay calm, and be like this to all students. Explain the purposes and procedures of tasks and lessons clearly.

Negative teacher behaviour. Avoid losing your temper, being snide, holding grudges, ignoring student requests for help. Avoid 'giving up' and taking the easy way out by passing out prints etc.

Internal feelings of failure. Talk to students who seem demotivated and point out positive aspects of their work. Promote the idea that the degree of success they will enjoy is dependent on the amount of effort they put into the course. Be understanding but positive.

L1 issues/classmates: Pay attention to the group dynamics of a class. Talk to the class as a whole if you think some students are disrupting the work of others unfairly. Be open to the class about what the problems are and how you wish to remedy them. Clarity takes precedence over 'no Japanese'-type rules. Make sure every student understands what is expected of him/her in lessons. Change the students' seating arrangements from time to time.

I would argue that reductive models may have a complementary role to play with more eclectic (but empirically untested) models such as those presented in section 2.1.3. for two reasons. First, reductive models are less complex and thus easier to use. Second, because such models are broad, they are easily adapted or drawn up for specific groups of learners. For example, if I had carried out this study in the U.K., perhaps my model would have had a component associated with student autonomy. Thus it would be possible to provide very broad recommendations to teachers which they can interpret and adapt in their own way to their classes as they see fit. This represents something of a holistic approach compared to Dornyei's advice to try a few strategies at a time to become a 'good enough motivator' (see section 2.2.1)

5.4 Limitations of the research

Reservations about methodology have been raised in sections 3.1, 3.3, 4.5, 5.1 and 5.3., most

significantly reservations about the robustness of the Likert-scale design, and the unsatisfactory reliability scores of some of the sub-scales that would have given a much more comprehensive picture of student motivation. Although I have not mistaken integrative orientation with integrative motivation (see section 2.1.1), I have had to substitute the two to some extent, leading - I suspect - to less interesting data.

The disadvantages of questionnaire surveys are well-documented (cf. Dornyei, 2003), and include *Social desirability bias* (respondents answering as they think they should feel or believe rather than how they actually do believe). *Acquiescence bias*, in this study was in some respects inbuilt: in the second questionnaire, for example I had already decided whether factors were motivating or demotivating. Most notably there is the issue of the *Halo effect*, which might lead motivated students to give an overall rosy picture of English learning opinions, and demotivated students to give an overall pessimistic view of English learning. I suspect that this group of respondents falls into the second group, but I could be wrong.

Related to this issue is the following point: If respondents generally fall below Edmondson's motivational threshold, or are in a social environment that precludes effective English learning (see section 2.2.3) then this has serious consequences for questionnaire surveys. Not that such respondents views on English learning learning are not valid, but there may be little point in asking such students about effective language strategies or motivation because they have never used the former and never had a sufficient amount of the latter.

5.5 Suggestions for future research

Data from questions 86-89 awaits analysis, and could presumably shed some light on Dornyei's and Schumann's course-specific motivational factors and the interest/fun divide I raised in section Careful analysis of this data could help to clarify my reservations about the satisfaction/interest divide. A brief glance at the data reveals many replies to the question (why do you think conversation is important? Of "Because it is." and "I want to talk" (check), suggesting there may be something to it - from a students perspective perspective, so to speak.

Tying into the close of the previous section, it would be interesting to see how perceived importance of demotivating factors differed between a highly motivated group studying English of their own volition compared with a group such as the ones presented here.

More detailed investigation into the motives/demotives distinction certainly may warrant some further attention. including the extent to which the demotivating factors I addressed are related to foreign language anxiety (section 2.2.3). Such research would need to use a research instrument with more carefully constructed Likert scales. The inclusion of items addressing demotivating factors on an instrument such as the AMTB, for example, could presumably address Dornyei's questions about the consequences of demotivation on research methodology (see section 2.2.3.)

Autonomy and strategy use with reference to the Japanese context and connected to a study of motivation also warrant further study. The non-use of strategy use could possibly be a quite obvious way of telling that a student's motivation is below a minimum threshold (see section 2.2.3). With such learners, perhaps there is some justification for teachers to concentrate almost entirely on encouraging positive orientations towards the target language community in the L1 on the basis that integrativeness is a prerequisite for successful language learning.

APPENDIX I: Noels et al. (2000): Language Learning Orientations Scale

| Sub-scale | | DESCRIPTION |
|-----------------------------|---|---|
| Amotivation | | A lack of motivation caused by the realization that ' <i>there is no point...</i> ' or ' <i>it's beyond me...</i> ' |
| Extrinsic motivation | <i>External regulation</i> | The least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher's praise or parental confrontation). |
| | <i>Introjected regulation</i> | Externally imposed rules that the student accepts as norms he/she should follow so as not to feel guilty (e.g. rules against playing truant). |
| | <i>Identified regulation</i> | The person engages in an activity because he/she highly values and identifies with the behaviour, and sees its usefulness (e.g. learning a language which is necessary to pursue one's hobbies or interests). |
| Intrinsic motivation | <i>Intrinsic motivation: knowledge</i> | Doing the activity for the feelings associated with exploring new ideas and acquiring knowledge. |
| | <i>Intrinsic motivation: accomplishment</i> | Sensations related to attempting to master a task or achieve a goal. |
| | <i>Intrinsic motivation: Stimulation</i> | Sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. |

(in Dornyei, 2005: 78)

- _____

6 . 授業で、どのようなことが英語を学習する意欲に悪い影響があると思いますか。3つまであげてください。What things in class do you feel have a *negative* effect on your desire to learn English? Write up to three things.

- _____

- _____

- _____

APPENDIX III: Preliminary questionnaire data

NOTES: Frequency of response shown in parenthesis. Notes in italics. '+' indicates motives. '-' indicates demotives. I decided to leave complaints about homework and presentations out of the second questionnaire because these were fairly plainly specific to Shoin course – especially complaints about technical problems with the on-line homework programme.

CULTURE (45)

+ Foreigners (28)

Communicating with foreigners (8); conversation with foreigners; having meetings /parties with foreigners; opportunities to speak with foreigners and make friends; studying abroad to have communication with foreigners; talking to foreigners expands my world; being around native speakers; opportunities to speak in front of foreigners; when foreigners understand what I'm trying to say; when we go abroad we can have at least a little conversation with foreigners; (17)

Communicating with native/foreign teacher (3); enjoyable because teachers are foreigners; foreign teacher (6); opportunities to talk to foreign teachers (11) *Listed here because the emphasis appears to be on the fact that foreign teachers are foreigners, rather than on how they teach.*

+ Foreign culture (17)

cultural exchange; I could touch a different culture; introduction of other countries; learning about foreign cultures in English; Learning about foreign culture 2; taking in a lot of foreign culture makes class interesting; understanding the world; understanding culture; we can correct knowledge that we maybe learnt so far; sense of worth of Japanese and foreigners; I want the teacher to teach the differences between Japan and foreign countries; teacher talks about trends in foreign countries; materials about foreign artists; being interested in foreign countries; going abroad to contribute to international intercourse; when we go abroad, we can touch the culture of the land.

+ Other (5)

studying abroad; going abroad (2); good for brain development to learn another language; useful when getting a job which has trade with foreign companies

LEARNER

+ Success (18)

being able to understand; being able to have easy conversation; being able to read basic English sentences; being able to enjoy studying; becoming able to speak English; communication ability (2); to understand enough conversation to want to watch drama and films from abroad willingly; improving my English even a little; I became to be able to speak English in front of people; to be able to speak English; when we understand the difficult sentences; can understand English words in songs; when we make someone understand what we think; if we successfully get somebody to understand what we think, naturally a motivating feeling comes; getting over the idea that English is prohibitively difficult; making myself understood to others through English conversation; we can enjoy if we have a feeling of understanding English through the words we know

- Failure (15)

frustrating not to be able to speak in English (2); feeling bad at English makes me not interested in foreign countries; I feel I'm not good at English because I always make mistakes when I translate Japanese to English; using the language in the wrong way [making mistakes]; when the sentences are difficult to express in English, I feel in trouble / bothered; when I can't understand and cannot enjoy, I become not to like English; learning bad English (wrong); even though I'm trying to remember the order of on, it, at, it's different from Japanese; worrying about spelling and mistakes I feel English is difficult; when I don't know the words; when I feel demotivated; when I can't understand grammar and long sentences; If I feel it's difficult, and I can't understand, it's demotivating; personally, I think English class is hard

- Other

becoming not to like English; feeling isolated

CLASSROOM (COURSE)

+Enjoyment; pleasure (57)

enjoyable class (12); enjoying studying (3); game-style learning (5); enjoyable atmosphere; enjoying studying English; making an environment in which learning English is fun; enjoyable atmosphere and frank feeling typical to America; exciting class; laughter; make the textbook enjoyable; speaking English while playing (having fun); increase the content of game-style learning; having a sense of enjoying game; mixing playing [with learning]; when we study enjoyably, such as game, away from desk; using English with a sense of playing a game; it's enjoyable focusing on speaking, not grammar; it's important to speak and enjoy; enjoyable to practice speaking English; pair-work with friend and enjoy speaking; I enjoyed listening to songs; enjoying learning through games (2); enjoyable game-like class; Play enjoyable games as a class; I enjoyed drawing maps; enjoying studying using cards (i.e. card games??); Christmas class was very nice class; teacher makes class enjoyable; it's enjoyable to sing songs because we can remember vocabulary effectively; using a textbook with themes we can enjoy; speaking with friends enjoyably; pronunciation of 'ultraman' by teacher; teacher gives students sweets/gifts (10);

- Lack of enjoyment, lack of pleasure (13)

not enjoyable; dark atmosphere; class atmosphere; don't be too serious; not enjoyable English; unenjoyable class (4); unenjoyable atmosphere; tense atmosphere; serious class without a sense of play; teacher should think more to make the class enjoyable;

+ Interest; novelty (14)

interesting class (2); classes including interesting stories; doing something interesting in class; interesting content; Materials everyone can be interested in; studying about things we are interested in; class using books we're interested in, for example easy stories or Disney; being interested in English songs; teacher's interesting story (2); teacher makes the class interesting; I feel there are a lot of people who don't like English so teacher should make them interested in English, for example, change the listening to songs;

- Boredom; repetitiveness (41)

Spring and autumn content of Monday and Friday was mostly the same and I got fed up with that; repeating the same thing; boring (2); boring, for example looking up stuff we're not interested in; being asked uninteresting things; class style becomes monotonous; doing activities we are not interested in; uninteresting content; I felt the content was too repetitive; (class of) just answering English questions; English education which makes us just memorise; being made to do pronunciation a lot; irksome system; only grammar (7); just memorising grammar (4); just listening and writing (2); only writing (4);(class of) just composing English sentences; just sitting and writing; only memorising vocabulary; only studying long sentences; repetitive structure of lessons; repeating the same content;class using textbook with endless grammar questions (2); just listening to the teacher; only studying;

+ Relevance (31)

familiar materials 2; I'd like to read sentences relevant to my department [i.e. clothing students would like to read about fashion]; English for daily life 4; Learning practical English 5; learning conversation or expressions to make people understand what I want to say; point of learning practical conversation different from grammar; studying current/recent topics; studying about foreign singers and actors we are familiar with; actual English unrelated to grammar; repeating easy English conversation to speak practical English, not grammar; not difficult conversation, but daily conversation; using materials to do with contemporary trends (2); thinking about what we are interested in English; talking about myself in English, for example about family, friends, familiar topics; having a real conversation in English; speaking (practical) English; Listening to English music we know; use music that is familiar to us, for example translation of the words; listening to real foreigner's conversations; watching actual foreign toys and postcards; teacher talks about how English is going to be useful in the future; receiving feedback from the teacher;

- Irrelevance (8)

impractical English sentences; only writing meaninglessly; content is too private; questions about private things; teaching words which are not useful; being taught unsuitable words; irrelevant story from the teacher
- not to do with the lesson; teacher tells bad jokes we can't understand;

+ High expectancy (18)

Easy level; easy to understand (3); If teacher gives the students easy questions or tasks in class, it helps build confidence; Level must be appropriate for students; at the beginning, easy conversation in English. Gradually make it more difficult; an atmosphere in which we can speak English; good class atmosphere; friendly feeling; It should be an environment in which doesn't concentrate on mistakes; class has a good rhythm; working at individual pace; smaller class sizes are good because we can talk about whatever we want; less people 3; class in which everyone can take part

- Low Expectancy (32)

environment in which we can't speak English easily; feeling that is taboo to make mistakes; can't understand; can't understand the explanation; too difficult (8); difficult English; difficult English sentences; difficult grammar; difficult textbook / materials; couldn't catch the words of the listening; doing difficult things like grammar; doing only difficult things; doing too difficult things; using difficult English; to make us learn too difficult and not interesting English sentences; When I can't catch the words because of the fast speed; doing difficult things; teacher says something difficult; studying too much grammar and difficult stuff; English-only textbook.

(TEACHER)

+ Positive modelling (9)

enthusiastic teacher; friendly teacher; fun and cheerful teacher; teacher enjoys teaching; teacher is nice; teacher should be motivated; teacher's gentle smile; teaching tenderly; tender error correction

- Negative modelling (18)

teacher gets angry (2); bad mood of teacher (2); teacher looks demotivated; teacher's character; teacher's attitude to students; teacher's attitude (2); teachers are not cheerful; teacher gets angry with students who can't understand; teacher gets tired when the students don't understand; strict way of telling advice etc.; teacher speaks strictly; favouritism (2); being taught by teachers I don't like; bad student-teacher combination;

+ Task presentation (4)

teacher explains things clearly (2); teacher thinks about students who can't understand; easy to understand teaching

- Task presentation (20)

teacher neglects the students (3); teacher leaves students alone to do stuff; teacher doesn't try to teach; teacher doesn't listen to me; teacher says "your sentence is strange" etc.; teacher isn't aware of how the student feels and gives up on her; teacher's negative reaction to mistakes (3); teacher doesn't explain the vocabulary I don't know; teacher keeps teaching without my understanding the grammar; even though I couldn't understand, teacher kept going; lack of explanation; teacher doesn't help when I can't understand; teacher keeps teaching without students understanding; we need another teacher who can help mediate between us and foreign teachers; control with sweets; teacher doesn't control the class even when the class is noisy

+ Affiliative motive (14)

getting on well with the teacher (5); communication with teacher (2); speaking to the teacher in English (5); if the student does her best teacher should praise her;

+ Authority type: autonomy supporting (3)

not too much pressure to study from teacher; more time to think; teacher gives work that students can do

individually, such as answering questions in the textbook;

- Authority type: controlling (15)

tasks imposed on students against their will; imposing English; teacher makes us do irksome things; fast pace of studying; giving strict time limits to students makes me hurried (2); teacher makes us rush (2); not enough time to think; teacher repeats the same thing needlessly; teacher comes to me, such as standing at my back suddenly.; teacher comes to me - pointlessly; teacher sitting in front of me makes me feel pressure and I cannot speak; teacher's overly animated and attentive; I want to keep the dictionary always.

- L1-use issues (20)

too little Japanese; don't use lots of English; Japanese hints from the teacher; no use of Japanese; questions in English; only English; only Japanese (2); relying on Japanese; speaking Japanese (4); too much Japanese (2); English is OK in the class, but when we really can't understand we can't ask them; teacher can't understand Japanese; teacher makes a tense atmosphere with only English; teacher speaks English 'in one direction' in English; increase teachers who can speak English.

(CLASSMATES) (22)

- Disruptive classmates (22)

chattering in class (4); noisy (4); demotivated classmates (2); other students in the class have a bad attitude; classmates who don't listen; not speaking; sleeping in class; students' attitudes; classmates who have no interest in anything not to do with Japan (2); using Japanese a lot; using cell-phones; conversation only in Japanese (2); partner is someone I don't like

- Other

learning with a partner I'm not familiar with; not enough other students I can feel familiar with; being on bad terms with partner; if everyone has different ability, some people will be demotivated;

MISC

last period on Friday; rainy weather; too much emphasis on evaluation; there is a possibility that my Japanese grammar might get worse; on-line work was difficult; on-line work makes my eyes tired; on-line homework technical problems (13); on-line homework (5); too much on-line homework; teacher's use of unsuitable language; weather is good; going out of the classroom together;

CLASSROOM ACTIVITIES

+ Conversation; communication (70)

conversation/communication in English (47); getting along with each other by having conversation (2); lots of opportunities to speak (5); freer talk; having communication with teacher and students; I wanted to speak English more and more; saying easy opinions or words in English; speaking together with classmates 6; speaking English aggressively; speaking with friends (2); talking about various things with my partner; speaking to partner and teacher; Pair conversation; using English (2); group discussion.

+ Music (50)

listening to English songs (30); Listening to English music I can understand the meaning of the words; learn English by listening to English music or checking the song words; analysing the words of English songs; getting listening ability through music; introducing English songs in the class, such as pop, R&B, jazz etc.; music; listening to popular songs and doing gap-fills (3); knowing the words and the songs meaning through English songs - I feel closer to English; practising English songs; singing English songs (5); singing or remembering English songs; studying through songs; watching music videos (2); translating English songs (2)

+ Movies (37)

watching foreign (English) movies (27); Analyse famous dialogues from movies; watching foreign drama;

watching foreign English video (3); watching foreign films and anime; watching English films with subtitles (3); watching English videos followed by comprehension checks by teacher

+ **Games (24)**

games 21; games with everyone; games in which everyone can take part, such as card games; something such as the game with English;

- **Traditional methods (16)**

one-way class 11 [I.e. teacher speaks, students listen and take notes]. English for exams; high school-style English classes; high school-style English classes for example copying grammar points from the blackboard; teacher keeps one-way teaching; teacher tends to teach grammar, so I don't like grammar.

+ **Reading (14)**

English manga; read famous novels, such as Alice in Wonderland; read and analyse stories; read English newspapers; read English stories (2); reading (2); reading English books (5); translating favourite English books [14]

+ **Pair/group work (13)**

participating together; thinking with partner or group; group-work (4); pairwork (3); pair-work with friend; studying as a whole class (as opposed to the split classes); composing English sentences in pairs; group-work is good, because it makes me study more carefully than usual;

+ **Listening (12)**

listening, such as listening to CD; listening (10); increasing listening opportunities.

+ **Writing, grammar, pronunciation, art, events, writing, grammar, vocabulary, pronunciation practice, speeches, homework, misc (49)**

writing (3); writing letters in English gives improves our ability; could understand English better after repeating writing English sentences; opportunities to write sentences in English increased; composing sentences and presentation of the sentences; learning grammar from the textbook; would like to study more grammar; grammar (2); increasing vocabulary pronunciation practice (3); doing speeches; translating English sentences; answering questions; being asked questions in English; learning English complements (i.e. how to say nice things??)making posters or cards in English in groups; drawing pictures in pairs; drawing pictures and explaining them; study drawing pictures; to express myself with pictures; English sentences with many illustrations (writing? reading?); by drawing pictures or writing sentences I can understand the content; events (i.e. parties) (3); every time there's an event, a lesson about the event (event meaning Christmas party??); have a party, e.g. Halloween, Christmas on-line homework; ELSAT; homework; fix the on-line learning; crosswords; mini-tests; preparation and revision; revision; presentations; print work; learning English or something away from English through English; using a good textbook; being taught the things we don't understand (don't know; changing partner every time; teacher teaches students about miscellaneous stuff; when I can come across English in daily life and I can understand it (not in class); Eating foreign sweets/food (3)

- **Grammar; listening; writing; reading; vocabulary memorisation (43)**

speaking; speaking in front of people; group-work; pairwork, because if I am absent it influences my partner; grammar (2); listening to CD (2); reading and writing long English sentences (2); vocabulary (2); we didn't have enough occasions to learn new vocabulary; long sentences; formal study; writing class; prints; many presentations and speeches; too many presentations; class without presentation; presentations (8); I'd like to listen to English more; no revision; to learn English insults; lots of homework (2); lots of homework makes us not enjoy; If there is too much homework, I don't like English; homework; no homework; too much homework (4); too much homework; difficult to speak English with friends; drawing pictures;

- I prefer my teacher to ignore my mistakes in class.
11. 授業中に先生が自分の英語の間違いを無視して
くれる方がいい。 1 2 3 4 5 6
I am interested in the differences between Japan and foreign countries
12. 日本と外国の違いに興味がある 1 2 3 4 5 6
I like my teacher to be a native English speaker, not a Japanese speaker[?]
13. 先生は、日本人ではなくて、英語のネイティブ・
スピーカーがよい 1 2 3 4 5 6
I think students who do particularly well in an assignment should be praised in front of their classmates.
14. 宿題でがんばった学生はクラスメートの
前でほめられるべきだと思う 1 2 3 4 5 6
I would study English even if I didn't have to as part of the Shoin curriculum
15. 樟蔭のカリキュラムで勉強する必要がなかったとしても
英語は勉強したい 1 2 3 4 5 6
I like my English teacher to use a lot of Japanese in class
16. 授業中先生には日本語を沢山使ってほしい 1 2 3 4 5 6
I would like to use English in the future in my job or when travelling.
17. 将来英語を仕事や旅行で使いたい 1 2 3 4 5 6
I always try my best in English classes, even when I don't like what we are doing.
18. たとえ授業中にやっていることが好きでなくても英語の授業で
はいつも自分のベストをつくす 1 2 3 4 5 6
I like my teacher to be honest with me about my English level.
19. 先生は自分の英語のレベルについて私に正直
に教えてほしい 1 2 3 4 5 6
I would like to have more opportunities to talk to people from other countries
20. 外国人と話すチャンスをもっと持ちたい 1 2 3 4 5 6
I would like to know more about cultures outside of Japan
21. 日本国外の文化についてもっと知りたい 1 2 3 4 5 6
If an English class is too difficult I often give up.
22. 英語の授業が難しすぎると、あきらめる
ことがよくある 1 2 3 4 5 6
I resent having to study English
23. 英語を勉強しなくてはいけないのが嫌だ 1 2 3 4 5 6
I intend to continue studying English in the future.
24. 将来英語の勉強を続ける用意がある 1 2 3 4 5 6
I have no interest in communicating with foreigners
25. 外国人と話すことに興味がない 1 2 3 4 5 6
I study English in my own time aside from the university curriculum.
26. 大学のカリキュラムの他にも自分の時間で英語を
勉強する 1 2 3 4 5 6

I like my teacher to speak only English in class.

27. 授業中先生には英語しか話さないでほしい

I don't mind if my teacher compares my progress unfavourably to the progress of my classmates.

28. もし先生が他の生徒と比べて私の成績が悪いと言っても私は気にしない。

1 2 3 4 5 6

Section 2: In your opinion, how important are the following factors if one wishes to make progress learning English? 第二部: あなたの意見では、英語が上達する上で以下の要素がどの程度大事ですか?

| | | Unimportant | | Absolutely Essential?? | | | | | |
|--|--|-------------|---|------------------------|---|---|---|--|--|
| | | 大事ではない, | | 絶対必要不可欠 | | | | | |
| Fun classes | | | | | | | | | |
| 29. | 楽しい授業 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| A class atmosphere in which I feel comfortable making mistakes | | | | | | | | | |
| 30. | 安心して間違えられる雰囲気 of 授業 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| The feeling that I'm making progress | | | | | | | | | |
| 31. | 自分の英語の力がついてきているという感覚があること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| A game-like atmosphere in class | | | | | | | | | |
| 32. | 授業の雰囲気がゲーム感覚であること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Getting along well with the teacher | | | | | | | | | |
| 33. | 先生と仲がいいこと | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Successfully making myself understood in English | | | | | | | | | |
| 34. | 英語でちゃんと自分の言いたいことが言えること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Receiving praise from a teacher | | | | | | | | | |
| 35. | 先生にほめられること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| <i>a class level which is easier rather than harder.</i> | | | | | | | | | |
| 36. | 難しい授業よりは楽な授業の方がいい | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Experiencing the feeling of success in class | | | | | | | | | |
| 37. | 授業中うまくいったという感覚があること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| A teacher who thinks carefully about how to involve struggling students in classroom activities. | | | | | | | | | |
| 38. | 教室での活動で困っている学生をどうやって参加させるかについて先生が注意深く考えていること | 1 | 2 | 3 | 4 | 5 | 6 | | |
| classes in which I can work at my own pace | | | | | | | | | |
| 39. | 自分のペースで勉強できる授業 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| interesting classes | | | | | | | | | |
| 40. | 興味がわくような授業 | 1 | 2 | 3 | 4 | 5 | 6 | | |

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| | Learning practical, useful English | | | | | | |
| 41. | 実用的で役に立つ英語の学習 A teacher who gives clear explanations | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. | 先生が分かりやすい説明をすること Self-confidence | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. | 自信 Topics connected to my interests | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. | 自分の興味と関係がある話題 A teacher who makes classes as interesting as possible | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. | 先生が授業を面白くしてくれること？ A teacher who is <i>in tune</i> with his/her students - who understands how they feel about class activities | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. | 学生と「馬が合う」先生、つまり学生が授業での活動について どう感じているのかを理解してくれる先生 exciting classes | 1 | 2 | 3 | 4 | 5 | 6 |
| 47. | わくわくする授業 studying English which I feel is relevant to my future needs. | 1 | 2 | 3 | 4 | 5 | 6 |
| 48. | 将来自分に必要となることと関係がある英語を 勉強すること classes in which care is taken to ensure learning is enjoyable. | 1 | 2 | 3 | 4 | 5 | 6 |
| 49. | 学習を楽しくするために工夫がしてある授業 learning 'everyday' English | 1 | 2 | 3 | 4 | 5 | 6 |
| 50. | 「日常会話の」英語を勉強すること A teacher with whom I can enjoy speaking English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 51. | 授業中英語を話すのが楽しい先生 The teacher being pleased with students | 1 | 2 | 3 | 4 | 5 | 6 |
| 52. | 先生が学生の反応に喜ぶこと | 1 | 2 | 3 | 4 | 5 | 6 |

Section 3: In your opinion, how detrimental are the following factors to one's English-learning progress? 第三部: あなたの意見では、英語学習にとって以下の要素がどの程度有害ですか?

Not detrimental at all
まったく有害ではない

Highly detrimental
非常に有害

- A teacher who 'keeps going' in ignorance of the fact that that most students don't understand his/her instructions
53. ほとんどの学生が授業を理解していない状況に気付かずに

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| | 授業を進める 先生 | 1 | 2 | 3 | 4 | 5 | 6 |
| | Getting nervous and confused in class | | | | | | |
| 54. | 授業中に緊張したり混乱したりすること | 1 | 2 | 3 | 4 | 5 | 6 |
| | <i>Classmates I dislike</i> | | | | | | |
| 55. | クラスメートに嫌いな人がいること | 1 | 2 | 3 | 4 | 5 | 6 |
| | A teacher who seems demotivated | | | | | | |
| 56. | 先生にやる気がなさそうなこと | 1 | 2 | 3 | 4 | 5 | 6 |
| | Frustration with my level | | | | | | |
| 57. | 自分の英語のレベルが歯がゆく感じられること | 1 | 2 | 3 | 4 | 5 | 6 |
| | Classmates who have no enthusiasm | | | | | | |
| 58. | クラスメートにやる気がないこと | 1 | 2 | 3 | 4 | 5 | 6 |
| | An teacher who is not very good at teaching (i.e. whose instructions and explanations are unclear). | | | | | | |
| 59. | 先生の教え方が下手なこと | 1 | 2 | 3 | 4 | 5 | 6 |
| | <i>Making mistakes</i> | | | | | | |
| 60. | 自分が英語を間違えること | 1 | 2 | 3 | 4 | 5 | 6 |
| | The feeling that English is too difficult | | | | | | |
| 61. | 英語そのものが難しすぎるという感覚があること | 1 | 2 | 3 | 4 | 5 | 6 |
| | Chattering classmates | | | | | | |
| 62. | クラスメートがおしゃべりをする | 1 | 2 | 3 | 4 | 5 | 6 |
| | A teacher who 'keeps going', ignoring the fact that most students don't understand | | | | | | |
| 63. | ほとんどの学生が授業を理解していないのにそれを無視して授業を進める先生 | 1 | 2 | 3 | 4 | 5 | 6 |
| | Classmates who behave disrespectfully? towards the teacher during the lesson | | | | | | |
| 64. | 授業中先生に対して失礼な態度をとるクラスメート | 1 | 2 | 3 | 4 | 5 | 6 |
| | Worrying about spelling and grammar mistakes | | | | | | |
| 65. | スペルミスや文法の間違いについての心配 | 1 | 2 | 3 | 4 | 5 | 6 |
| | Boring English classes | | | | | | |
| 66. | 英語の授業が退屈なこと | 1 | 2 | 3 | 4 | 5 | 6 |
| | <i>Learning the type of English that wouldn't be very useful in a real life situation</i> | | | | | | |
| 67. | 実際の生活場面ではあまり役に立たないようなたぐいの英語を学習すること | 1 | 2 | 3 | 4 | 5 | 6 |
| | The feeling that it is taboo to make mistakes | | | | | | |
| 68. | 間違えるのはタブーだという感覚 | 1 | 2 | 3 | 4 | 5 | 6 |
| | The feeling that I am out of my depth in class | | | | | | |
| 69. | 授業中に難しさの点で手が届かないという感覚 | 1 | 2 | 3 | 4 | 5 | 6 |
| | A lot of Japanese spoken by the teacher and students in class | | | | | | |
| 70. | 授業中に沢山日本語が話されること | 1 | 2 | 3 | 4 | 5 | 6 |
| | Noisy classmates | | | | | | |

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 71. | クラスメートが騒がしいこと An unfriendly teacher | 1 | 2 | 3 | 4 | 5 | 6 |
| 72. | 先生の愛想が悪いこと A teacher who hurts students' feelings with inconsiderate comments without even realizing | 1 | 2 | 3 | 4 | 5 | 6 |
| 73. | 思いやりのないコメントで学生の気持ちを傷つけ、 傷つけていると自分では気付いてさえいない先生 Teachers' unclear explanations of classroom activities | 1 | 2 | 3 | 4 | 5 | 6 |
| 74. | 教室での活動について先生の説明がはっきり わからないこと <i>English classes are serious rather than fun.</i> | 1 | 2 | 3 | 4 | 5 | 6 |
| 75. | 英語の授業は楽しいのではなくて真面目 するべきだ | 1 | 2 | 3 | 4 | 5 | 6 |

Section 4: How important do you think the following class activities are to English-learning progress?

第四部: 以下のクラス活動は英語の上達の上でどの程度重要だと思いますか?

| | | not important at all まったく重要ではない | | | very important とても重要 | | |
|-----|--|------------------------------------|---|---|-------------------------|---|---|
| 76. | Listening to English music 英語の曲を聴くこと | 1 | 2 | 3 | 4 | 5 | 6 |
| 77. | Watching English videos 英語のビデオを見ること | 1 | 2 | 3 | 4 | 5 | 6 |
| 78. | Conversation practice 会話練習 | 1 | 2 | 3 | 4 | 5 | 6 |
| 79. | Playing games ゲームをすること | 1 | 2 | 3 | 4 | 5 | 6 |
| 80. | Pair-work ペアワーク | 1 | 2 | 3 | 4 | 5 | 6 |
| 81. | Group-work グループでの活動 | 1 | 2 | 3 | 4 | 5 | 6 |
| 82. | Reading stories in class 授業で物語を読むこと | 1 | 2 | 3 | 4 | 5 | 6 |
| 83. | Studying grammar 文法学習 | 1 | 2 | 3 | 4 | 5 | 6 |
| 84. | Studying English I will need for English exams. 「試験のための」英語を勉強すること | 1 | 2 | 3 | 4 | 5 | 6 |
| 85. | Listening to foreigners' real conversation 外国人の現実の会話を聴くこと | 1 | 2 | 3 | 4 | 5 | 6 |

Section 4: Please circle 'a' or 'b'.

‘a’か‘b’を○でかこんでください

Do you think it is important to speak English with classmates or the teacher in class?

86. 授業中クラスメートや先生と英語を話すことは大事だと思いますか？

a) No.

いいえ

b) Yes. Please explain why: _____

はい 理由を書いてください

Do you think it is important to play games in class?

87. 授業中ゲームをすることは大事だと思いますか？

No.

a) いいえ

Yes. Please explain why:

b) はい 理由を書いてください _____

Do you think it is important to listen to English music in class?

88. 授業中英語の歌を聴くことは大事だと思いますか？

No.

a) いいえ

Yes. Please explain why:

b) はい 理由を書いてください _____

89. Do you think it is important to watch English movies in class?

授業中英語の映画を観ることは大事だと思いますか？

No.

a) いいえ

Yes. Please explain why:

b) はい 理由を書いてください _____

APPENDIX V: Mean and Standard deviation scores for questionnaire items

Table 2. Descriptive Statistics for individual items.

| | Mean | Std. Deviation |
|---------------|------|----------------|
| q1Attitude | 3.40 | 1.263 |
| q6attitude | 3.50 | 1.477 |
| q10attitude | 3.76 | 1.339 |
| q15attitude | 3.41 | 1.412 |
| q23attitude | 3.51 | 1.369 |
| q2culture | 4.30 | 1.257 |
| q8culture | 3.81 | 1.268 |
| q9culture | 4.87 | 1.367 |
| q12culture | 4.25 | 1.289 |
| q17culture | 3.46 | 1.527 |
| q21culture | 4.10 | 1.312 |
| q5foreigners | 4.16 | 1.313 |
| q20foreigners | 3.97 | 1.307 |
| q25foreigners | 4.51 | 1.238 |
| q31success | 4.98 | .981 |
| q34success | 5.05 | .980 |
| q37success | 4.77 | 1.016 |
| q43success | 4.67 | 1.153 |
| q54failure | 4.21 | 1.288 |
| q57fa | 4.06 | 1.239 |
| q61failure | 4.13 | 1.300 |
| q65failure | 3.63 | 1.204 |
| q29fun | 5.43 | .891 |
| q32fun | 4.58 | 1.203 |
| q47fun | 4.93 | 1.066 |
| q49fun | 4.97 | .979 |
| q40interest | 5.28 | .859 |
| q44interest | 4.69 | 1.108 |

| | | |
|---------------------|------|-------|
| q45interest | 5.08 | 1.027 |
| q30expectation | 5.31 | .919 |
| q39expectation | 4.69 | 1.097 |
| q68expectancy | 4.60 | 1.453 |
| q69expectancy | 4.59 | 1.151 |
| q41relevance | 5.12 | .981 |
| q48relevance | 4.63 | 1.155 |
| q50relevance | 4.99 | 1.074 |
| q38rolemodelling | 4.52 | 1.114 |
| q46rolemodelling | 4.76 | 1.088 |
| q56rolemodelling | 5.00 | 1.333 |
| q63rolemodelling | 5.18 | 1.080 |
| q72rolemodelling | 4.73 | 1.269 |
| q73rolemodelling | 5.11 | 1.235 |
| q42taskpresentation | 5.11 | .926 |
| q53taskpresentation | 5.14 | 1.055 |
| q59taskpresentation | 4.80 | 1.195 |
| q74taskpresentation | 4.81 | 1.125 |
| q33affiliative | 5.14 | 1.035 |
| q35affiliative | 4.35 | 1.223 |
| q51affiliative | 5.02 | 1.023 |
| q52affiliative | 4.67 | 1.154 |
| q58class | 4.21 | 1.310 |
| q62classmates | 3.68 | 1.397 |
| q64classmates | 4.61 | 1.219 |
| q71classmates | 3.99 | 1.377 |
| q3langissues | 3.42 | 1.238 |
| q16langissues | 3.83 | 1.181 |
| q27langissues | 2.38 | 1.268 |
| q70langissues | 2.94 | 1.316 |

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