

## Language Learning Motivation Survey of Japanese EFL Students

Michiko Masaki\*      Masao Tada\*\*

James Lee Steinman\*\*\*

### Abstract

We developed a new questionnaire based on Kimura et al' (2001) one, taking the data collected from the open-ended questionnaire into consideration. Then, we administered it to our students to examine what motivations and demotivations they have. We also held the Secondary Level English Proficiency test to evaluate the students' English proficiency. Finally, we analyzed the collected data using a factor analysis and explored the relationships between motivation/demotivation and English proficiency. Through the data analyses, we found some motivation unique to our Japanese EFL students, such as "aspiration of students" and demotivation, such as "lack of confidence." There was a correlation between the three major motivation factor scores and the English proficiency. As for demotivation, only one factor score was correlated with English proficiency negatively.

### key words

motivation, EFL, proficiency

### I. Introduction

More and more students have entered junior colleges and universities in Japan these days. One reason for this trend is that there is a decrease in the number of 18 year old high

---

\* 正木 美知子 : Assistant Professor, Faculty of Human Sciences,  
Osaka International University

\*\* 多田 昌夫 : Assistant Professor, Faculty of Human Sciences,  
Osaka International University

\*\*\* ジェイムズ・リー・スタインマン : Assistant Professor, Department of Intercultural  
Relations, Osaka International College

<Received: 2003.6.13>

school graduates. So it is much easier for students to enter Junior Colleges and Universities. About 50% of the graduating high school students are going on to Junior Colleges and University education. As this popularization of higher education has been proceeding, the students at junior college and university levels have been of various types. Now, it is not unusual to see college students who are not very motivated in studying English. Hence, it became one of teachers' challenges to find out how to motivate them to study English and how to improve their academic performance. To cope with this current situation, we took an interest in the area of student motivation. In this study, we investigated what were the components of motivation, de-motivation, and English proficiency of our sample of Japanese EFL learners at our junior college and university. Then, we explore the relationships between motivation and English proficiency and the relationship between de-motivation and English proficiency in this sample of learners.

## II. Definition of motivation

Motivation is a common word in psychology, education, and even in daily life. However, a common concise definition of motivation has not been agreed upon to date, because it is a multifaceted concept (Dornyei, 2001).

We introduce some definitions in L2 learning. The pioneer in motivational research in L2 is Gardner (1985). He defines it as a kind of central mental 'engine' or 'energy-center' that subsumes efforts, want/will (cognitive) and task-enjoyment (affect). And he argues that the role of orientations is to help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental).

In the last two decades, motivational psychologists have increasingly incorporated cognitive concepts and variables in their theories (Dornyei, 1998). Pintrich and Schunk (1996) define 'motivation as the process whereby goal-directed activity is instigated and sustained'. However, this process-oriented view of motivation is at odds with the traditional static view of motivation. Dornyei (1998) attempted to achieve a synthesis of this process-oriented view of motivation and the static view of motivation. He defines motivation as a 'process whereby a certain amount of instigational forces arises: motivation initiates action, and persists as long as no other force comes into play to weaken it or thereby terminate action.

In this study, we would like to find out what energizes learners to study English and what does not. We will not see the motivational process which leads to efforts and goals. Miyamoto (2002) defines the motivation in her study as 'a state of cognitive and emotional arousal, which leads to a conscious decision to study English'. We also take this definition of

motivation in our research.

### III. Studies on motivation in Japan

There have been a lot of studies on language learning motivation over the last decade in Japan.

Takanashi (1991) explored how integrative orientation and instrumental orientation are related to English learning. He found that the above orientations correlated significantly with English proficiency, but the correlation is not so strong. The highest correlation is seen between English studying time and English proficiency and between English proficiency and needs and attitudes of the English learners. His research also revealed that more students have an integrative orientation in advanced groups and more students have an instrumental orientation in the lower groups. The author suggested that integrative orientation becomes stronger than instrumental orientation as a learner's proficiency improves.

Takanashi investigated the motivation of Japanese university students again in 1994. He found that 'the desire to acquire applied skills', 'the desire to acquire basic skills', and the desire to gain better grades' were linked to integrative and instrumental motivation as language learning motivational factors. Thus, he argues, that it is difficult to account for the language learning motivation of Japanese university students only with integrative and instrumental orientations. As for the correlation between each factor of the motivation and English proficiency, significant correlation with English proficiency was seen to be linked to the 'desire to acquire applied skills', 'the desire to acquire basic skills', and 'the desire to gain better grade'.

Miyahara et al. (1997) investigated English proficiency and English learning of university students in China, Korea, and Japan. They found that the factors of language learning motivation are different though these three countries are in the East Asia. Among Japanese students, the 'instrumental use of language', comes first and 'mutual understanding of culture' and 'development of general skills' followed it. No integrative orientation was seen. 'Development of general skills' and 'acquisition of technical knowledge' have a weak significant correlation with English proficiency. These correlations, however, are weaker compared to the correlation between each factor of motivation and English proficiency among Chinese and Korean students. The authors suggested that there is a limit in explaining East Asian students' motivation only with integrativeness and instrumentality though both have been the focus of motivational studies.

Yashima (2000) explored the relationship between orientation, motivation, and English proficiency. The characteristic of her study is that she distinguished orientation from motivation like Gardner did. Her study indicated that motivation predicts English proficiency and orientation gives influence on proficiency through motivation. As far as the

factors of orientation are concerned she found nine factors which include 'intercultural friendship' 'travel and passive sociocultural', and 'Interest in Anglo/American Culture'.

Kimura et al. (2001) tried to identify the characteristics of foreign language motivation possessed by a range of EFL learners in Japan and to explore the correlation between their motivation and their proficiency. Kimura extracted six factors of motivation including 'Intrinsic-Instrumental-Integrative Motive', 'Extrinsic-Instrumental Motive', 'Influence of Good Teachers', and so on. They found that there were differences in the components of motivation among the subjects' school and the subjects' major. But there were only subtle differences according to gender and grade level. They concluded that "the largest motivation factor in English language learning among Japanese EFL students is a complex one; with links to both to intrinsic and integrative characteristics. What has been defined as instrumental motivation in the ESL context was also found to be the second largest motivational component among the present EFL learners, but in the Japanese context instrumentality itself seems to be multifaceted in nature " (p. 64)

Brown et al. (2001) explored whether personality, motivation, anxiety, and strategies could predict language proficiency after measuring the reliability of each instrument. They found that 'instrumental orientation among many motivational variables could predict high and middle proficiency from low proficiency.

Miyamoto (2002) investigated the motivation and demotivation of Japanese university students to explore what is the source of motivation. She classified motivational and demotivational components into learner motivation (demotivation), teacher motivation (demotivation), and the learning context motivation (demotivation) according to the sources of motivation. Through her study, she found that the main source of both motivation and demotivation was the teacher.

#### IV. Purpose of the study

The results obtained in the previous studies conducted in Japan which attempted to examine the structure of English learning motivation of the Japanese learners are inconclusive at best. They show a very complex picture of motivation to study English among Japanese students. The present study hopes to fill in some gaps that previous studies have not focused on. Firstly, this study focuses mainly on lower proficiency English learners. It is likely that even within the same or similar learning environments, those learners who have a higher English proficiency may have different motivations from lower proficiency learners. Since there are many junior colleges and universities throughout Japan where students' English proficiency may not be so high, this study is meaningful in that it will shed light on the motivational areas of the lower proficiency English learners in Japan. Secondly, this study incorporates a self-reported motivation questionnaire, some items that

have emerged from the preliminary study that were collected in this self-reported motivations and de-motivations are from the group of students similar to the participants of the present study. Thus, the motivational self-reported questionnaire used in this study has been tailored to tap the motivation of the target population for the present study.

The purpose of the present study was to examine simultaneously what the components of motivation were and what the relationship was between proficiency and motivation of a reasonably large number of Japanese junior college and university learners. The following research questions were addressed.

1. What is the structure of motivation for Japanese EFL learners at junior college level and university level?
2. What is the structure of de-motivation for Japanese EFL learners at junior college level and university level?
3. What is the relationship between motivation and proficiency in the sample of Japanese EFL learners in junior college and university?
4. What is the relationship between de-motivation and proficiency in the sample of Japanese EFL learners at junior college level and university level?

## V. Method

### 1. Participants

The sample consisted of 276 students enrolled in the Junior college English Communication course and in three Departments of the university (International Communication Dept., Sports Management Dept. and Human Health Science Dept.) in Osaka International University. All the students in the sample were freshmen. All of them reported that Japanese was their first language. Some students did not complete some section of the questionnaire in this study, thus, the number of participants was different between the two sections of the questionnaires.

### 2. Procedure

The questionnaire was administered in the first semester of 2002. Prior to the administration of the questionnaire, we asked a similar group of students to write down in Japanese what was their motivation to study English. We then added these items to the modified version of Kimura et al (2001) questionnaire. The SLEP test was conducted within one month of giving the questionnaire. The SLEP test was used as a measure of English proficiency.

### 3. Instruments

The self-report questionnaire consisted of a total of 81 items that were rated on a 6-point Likert scale ranging from strong disagreement (1) to strong agreement (6). There were two parts in the questionnaire; the first part focused on motivation (54 items) and the second part focused on demotivation (27 items). The scales were administered in Japanese. All the items were positively worded.

### 4. Analysis

We conceptualized that motivation and demotivation are in two separate constructs. Traditionally research on motivation and demotivation were conducted separately. One may see that motivation and demotivation are the two sides of the same coin, but since the relationship between motivation and demotivation is not empirically and theoretically clear, we decided to conduct two separate analyses on the motivation and the demotivation sections of the instruments.

## VI. Results

Table 1 and table 2 show the descriptive statistics for all the items in section 1 and section 2 of the questionnaire, respectively.

### 1. Research question 1

What is the structure of motivation for Japanese EFL learners at the junior college level and university level?

Table 3 presents the results of a factor analysis of the motivation section of the questionnaire. In the factor analysis, the assumptions of normality and multicollinearity among each single variable were assessed by determining skewness, kurtosis, and Person correlations. No multicollinearity occurred. All the variables did not violate the assumptions of normality. The Varimax rotation was used in the principal component analysis. One of the methods to determine the number of factors is to aim for the solution where the cumulative is over 50% (Tanaka, 1996). Many authors suggest that the most important criterion is the accountability of the factors that appear. A five-factor solution in the present data accounted for about 51% of the variance in our study. Thus, considering accountability of data and the fulfillment of the criteria for the factor analysis, we made the decision to use the five-factor solution.

In Table 3 substantial loadings on the first factor appear to be a mixture of two types of motivation: the integrative motivation and intrinsic motivation, with the former type of motivation dominating. The first factor accounted for 30.50% of the variance, thus, it can be seen as the main motivation for this sample of students. There were 12 items in this factor,

Language Learning Motivation Survey of Japanese EFL Students

Table 1. Descriptive Statistics for All the Items in Section 1 of the Questionnaire ( $n=276$ )

	Item	Type of Motivation	<i>m</i>	<i>sd</i>
1	I study English because I like it.	intrinsic	4.197	1.417
2	I wish I could speak English fluently.	aspiration	5.638	0.643
3	I feel satisfaction when I am learning English.	intrinsic	3.815	1.343
4	I would like to learn as many foreign languages as possible.	intrinsic	4.102	1.433
5	I want to continue studying English for the rest of my life.	intrinsic	3.819	1.466
6	The main reason I am learning English is that I want to please my parents.	extrinsic	1.823	1.133
7	I study English to earn the necessary credits for graduation.	extrinsic	2.756	1.361
8	I study English because I want to get a better score in the English step test and the TOEIC.	extrinsic	3.287	1.331
9	I am learning English because English is essential in a global society.	extrinsic	4.295	1.112
10	I want to learn English because it is useful when traveling to many countries.	instrumental	4.768	1.084
11	I want to learn English because I want to study abroad in the future.	instrumental	3.72	1.427
12	The main reason I am learning English is that my future job will require English skills.	instrumental	4.299	1.536
13	One reason that I am learning English is that I can make friends or correspond with people in foreign countries.	integrative	3.929	1.551
14	The higher grades I can get in English class, the better chance I will find an exciting job.	instrumental	5.063	1.054
15	Increasing my English proficiency will have a financial benefit for me.	instrumental	4.012	1.168
16	I came to like English because of the praise of my English teacher.	teacher-specific	2.512	1.336
17	I came to like English because I met a good English teacher.	teacher-specific	3.224	1.613
18	I would be encouraged if the English teacher spoke only English in the class.	teacher-specific	3.024	1.439
19	I would be more interested in English if the teacher was a person who explained patiently the difficult matters of the English language in Japanese.	teacher-specific	4.154	1.151
20	I would be more encouraged to learn English if I had more explanations of grammatical points and Japanese translations.	activity-specific	3.732	1.241
21	I like English learning activities in which students work together in pairs or small group.	activity-specific	3.618	1.313
22	In English class the teachers should do most of the talking while the students should only answer when they are called upon.	activity-specific	2.48	1.055
23	I prefer to work by myself, in English class, not with other students.	activity-specific	2.622	1.179
24	Activities in the class should be designed to help the students to improve their abilities to communicate in English.	activity-specific	4.067	1.078
25	In my English class, I want to read English novels or English news articles.	activity-specific	3.587	1.196
26	In my English class, I enjoy learning when emphasis is put on such areas as movies or music.	activity-specific	4.967	0.985

国際研究論叢

27	I want to practice the questions found in an English proficiency test, such as, STEP or TOEIC	activity-specific	3 724	1 429
28	I want to make friends with people living in English speaking countries.	integrative	4 819	1 276
29	I am learning English because I can touch upon the culture of English speaking countries	integrative	3 866	1 374
30	I am learning English because I can communicate with people in Hong Kong, Thailand, and Singapore	integrative	3 717	1 402
31	Most of my favorite actors and musicians are either British or American	integrative	3 602	1 515
32	I want to understand English movies without reading the subtitles	aspiration	5 169	1 142
33	I think it is very cool to be able to speak English	aspiration	4 961	1 103
34	I wished that I could communicate with people in the countries which I have visited	integrative	4 657	1 438
35	I study English because it broadens my view and it makes me realize different ways of thinking	intrinsic	4 189	1 39
36	I came to like English because of participation in a cram school, English conversation schools and special tutoring classes	activity-specific	2 591	1 455
37	I study English because I will read English books for my major.	extrinsic	2 197	1 19
38	I want to improve my vocabulary.	language-specific	4 469	1 419
39	I want to read letters and books without using dictionaries.	aspiration	4 988	1 161
40	Because I sometimes dream or hope to become a translator of English movies	aspiration	3 965	1 531
41	I want to socialize with foreign people close to my age.	integrative	4 669	1 392
42	I want to learn casual expressions used in daily life.	language-specific	5 154	1 012
43	I came to like English because in the beginning the class activities were games and songs	activity-specific	3 102	1 539
44	I like English because English can express things that the Japanese language can not	intrinsic	3 413	1 411
45	I study English because I will continue on to graduate school.	extrinsic	1 862	1 163
46	I enjoy learning English because I realize how to study it	intrinsic	3 083	1 393
47	I am motivated by good grades in English	extrinsic	2 449	1 249
48	I want more English conversation classes	activity-specific	4 087	1 409
49	I came to like English because English classes were understandable.	teacher-specific	3 295	1 528
50	I want to practice English pronunciation.	language-specific	4 465	1 324
51	I want to improve in English listening comprehension	language-specific	5 067	1 089
52	I want to study basic English grammar.	language-specific	4 535	1 318
53	I am motivated by my neighbor who speaks English	aspiration	2 736	1 503
54	I enjoy memorizing English words.	intrinsic	2 791	1 298



Language Learning Motivation Survey of Japanese EFL Students

Table 2. Descriptive Statistics for All the Items in Section 2 of the Questionnaire ( $n=253$ )

	Item	Type of Motivation	<i>m</i>	<i>sd</i>
1	I hate English studies that begin with grammar	activity-specific	3.895	1.475
2	I came to hate English as my grades began to fall.	extrinsic	2.71	1.363
3	English classes with many quizzes become boring	activity-specific	3.17	1.328
4	I came to hate English because my teacher discouraged me.	teacher-specific	2.725	1.483
5	I have no confidence in my English	self-confidence	3.964	1.393
6	I don't understand the basics of English	language-specific	3.783	1.443
7	As my English studies become harder my English skills become weaker.	language-specific	3.975	1.448
8	Pronunciation is very difficult.	language-specific	4.065	1.431
9	I can't remember English words	language-specific	4.091	1.349
10	As one word can have many meanings English is not easy to understand	language-specific	4.272	1.294
11	I hate translating English.	activity-specific	3.188	1.402
12	Because I was given difficult homework I came to hate English	activity-specific	3.199	1.506
13	I am not good at reading long passages in English.	language-specific	4.572	1.39
14	I hate English	negative attitude toward L2	2.366	1.53
15	I became tired of the amount of studies and difficulty in English	activity-specific	3.156	1.497
16	I don't know from where to start my English studies	learning strategy	4.029	1.479
17	As I could not find the appropriate expression for what I wanted to say, I became weaker in English.	language-specific	3.348	1.44
18	I am not good at writing English	language-specific	3.627	1.519
19	It becomes very stressful to study English just to pass an English qualification test.	instrumental	3.279	1.515
20	I am not good at listening and speaking	language-specific	3.518	1.433
21	I don't know why I am studying English.	goal-setting	2.196	1.273
22	University English classes are different from what I expected.	activity-specific	3.25	1.434
23	Even though I study hard I really don't progress very much.	extrinsic	3.087	1.321
24	There are some teachers who do not motivate me	teacher-specific	2.779	1.486
25	The textbooks are too difficult.	activity-specific	2.873	1.311
26	The study pace is much too fast	activity-specific	3.149	1.366
27	I don't understand how to compose English sentences	language-specific	4.123	1.424

Table 3. Results of Factor Analysis for Section 1 (n=276)

#	Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	h <sup>2</sup>
4	I would like to learn as many foreign languages as possible.	0.61					0.48
5	I want to continue studying English for the rest of my life.	0.54					0.64
10	I want to learn English because it is useful when traveling to many countries.	0.52					0.57
11	I want to learn English because I want to study abroad in the future.	0.785					0.71
12	The main reason I am learning English is that my future job will require English skills.	0.58					0.58
13	One reason that I am learning English is that I can make friends or correspond with people in foreign countries.	0.69					0.68
29	I am learning English because I can touch upon the culture of English speaking countries.	0.69					0.63
30	I am learning English because I can communicate with people in Hong Kong, Thailand, and Singapore.	0.67					0.55
31	Most of my favorite actors and musicians are either British or American.	0.64					0.38
34	I wished that I could communicate with people in the countries which I have visited.	0.57					0.54
35	I study English because it broadens my view and it makes me realize different ways of thinking.	0.47					0.51
41	I want to socialize with foreign people close to my age.	0.61					0.69
1	I study English because I like it.		0.59				0.7
3	I feel satisfaction when I am learning English.		0.66				0.68
16	I came to like English because of the praise of my English teacher.		0.7				0.59
17	I came to like English because I met a good English teacher.		0.501				0.54
18	I would be encouraged if the English teacher spoke only English in the class.		0.56				0.52
36	I came to like English because of participation in a cram school, English conversation schools and special tutoring classes.		0.46				0.45
43	I came to like English because in the beginning the class activities were games and songs.		0.472				0.47
44	I like English because English can express things that the Japanese language can not.		0.76				0.44
46	I enjoy learning English because I realize how to study it.		0.64				0.68
47	I am motivated by good grades in English.		0.751				0.53
49	I came to like English because English classes were understandable.		0.57				0.66
54	I enjoy memorizing English words.		0.51				0.44
15	Increasing my English proficiency will have a financial benefit for me.			-0.74			0.49
28	I want to make friends with people living in English speaking countries.				-0.58		0.63
32	I want to understand English movies without reading the subtitles.				-0.65		0.57

Language Learning Motivation Survey of Japanese EFL Students

33	I think it is very cool to be able to speak English.	-0.53		0.44		
38	I want to improve my vocabulary.	-0.64		0.57		
39	I want to read letters and books without using dictionaries	-0.76		0.59		
40	Because I sometimes dream or hope to become a translator of English movies.	-0.52		0.33		
41	I want to socialize with foreign people close to my age.	-0.64		0.65		
42	I want to learn casual expressions used in daily life	-0.65		0.57		
50	I want to practice English pronunciation	-0.5		0.6		
51	I want to improve in English listening comprehension.	-0.66		0.65		
8	I study English because I want to get a better score in the English step test and the TOEIC.		0.38	0.55		
9	I am learning English because English is essential in a global society		0.69	0.41		
27	I want to practice the questions found in an English proficiency test, such as, STEP or TOEIC		0.602	0.5		
	Eigen value	13.47	4.07	2.3	1.91	1.7
	Variance	30.5	7.54	4.13	5.34	3.14
	Cumulative Percentage of the Total Variance	30.5	38.04	42.17	47.51	50.65

of which six items (13, 29, 30, 31, 34, 41) represented the integrative motivation. Three items represented the intrinsic values (4, 5, 35), and three items represented the instrumental motivation (10, 11, 12). Three instrumental motivation items (10, 11, 12) in this factor could be seen as a kind of integrative motivation. In other words, these three items (traveling to a foreign country, studying in a foreign country in the future, and the hope to get a job in which English is used) seemed to be related to 'a desire or willingness to identify with other language communities' (Gardner 2001, p6). Thus these items represented a somewhat different motivation than from the genuinely pragmatic instrumental motivation such as 'pursuing monetary reward', or 'getting a job if he or she is good at English', etc. The other group of items that appeared in the first factor was related to the intrinsic value. Intrinsic value means an 'interest in or aesthetic appreciation of the subjects/skills in question, and the enjoyment coming from performing the activity' (Dornyei, 2001, p. 24). These items showed that students found pleasure in studying English itself. All in all, the first factor illustrated that the students' major motivation was a mindset to be integrated and to get close to a foreign culture. It also illustrated that the students enjoyed studying English. The first factor was labeled as an integrative-intrinsic motivation.

Factor 2 comprised 12 items (1, 3, 16, 17, 18, 36, 43, 44, 46, 47, 49, 54). In this factor,

four items (16, 17, 18, 49) were categorized as teacher-related motivation, while two items (36, 43) were related to activity-related motivation. Five items (1, 3, 44, 46, 54) were related to the intrinsic motivation and one item (47) was related to extrinsic motivation. A close examination of the content of these items revealed that most of the items were related to teacher-related or study-related motivations. Thus, this factor can be labeled teacher-study motivation.

The third factor received loadings from one item (15). The item was an instrumental motivation item. Thus, this factor was labeled instrumental motivation.

Factor 4 received loadings from 10 items (28, 32, 33, 38, 39, 40, 41, 42, 50, 51). Five items (2, 32, 33, 39, 40) were related to the 'aspiration of students'. This item involves students who have a strong ideal image in which they have a full command of English and can use English in their future jobs. Two items were related to integrative motivation (28, 41), and four items (38, 42, 50, 51) were related to the language skills. In total, these items could be viewed as representing the images that most students have in the longing to becoming a person who has an ability to freely use English and can engage in work in which these English skills are essential. Thus, Factor 4 can be labeled the Aspiration-Goal image motivation in which students' have a long-term goal. See Dornyei (2001, p.94)

Factor 5 received loadings from 3 items (8, 9, 27). All of these items indicated an extrinsic utility value. Therefore, this factor was named extrinsic motivation.

## 2. Research question 2

What is the structure of de-motivation for Japanese EFL learners at junior college level and university level?

Table 4 presents the results of the factor analysis for the de-motivation section of the questionnaire.

Three factors were extracted in the principal component method after using the Varimax rotation. The three factors explain about 52% of the variance.

Factor 1 comprised five items (8, 9, 10, 11, 13). These items revealed that the students felt difficulty in the areas of vocabulary, pronunciation of English, and the reading of long passages. Thus, this factor was named English Difficulties.

Factor 2 had loadings from three items (2, 3, 4). Most of these items were related to the loss of confidence and difficulty that students found in classroom tasks. This factor was labeled the Reduced self-confidence (experience of failure or lack of success).

Factor 3 had loadings from five items (11, 14, 15, 21, 22). These items showed that students had negative attitudes toward some classroom tasks and English itself. Thus, this factor was named Negative attitudes in English and classroom tasks.

Table 4. Results of Factor Analysis for Section 2 ( $n=253$ )

#	Item	FACTOR 1	FACTOR 2	FACTOR 3	$h^2$
8	Pronunciation is very difficult	0.68			0.57
9	I can't remember English words.	0.77			0.7
10	As one word can have many meanings English is not easy to understand	0.76			0.69
11	I hate translating English	0.45			0.64
13	I am not good at reading long passages in English.	0.58			0.51
2	I came to hate English as my grades began to fall		-0.72		0.68
3	English classes with many quizzes become boring		-0.59		0.585
4	I came to hate English because my teacher discouraged me.		-0.8		0.72
11	I hate translating English.			0.53	0.64
14	I hate English			0.7	0.7
15	I became tired of the amount of studies and difficulty in English.			0.53	0.68
21	I don't know why I am studying English.			0.8	0.73
22	University English classes are different from what I expected.			0.51	0.5
	Eigen value	10.36	2.1	1.48	
	Variance	38.37	7.77	5.48	
	Cumulative Percentage of the Total Variance	38.37	46.14	51.62	

### 3. Research question 3

What is the relationship between motivation and proficiency in the sample of Japanese EFL learners at the junior college level and university level?

In order to find out the answer to this research question, the five factor scores extracted in the factor analysis of section 1 of the questionnaire were submitted to a correlation analysis. This calculation was made by the Pearson product-moment correlation between each factor score and proficiency

The results shown in Table-5 revealed that there was a significant correlation between: Factor 1 and Proficiency (Correlation coefficient = .143,  $p < .05$ ), between Factor 2 and Proficiency (Correlation coefficient = .144,  $p < .05$ ), between Factor 3 and Proficiency (Correlation coefficient = .304,  $p < .05$ )

However, no significant correlation was found either between Factor 4 and Proficiency, or between Factor 5 and Proficiency. These results have shown that to some extent English

Table 5. Correlation between Factor Scores and Proficiency (n=276)

	FAC1	FAC2	FAC3	FAC4	FAC5
Proficiency	.143*	.144*	.304**	n s	n s

\*p<0.05 \*\*p<0.001

learners in this sample show that motivational types which were extracted in the factor analysis were related mainly to proficiency.

We also examined the correlation between each item and proficiency. If we take a close look at the kinds of motivation that are related to proficiency, we can see some significant patterns. The items which have high correlations with proficiency (where correlation coefficient was more than .25,  $p<.05$ ) were as follows:

Item 1 (I study English because I like English),  
 Item 3 (I feel satisfied in studying English),  
 Item 5 (I want to study English all my life),  
 Item 18 (If the teacher speaks in English only in class, I would want to study more),  
 Item 28 (I want to become friends with people in English speaking countries),  
 Item 30 (I study English because I want to communicate with people from non-English speaking countries),  
 Item 32 (I want to understand movies without looking at subtitles),  
 Item 34 (I want to communicate with people in the English speaking countries),  
 Item 38 (I want to increase my vocabulary),  
 Item 42 (I want to study basic grammar),  
 Item 50 (I want to study pronunciation),  
 Item 51 (I want to become a more fluent listener)

Thus, the correlation analysis suggested that the higher level students had an integrative motivation and they were eager to develop some aspects of their English.

On the other hand, the following items did not have significant correlation with proficiency:

Item 4 (I want to study any foreign language),  
 Item 15 (If I were proficient in English I would get monetary benefit from it in the future),  
 Item 16 (Because of the praise from English teachers, I came to like English),  
 Item 21 (I like the pair and group activities),  
 Item 23 (I want to study alone rather than study with other people),  
 Item 33 (I feel it is cool if I can speak English well),  
 Item 36 (I came to like English because I studied at a cram school or conversation school),  
 Item 37 (I study because I will read English books in my specialty),

Item 43 (I came to like English because when I started to learn English we play games or singing English songs),

Item 45 (I study English because I want to graduate school),

Item 47 (I feel like study English more if I got a good grade).

Item 7 (I study English in order to get credit to graduate)

All had a negative correlation with proficiency.

In sum, with regard to the relationship between proficiency and motivation, it was found that to some extent the English learners in this sample showed that some types of motivation extracted in the factor analysis were related to proficiency. In other words, the learners whose English proficiency was higher tended to have integrative type of motivation and intrinsic type of motivation.

#### 4. Research question 4

What is the relationship between de-motivation and proficiency in the sample of Japanese EFL learners at the junior college level and university level?

The three factor scores extracted in the factor analysis in section 2 of the questionnaire were submitted to a correlation analysis calculating the Pearson product-moment correlation between each factor score and proficiency. The results of the correlation analysis (Table-6) showed that there was a significant correlation between Factor 1 and proficiency (Correlation coefficient =  $-0.225$ ,  $p < 0.05$ ), but no other correlations were not significant. A negative correlation indicates that the indicator variable (factor score) in question had a negative relationship with proficiency. Thus, a high score on proficiency was associated with a low score in Factor 1.

Table 6. Correlation between Factor Scores and Proficiency ( $n=253$ )

	FAC1	FAC2	FAC3
Proficiency	$-0.225^*$	n.s.	n.s.

$p < 0.001$

When we take a close look at the kinds of demotivation that were related to proficiency, some items had a high correlation with proficiency (where correlation coefficient was more than  $0.25$ ,  $p < 0.05$ ). They were: Item 14 (I don't like English), Item 15 (The amount and difficulty of class made me dislike English), Item 16 (I don't know where to start when studying English), Item 17 (When I had difficulty in finding out what to say to express myself, it made me dislike English).

The items which did not have a significant correlation with proficiency were the followings below:

Item 1 (I don't like to study English grammar),

Item 5 (I have no confidence),

Item 8 (Pronunciation is difficult),

Item 9 (Vocabulary is hard to remember),

Item 10 (English words has multiple meanings so it is difficult),

Item 19 (It gives me a pressure if too much stress was on proficiency exams),

Item 20 (I am poor at listening and speaking English),

Item 22 (The classes at university were different from what I expected),

Item 24 (There are some uninspiring teachers)

In sum, the relationship between proficiency and demotivation suggests that the first demotivation factor is negatively related to proficiency. In other words, those students whose English proficiency is lower tended to have a stronger perception of the difficulty in learning English.

## VII. Discussion

The primary factor of English learning motivation that appeared in the motivation section of the present study is a mixture of the integrative motivation and intrinsic motivation. A close look at the items in this factor reveals that while the majority of the items show a tendency of integrative orientation, the integrativeness is not just toward Anglophone cultures, but also includes foreign countries, in general, and also non-English speaking countries such as Asian countries. Some of the items traditionally categorized as instrumental motivation in this factor are closely related to the learners' integrative orientation, such as traveling to the foreign countries, studying in the foreign countries, and working in a company where English is an important medium in the future. Thus, these items show that the learners positively view studying or traveling in a foreign country and working in an English speaking environment. Also the other items that appeared in this factor suggest that learners find pleasure in learning English itself<sup>1</sup>. The primary factor found in this study is similar to the first factor found in the Kimura et al (1991) study, which they named Intrinsic-instrumental-integrative motivation.

Factor 2 revealed that teachers play an important role in determining students' perception of English. Learners' motivation is clearly related to the teachers and the activities used in classes. English learners in Japan rarely are exposed to English other than in English classes. Thus, the teachers' role in energizing, guiding, and supporting the learners is seen by the students as a crucial source for their motivation to study English. Teachers' conducts, attitudes, and classroom management may strongly affect the English learning motivation of the participants in this study. We assume that this factor especially represents the Japanese context of English learning at junior college level and university level.



Factor 3 and factor 4 shows different images regarding how the learners visualize their future in learning English. Factor 3 suggests that the learners see a pragmatic value of studying English for the future such as getting a monetary reward or helping them to get a future job. On the other hand, factor 4 indicates that some students have an image of a person who can communicate well and utilize English in the work place. Thus, the learners realize that English may help them in their future career if they would attain a high proficiency, and they have a hope to get jobs in which they make use of English.

Factor 5 suggests that the students also set an extrinsic value on studying English, being aware of the usefulness of passing English exams and the mastering of English in the current society and also in traveling to foreign countries. This factor is also specific to the Japanese context. In Japan, recently the TOEIC (Test of English as an International Communication) made by ETS is very popular among the corporate worlds and thus, it has a strong impact on college and university English education. In the corporate world, they use the TOEIC as a benchmark of English proficiency and they are also using it as a measure to choose workers who will be stationed in foreign countries. On the other hand, many colleges and universities throughout Japan introduce test preparation courses for the TOEIC or use the TOEIC as a proficiency measure. Our school is no exception. And we emphasize the importance of the TOEIC. It is natural that learners' perception is affected by this trend.

The factors extracted in the demotivation section of the questionnaire somewhat coincide with the demotivating factors that appeared in Dornyei (1998). The study investigated the demotivation factors of German and English as a foreign language in Hungary. It is probable, both in Hungary and Japan, that learners who are studying a second language as a foreign language, the teacher factor is very strong in forming students' motivation to learning a second language. It was not surprising, then, that in the samples of this study, the teachers and the tasks they use in classrooms present a major source of demotivation in learning English. The teachers and the school curriculum can be a strong factor in forming the de-motivation (and motivation) of the students in Japan. It is highly likely that many of the students in this sample regard English as one of the school subjects in which they have been forced to study at junior high school and high school level. Therefore, it is natural that students' consciousness about English is strongly associated with school subjects and the teachers who teach them. Although this does not explain all motivation of the students who study English, 'English as a school subject' seems to be a widely shared concept among Japanese students.

Also, since many of the participants major in English and communication, it is likely that this affects their positive perception of English. These students have already passed the entrance exam of college and university, so they need not worry about the entrance exam, and they regard English as one of their own choices of study.

The students who took part in this study also have a characteristic that many other

Japanese school students have, particularly in junior college and university settings. In Japanese universities and junior colleges, students' perception about study is different from that of students in the US and Europe. Japanese students have a unique view toward the amount of study they should do and their responsibility for studying. In the higher education in the US and Europe, it goes without saying that students should study hard and be given loads of work every day. The students are supposed to spend a considerable amount of time in studying. Also students are responsible for the results of their study. On the other hand, in Japan, a large number of students complain the amount of class work and homework. The students like to think that the teachers' responsibility is to prepare everything for them in the class, and in many cases, the students are not forced to think by themselves. In short, they are not self-motivated and active in studying. This is not applicable to all the Japanese students, but it is at least true for some (not a small proportion of) students in Japan.

On the other hand, those students who have a strong desire and motivation to study English seem to have a yearning for a foreign culture and have an image of an ideal person who can command English well. It can be said that Japanese people have far less contact with foreigners except for the foreigners living inside Japan. Still, it is very rare to see foreigners in the country. The history of Japan itself did prohibit the entrance of foreign cultures during a long era of isolation (Edo period). In Japan, still in ordinary people's lives, it is not necessary to use foreign languages. Unless they have experiences traveling abroad, Japanese people hardly have chances to feel the necessity and importance of knowing foreign languages. Japanese students are no exception. Thus, most of the Japanese people do not speak English and they think it is not necessary for them to speak foreign languages. In this environment, through the exposure to foreign movies, and short-term study abroad programs they experience in high school days, some students seem to form strong yearnings toward English cultures. Those Japanese students who achieve higher levels of English could get a position where they use English. The very fact that Japan still is a monolingual country may contribute to both motivation and de-motivation of those students who study English.

With regard to the relationship between proficiency and motivation, it was found that to some extent the types of motivation extracted in the factor analysis were related to proficiency. In other words, the learners whose English proficiency was higher tended to have integrative type of motivation and intrinsic type of motivation.

The relationship between proficiency and de-motivation suggested that the first de-motivation factor was negatively related to proficiency. In other words, those students whose English proficiency was lower tended to have a stronger perception of difficulty in learning English.

## VIII. Conclusion

The findings obtained in this study seem to support the argument suggested by Dornyei (1994, 1996, 2002) that the types of motivation shared among the language learners in classroom settings are governed by the classroom specific motivations. Therefore, as a framework to illustrate the English language motivation for the sample in this study, Gardner and associates' extended model of motivation (Tremblay & Gardner, 1995) and Dornyei's model of motivation (Dornyei, 1994) seem to be more appropriate than the Gardner's original socio-psychological model. Rather, the motivation of the foreign language learners may be explained better when the model of motivations include varieties of motivation types such as the following:

1. integrative and instrumental motivations,
2. intrinsic motivation, and extrinsic motivation,
3. teacher and course-related motivations
4. skill-area-specific motivation,
5. learners' aspiration toward the competent second language user.

It has to be noted that this study has some limitations. Firstly, the participants for this study were from a higher educational institution. Thus, the results should be interpreted with caution. Secondly, there was proportionally larger number of female learners than the male learners in the study. Thus the tendency may be affected by gender. Thirdly, some items in the questionnaire may represent different types of motivations. For example, some of the instrumental motivation can be categorized as extrinsic motivation. Such overlapping should occur as a result of borrowing theoretical frameworks from different lines of research tradition though they are all within the field of language learning motivation. This issue of the labeling of the items should be considered with great care in this type of study. Fourthly, this study did not include the items representing language learning anxiety. As anxiety may also be another important factor, it should have been included.

The results of the study also suggested that some areas be investigated further in future studies. We see that learners with a higher proficiency did have a mixture of different motivational components and a sense of direction and a kind of autonomy in enjoying learning of a foreign language. On the other hand, learners with less proficiency seem to be stuck in the difficulty syndrome and having little or no sense of direction in regard to learning English. The characteristics that appeared in the sample of this study may be shared by other learners in Japanese colleges and universities. However, future research should explore more detailed accounts of the learners' motivation and demotivation sources by using other types of approaches to research such as qualitative research methods.

As language teachers, we would also like to seek the ways to motivate the learners and arouse motivation of the demotivated learners. This would be one of the most important research agendas

#### Notes

- 1 These three types of motivation taken together, they strongly suggest what Gardner claimed a 'integrative motivated person'. Gardner claimed that a integratively motivated person is 'one who is motivated to learn the second language; has a desire or willingness to identify with other language community, and tends to evaluate the learning situation positively' (Gardner, 2001, p 6)

#### References

- Brown, J.D., (2001) Personality, motivation, anxiety, strategies, and language proficiency of Japanese students *Motivation and second language acquisition*. Honolulu: University of Hawai'i Press.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom *Modern Language Journal*, 273-284.
- Dornyei, Z. (1996). Moving language learning motivation to a larger platform for theory and practice. In R. Oxford (Ed.), *Language learning motivation. Pathways to the new century* (Technical report #11) 71-80. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center.
- Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teacher* 31, 117-135.
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. Harlow, Longman.
- Gardner, R.C. (1985). *Social psychology and second language learning the role of attitudes And motivation*. London: Edward Arnold.
- Kimura, Y., Nakata, Y., & Okumura, T. (2001). Language learning motivation of EFL learners in Japan—A cross-sectional analysis of various learning milieus. *JALT Journal*. 23(1). 47-68
- Miyahara, F., Namoto, M., Yamanaka, H., Murakami, R., Kinoshita, M., & Yamamoto, H. (1997). *Konomamade yoinoka daigaku eigo kyōiku* [the current concerns on English language teaching at colleges and universities]. Tokyo: Shōhaku-sha.
- Miyamoto, N. (2002). Motivational sources and compensatory strategies for English learners at universities in Japan: A thesis submitted to the faculty of San Francisco State University in partial fulfillment of the requirements for the degree. Pintrich P.R. and schunk D.H. (1996). *Motivation in education: theory, research and Applications*. Englewood Cliffs, Prentice Hall.
- Takanashi, Y. (1991). Eigo gakushu ni okeru togoteki dokizuke to doguteki dokizuke no Yakuwari (The roles of integrative and instrumental motivation in English language laearning) *Bulletin of Fukuoka University of Education*
- Takanashi, Y. (1994). Eigo gakushu ni okeru gakushudoki, gakushuhoryaku, eigo Gakuryoku no kankei (The relationships of learning motivation, learning strategies, and English proficiency in English language learning). *Bulletin of Fukuoka University of Education*.
- Tanaka, S. (1996) *Jikken shinri deta kaiseki*. Shinyo Sha
- Tremblay, P.F. & Gardner, R.C. (1995). Expanding the motivation construct in language Learning. *Modern Language Journal*, 505-518.
- Yashima, T. (2000). Orientation and motivation in foreign language learning: A study of Japanese college students. *JACET Bulletin*. 31, 121-133.