

Ideal L2 Selves of Japanese English Learners at Different Motivational Level

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Introduction

For half a century, a great deal of investigation into the link between second language (L2) acquisition, identity, and motivation has been conducted from the viewpoints of social linguistics, social psychology and educational psychology (Dörnyei, 2001). As a strong and potential variable that could influence the learners' language proficiency, studies in this field have attracted the attention of English language teachers. Among many studies and theories, Gardner and Lambert's (1959) theory dominated a central role in L2 motivation and identity study for several decades. Through their quantitative research in Canada, Gardner and Lambert (1959) proposed that integrativeness, or the intensity of the learner's desire to be closer to the target community members, determines the degree of L2 acquisition. Furthermore, this intensity correlates with the learners' motivation to learn the target language (Gardner & Lambert, 1959).

Recently, however, critical remarks against this theory's generalizability to the actual English learning contexts have been widely asserted. First, as many researchers have argued, due to the new role of English as a common global language, the target community that the learners identify English to is quite obscure (Dörnyei & Ushioda, 2009, Lamb, 2004, 2009; Norton, 1997; Yashima, Zenuk-Nishide, & Shimizu, 2004). For instance, Yashima (2000) found that Japanese college students perceive English as a tool to interact with the global community, rather than to interplay with a specific Anglo-American culture. Furthermore, integration is not a realistic reason for many English as Foreign Language (EFL) learners to acquire English proficiency (Dörnyei & Csizér, 2005a; Dörnyei & Ushioda, 2009; Shimizu, et al., 2004; Yashima, 2000, 2009). As an example, in Japan, where foreign residents amount to only 1.7% of the total population (Ministry of Justice, 2009) and only a small

portion of this population are English speakers, assimilation into the target culture is not a reasonable learning orientation (Shimizu, et al., 2004). In such a global context, Gardner and Lambert's (1959) integrativeness theory that demands the learners to have a specific social and ethnolinguistic identification (Dörnyei & Ushioda, 2009) lacks sufficient explanation and evidence in the authentic world.

To fill in such a gap between theory and the actual learning context, Dörnyei (2009) proposed a new framework, the L2 Motivational Self System. The uniqueness of Dörnyei's (2009) system lies in shifting the focus of integration to the internal self concept of the L2 learners (Dörnyei & Ushioda, 2009). In other words, a learner is motivated when challenged to achieve a desirable self image using the target language, the "ideal L2 self". Csizér and Dörnyei (2005a) explain that this image is the target of integration. This new model has recently gained empirical support. Some studies have linked the model to previous theories in the field of L2 motivation (Kim, 2009; Yashima, 2009), while others added deeper analysis of the motivated learners' ideal L2 self (Al-Shehri, 2009; Csizér and Dörnyei, 2005b; Csizér & Lukács, 2010; Kim, 2009; Lamb, 2009; Ryan, 2009, 2008). In fact, Dörnyei's (2009) new framework, which was developed mainly based on the Hungarian context, was found to fit in other EFL cultures as well (Alastair & Britt, 2008; Kim, 2009; Taguchi, Magid, & Papi, 2009; Ryan, 2009, 2008). It seems that the concept of the ideal L2 self has been gradually recognized as an acceptable and applicable theory from various perspectives.

While both empirical and theoretical studies support the L2 motivational self system, there are some points that need further consideration related to validity, methodology, and focus of the model. Compared to Gardner and Lambert's (1959) past 50 years of work, the stability and applicability of the ideal L2 model has not been amply tested (Kim, 2009). Furthermore, most of the previous studies on the L2 motivational self system were conducted using quantitative methods. Because identity and motivation is deeply related to individual's

psychology, the new model needs further qualitative insights to demonstrate higher validity. By combining the two methods, not only an analysis from a group-level source, but “thick description” drawn from individuals can be added to understand the dynamic system of motivation. In addition, while motivated learners have received a certain amount of focus, few studies have investigated less-motivated learners. Clearly, in order to add validity and gain a better understanding of the model, a further investigation of English language learners from both quantitative and qualitative approaches is needed.

The Purpose

A significant number of studies have so far employed quantitative approaches and focused on highly motivated learners. However, these findings reveal a limited understanding of L2 learners and ideal L2 selves. By also focusing on less motivated learners, this study will reflect a larger proportion of English language learners’ ideal L2 selves. Hence, the comparison between the two types of learners will not only add diversity to the concept of the ideal L2 self, but will also provide further description of how motivated learners develop their ideal L2 self. To gain a holistic understanding of this study, both qualitative and quantitative methods will be utilized.

Research Questions

With an aim to investigate, not only the highly motivated learners, but also the low motivated Japanese English learners from both quantitative and qualitative perspectives, the study drew out four research questions. The first question attempts to validate Dörnyei’s (2009) Motivational Self System in Japanese EFL context. Although several studies of this system have focused on Japanese EFL learners (Taguchi et al., 2009; Ryan, 2008, 2009; Yashima, 2008, 2009), further empirical evidence is needed to support the new theory. The

second question investigates whether ideal L2 self is a source of motivation to both motivated and less-motivated learners. The significance of ideal L2 self for both types of learners are examined. The second question asks what variables influence the learners' ideal L2 selves. From a quantitative perspective, the study will investigate the impact of what kind of variables affect the learners, based on their level of motivation. The third question aims to investigate and analyze this difference, if found, in the first question. By combining quantitative and qualitative approaches in this way, the process and result of the learners' ideal L2 self development should be more apparent. The following questions are the central interest of this investigation.

- (1) Is the L2 Motivational Self System applicable to Japanese EFL context?
- (2) Is the concept of the ideal L2 self significant for both motivated and less-motivated learners?
- (3) Are there any measurable differences between variables that affect the motivated and less-motivated learners' ideal L2 self? If so, what are the differences?
- (4) How is the ideal L2 self of the motivated and less-motivated learners different? Are there any significant differences?

Significance of the Study

The combination of quantitative and qualitative methods may offer a deeper insight to L2 motivational studies. Indeed, focusing on less-motivated learners from both qualitative and quantitative methods has been rarely applied to Dörnyei's (2009) new framework. By comparing both types of learners' ideal L2 selves and variables, the difference of how motivated learners develop and promote their ideal L2 selves may become more apparent. When combined with the previous studies, the result of this research may offer new ways to

motivate EFL students. This is significant in the Japanese context where the learners' English proficiency continues to be ranked among the lowest of those from other Asian countries based on TOEFL scores (Educational Testing Service, 2002; Yoshida, 2003), despite the nation's emphasis and investment in English education (Falout, Murphey, Elwood, & Hood, 2008). In fact, many researchers have found that Japanese learners' English learning motivation tends to decrease throughout the years of schooling (Elwood et al., 2008; Hasegawa, 2004; Yamamori, 2004). The current study aims to present authentic and practical information that language teachers can apply to motivate the learners in such an EFL situation.

Literature Review

In the midst of globalization, because of the necessity of English as a tool to communicate in various contexts, second language (L2) motivation of English has drawn significant interest of many researchers and educators. Among many terms suggested by the scholars, this paper defines L2 motivation as the antecedent of the learners' attitude, shown as choice, intensity, and persistency in learning the target language (Dörnyei, 2001). For the past 30 years, depending on the interest of the researchers, L2 motivation has been investigated from different perspectives using various approaches. In his classification, Dörnyei (2001) includes self-concept-related or identical dimension as one of the seven main domains of these studies. Although there are studies on how different types of motivation affect the English language learners' identity (Gao, Zhao, Cheng, & Zhou, 2007; Mingyue, 2009), the focus of this paper is in how the individual's identity contributes to English learning motivation. Recently, Gardner and Lambert's (1956) theory that was a prominent concept in this field has been questioned related to its ability to generalize the theory to the current English learning contexts. These researchers have long argued that integrativeness, or a will to become a member of the L2 community, is the most powerful motivational factor. However, this argument appears to draw little attention to EFL learners who have few opportunities to directly communicate with an L2 community. In an

attempt to modify and construct a new framework that addresses this point, a new model, the L2 motivational self system, was proposed by Dörnyei (2009). While positive support is given to the new theory, both empirically and theoretically, some issues on the validity, methodology, and focus seem to remain. In this literature review, a brief review on the L2 motivation theories and explanation about Dörnyei (2009)'s L2 motivational self system will be presented. Recent results of studies that support his model, as well as the deficiencies indicated, will follow.

According to Oyserman, Bybee, and Terry (2006), self-concept “includes both personal and social identities” (p.189). In other words, self-concept refers to identity based on “our understanding of who we are and who we think people are” (Danielewics, 2001, as cited in Mingyue, 2009, p.140). Thus, L2 motivation has been investigated from both the personal and social aspects of the learners' identity. For example, based on his case study of a Costa Rican English learner, Schumann (1978) developed *acculturation model*, which suggests that the extent of L2 acquisition is dependent on the learners' perception of psychological and social distance between themselves and the target language community (as cited in Ellis, 1997). Brown (1980) also proposed that language proficiency is developed when the learners attempt to recover from culture shock experience through acculturation. On the other hand, through her longitudinal case study of a group of immigrants, Norton (1995, 1997) described motivation as “investment.” In her opinion, rather than being subject to a particular society, successful L2 learners invest their effort in order to construct their own social identities as active subjects of the community. All in all, researchers have agreed that language learners' view of identity has a significant impact to one's attitude toward learning the language.

Among many other theories suggested, Gardner and Lambert's (1959) integrative orientation has been a dominant concept in the L2 motivational field for the past 50 years. Integrative orientation is the “willingness to be like valued members of the language community” (Gardner & Lambert, 1959, p.271), and this positive attitude to communicate, or even assimilate into the group that speaks the language plays a central role to develop L2 motivation. According to Gardner and

Lambert, learners' motivation to invest their efforts in learning the target language correlates with the intensity of this orientation. Thus, naturally, the concept of integrativeness has inevitably required the indication of the learners' social and ethnolinguistic identification (Dörnyei & Ushioda, 2009). However, as Gardner (2007) confessed, due to the changing role and status of the English language, a critical re-examination of his theory was offered by many researchers from the early 1990's. For instance, as Dörnyei (2009) points out, because of the increasing use of English as a tool to communicate in a multicultural context, the learners' target of integration is ambiguous. Yashima's (2000) quantitative study supports his view. In her research, Yashima (2000) found that Japanese college students desired to learn English as a lingua franca to interact with various communities rather than the members of Anglo-American culture. Considering this language phenomena, Lamb (2004, 2009), who gathered self-report data from Indonesian junior high school students, reinterpreted integrativeness as a pursuit of identity as both global and local citizens, or simply put, *bicultural identity*. In addition, for many English as a Foreign language (EFL) learners who rarely have contact with native English speakers, integration is an unauthentic concept. For example, despite their high motivation to communicate in multicultural contexts, the college students in Yashima's (2000) study did not desire to be identified with the target groups. Irie (2003) also points out that many studies have reported Japanese university students' positive attitude toward the target language society, but not in terms of assimilating into those communities. Given such data, Shimizu et al. (2004) proposed to expand the range of integration to *international posture*, in which learners reference themselves as non-specific English language users of the global community. Due to the limit and insufficiency of explaining the L2 motivation in the EFL context, the traditional perception of self identity and L2 motivation is under a process of modification.

To redesign the concept of integrativeness, Dörnyei (2009) developed a new framework of L2 motivation, namely, the "L2 Motivational Self system". The uniqueness of

Dörnyei's (2009) system lies in shifting the focus of integration from a rather external, either specific or non-specific, community to the inner self concept of the L2 learners (Dörnyei & Ushioda, 2009). This new framework is constructed of three main concepts, which are based on a careful and extended reexamination of Hungarian EFL data (Csizér & Dörnyei, 2005a) and findings of self studies in psychology. The first concept is the "ideal L2 self", which plays the central role of this new framework. The ideal L2 self reflects one's desirable self image using the target language. Csizér and Dörnyei (2005a) explain that this image is the target of integration. As Dörnyei's (2009) argues, L2 speakers are likely to be the "closest parallels to the idealized L2 speaking self" (p. 27). Because of this overlap between the L2 community members and one's desired self, the learners' positive attitudes toward the L2 community (i.e. integrativeness) is presumably related to their ideal language self image (i.e. ideal L2 self). Thus, the ideal L2 self is equivalent to integrativeness (Csizér & Dörnyei, 2005a, 2005b; Dörnyei, 2009; Dörnyei & Ushioda, 2009) and this equivalence is the principal theme of Dörnyei's (2009) new theory. The important feature of the ideal L2 self is that this future self image has to reflect what Markus and Nurius (1986) refer as *possible self* which involves notions of what individuals "would like,...might,... and are afraid of becoming" (Markus & Nurius, 1986, p. 954), based on one's experience and current circumstances. Hence, an intrinsically motivated English learner whose ideal L2 self is vague or unauthentic would not likely maintain a high level of motivation. On the other hand, even if the learner is motivated by external reasons, say, success in one's work place, as long as the L2 learner can image him or herself as a successful businessperson using English as an attainable and realistic future self, that image functions as the source of motivation. Thus, ideal L2 self is a broad concept that involves both integrativeness, or affective orientation, and instrumentality, or professional orientation (Csizér & Dörnyei, 2005a, 2005b; Dörnyei, 2009; Kim, 2009).

On the other hand, the second component, the "ought-to L2 self" refers to the future

L2 self images that learners are rather pressured to achieve. This image also motivates L2 learners, since the realization of that image will prevent undesirable outcomes. For instance, a Japanese high school student could be highly motivated to learn English in order not to fail the entrance examination for university. Hence, the ought-to L2 self is related to instrumental motivation that is less internalized than the ideal L2 self. Interestingly, as in the case of Japanese high school students in Yashima 's (2000) report who were motivated to learn English to communicate with English speakers but also to pass the entrance exam, these two selves may coexist in each individual. Thus, the difference between the ideal and ought-to self is whether that image is promotion-based or prevention-based (Higgins, 1996). The ought-to self is, put in another way, one's future image drawn to prevent a failure, while the ideal self is one's future image that is imagined to promote a successive result.

The last component, which is considered a separate motive from the ideal L2 self and ought to L2 self, is the "learning experience." While the ideal L2 self and ought to L2 self were generated through an inner process of self conceptualization, this component is constructed from a more bottom-up perspective from the learners' immediate L2 learning experience. Group cohesiveness, teacher as a facilitator, and one's achievements in language classes have been well known as influential on L2 learning motivation (Dörnyei & Murphey, 2003). To conclude, given the three components explained above, Dörnyei (2009)'s new model redefined motivation as "the desire to reduce the perceived discrepancies between the learner's actual and possible self" (Csizér & Dörnyei, 2005a, p.29).

Dörnyei's (2009) model has recently gained some empirical support. Some studies have confirmed the influential role of the ideal L2 self by linking the model to previous theories in the field of L2 motivation, while others investigated some characteristics of the motivated learners' ideal L2 self. Challenges to link Dörnyei's (2009) model and previous L2 motivation theories, the Self-Determination Theory (Ryan & Deci, 2000) and Sociocultural

Activity Theory (Kim, 2009) specifically have also been attempted. The Self-Determination Theory (SDT) appears to share several similarities with the L2 motivational self system. This theory assumes that the learners' motivation will increase according to the degree of how internalized that reason is to themselves (Ryan & Deci, 2000). Arguing that degrees of motivation cannot be viewed discretely, Ryan and Deci (2000) presented a continuum between intrinsic and extrinsic forms of motivation. According to the researchers, depending on the degree of internalization, extrinsic motivation can "represent impoverished forms of motivation and ...active, agentic states" (Ryan & Deci, 2000, p.55) which can therefore be equivalent to intrinsic motivation. Combining the questionnaire of Csizér and Dörnyei's (2009) and SDT theory, Yashima (2009) collected data from 191 Japanese high school students, and reported that the closer the extrinsic motivation was to the internalized motivation, the greater the correlation between ideal L2 self was. Yashima (2009) also inferred that her original idea of *international posture* would fit in this frame. The researcher pointed out that since international posture is a concept that includes both instrumentality and integrativeness of the learners' desire to learn English, the high correlation of ideal L2 self and higher type of extrinsic motivation is a notable result. Hence, the L2 motivational self system and the STD theory seem compatible.

On the other hand, Kim's (2009) qualitative approach has revealed a theoretical link between Vygotskian sociocultural theory (SCT) and Dörnyei's (2009) L2 motivational self system. Following the studies of Vygotsky, activity theorists claim that specific learning goals, together with a supportive L2 community, are a vital mediation for learners to maintain motivation and achieve their objectives. Through her longitudinal interviews with Korean students studying abroad in Toronto, Kim (2009) found out that one of his participants, whose high motivation did not seem to change overtime, perceived a more concrete ideal L2 self. Unlike the other participants who also had aimed to learn English for their future success in

their careers, this participant had targeted a certain company at which he desired to work. Furthermore, while other participants' ideal L2 self seemed unclear during the interview, this most motivated learner's ideal L2 self seemed to develop as a tangible goal as his relationship between the native speakers of English deepened. Hence, his specific goal, or ideal L2 self, played an important role in maintaining his motivation. In his paper, Kim (2009) concluded that this result has contributed to a deeper and broader insight of L2 motivation.

Other researchers have tested the relevance of L2 learning motivation and ideal L2 self. In a nation-wide study that took place in three Asian countries, namely, China, Iran, and Japan, a strong link between English learning experience and motivation, and especially between ideal L2 self and motivation were found within all three nations (Taguchi et al., 2009). Although there were subtle differences in the degrees and directedness among these nations, the researchers concluded that the L2 motivational self system, which was designed based on studies in a western multilingual country, Hungary, seemed applicable to other Asian EFL contexts (Taguchi et al., 2009). This is in accordance with the research conducted by Alastair and Britt (2008), which revealed that Swedish secondary learners' motivation did not fail over a year, in spite of the gap between their initial expectations and actual learning experiences in class. Interestingly, these pupils appeared to have continuously possessed very positive future selves as foreign language speakers. Similarly, Ryan (2008, 2009) has found that rather than the survey's item integrativeness, the item ideal L2 self had a direct connection to the Japanese high school and junior high school students' motivation of learning the English language. Since all of these three research studies utilized a modified version of Dörnyei and Csizér's (2002) survey, Dörnyei's (2009) idea of ideal L2 self appears valid in various circumstances.

Other researchers, who have focused on a more detailed analysis of the model, have enhanced the stability in the system by reporting some important characteristics of motivated

learners' ideal L2 selves. As Dörnyei (2009) has emphasized vividness as an important feature of ideal L2 selves, authenticity seems to influence the learners' motivation. In his research, Al-Shehri (2009) conducted a questionnaire on Arabian secondary and university EFL and ESL learners' visual style preference and motivation level. His hypothesis was that if future images of oneself impacts the learners' motivation, the learners who tend to rely on visual aids could perhaps be more motivated than those who preferred other learning styles. The analysis revealed that ideal L2 self was strongly correlated with motivation, as well as preference in visual style. In addition, similar results were obtained from Kim's (2009) interviews. In Kim's (2009) study, compared to other participants, the most motivated learner was able to articulate his desired future in a detailed way. These findings are also supported by previous study in the L2 field, which found that Japanese teachers using English played contributive roles in developing a positive language identity of the EFL learners, rather than perceptively intangible models represented by native English teachers (Brown, 2008).

Another important feature of motivated learners is the balance of instrumental and integrative orientation. Referring to the early proposal presented by Oyserman and Markus (1990), Dörnyei (2009) pointed out that a balanced combination of these two images could enhance the English language learners' motivation up to the highest state. In Yashima's (2009) study, ideal L2 self and motivation showed the highest correlation when the learner was motivated by both intrinsic and extrinsic motivation. The correlation failed when motivation was totally intrinsic. Csizér and Dörnyei's (2005b) study lends support to this finding. The most motivated participants in their research were also those who scored high in both instrumental and intrinsic items in the questionnaire. Ryan (2009), whose participants were also mostly motivated by instrumental and intrinsic reasons, pointed out that in an EFL context, a totally intrinsic orientation may only shape a weak image of L2 self. All of these findings are similar to those mentioned in the psychological studies on possible selves, on

which Dörnyei (2009) has based his model.

Dörnyei's (2009) model seems to hold a significant deal of promise supported by both theoretical and empirical studies. However, some issues relating to validity, methodology, and focus of the model still remain. First, compared to Gardner and Lambert's (1959) work over the past 50 years, the validity of the novel model is still under consideration. As MacIntyre, Mackinnon, and Clément (2009) noted, there are fluctuations in what individuals perceive as "possible" over time, differences in the ability to transfer one's goal into behavior, cultural differences in concept of "self", and differences in how possible selves are measured by different individuals. For instance, in Taguchi et al.'s (2009) study, there were differences in the variables that affected the ideal L2 self among nations and ages. This might be caused by differences in cultural perspectives. As the L2 motivational self system was conceptualized based on Hungarian data, the interchangeability of the model to various English learning context needs to be considered (Kim, 2009; Taguchi et al., 2009). As far as self perception, which is deeply related to psychological factors, is concerned, qualitative investigation, which offers a descriptive exploration of a phenomena, appears effective to counter the issue of validity. Insight from this view point should provide additional data to confirm the model with a higher level of validity. However, despite this need, many of the previous studies have focused on quantitative methods while only a few are qualitative-based (Kim 2009; Lamb, 2009). As Lamb (2009) suggested, a qualitative approach might be difficult to implement even in a form of questionnaire since individuals demonstrate different behaviors and identities to gain acceptance from and build a reputation with others. Still, combining qualitative and quantitative methods will compensate for the weaknesses that each possesses (Dörnyei, 2001). Hence, investigations from both approaches seem to provide a broader insight into the model (Csizér and Dörnyei, 2005a; Kim, 2009; Lamb, 2009).

Finally, despite the deeper understanding about the motivated learners' ideal L2 self,

little research has been conducted on the less-motivated learners. Nevertheless, focus on less-motivated learners is important, since this issue relates to how the ideal and ought-to L2 self of motivated learners is different from those of less-motivated learners. In other words, further insight in this area will reveal what variables develop and promote an effective ideal L2 self. According to Dörnyei (2009), so far, no research has confronted this question. To conclude, in order to add validity and a better understanding of the learners' L2 self development, focus on less-motivated learners from a combined perspective of quantitative and qualitative views is needed.

Dörnyei's (2009) new model seems to promote a new direction to the studies of L2 motivation, by bringing conformity to numerous motivational theories (Csizér and Dörnyei, 2005a; Dörnyei, 1994). Although Gardner and Lambert's (1956) theory was influential and contributive for the past 50 years, Dörnyei's (2009) framework incorporates what these researchers had failed to consider; the multicultural and global situation that English language learners are now facing. However, the validity of this framework still remains unconfirmed. Previous studies have mostly employed quantitative methodology and focused on motivated learners. In order to give an authentic and practical implication to the actual EFL classroom, research comparing both types of learners and what variables develop and promote an effective ideal L2 self is necessary. Thus, research that focuses on 1) the ideal and ought-to L2 self of less-motivated learners, 2) the difference between motivated and less-motivated L2 selves and other related variables, and 3) how these L2 selves are developed is needed. The combination of quantitative and qualitative views may offer a deeper insight into L2 motivation.

Methodology

This section explains the methodology and procedures that the present study applied

in order to accomplish four aims. The first aim is to test the L2 motivational self system in Japanese EFL context, whereas the second aim is to examine the significance of ideal L2 self among different motivational groups. The third aim is to investigate the difference, if any, of affective variables between motivated and less-motivated Japanese English learners. The last aim is to compare how the L2 selves are developed differently by these two groups of learners. To achieve these four aims, this research was based on a mixed methodology of quantitative and qualitative approaches. This multi-method approach was chosen to address the traditional innate problem in the studies of L2 motivation (Dörnyei, 2001) and the L2 Motivational Self System.

According to Dörnyei (2001; 2010a), L2 motivation is a *complex dynamic system*, that cannot be explained as a simple cause-and-effect phenomena. Shaped and influenced by individuals' internal processes, the L2 motivation is "unobservable, multifaceted and dynamically changing" (Dörnyei, 2001, p.186) in nature. Due to such complexity, past L2 motivation studies have not been successful in capturing a holistic view of L2 motivation. Commonly, approaches in L2 motivation research have been dependent on established statistical procedures. Thus, such studies have analyzed the L2 motivation as isolated fragments, rather than as a part of a holistic structured motivational framework. Similarly, the previous studies that added descriptions and deeper analysis to Dörnyei's (2009) L2 Motivational Self System were mostly based on quantitative approaches.

To bridge such a gap between theory and reality, Dörnyei (2001; 2010a) suggested applying a mixed method of quantitative and qualitative studies. The combination of these two approaches does not completely address the inadequacy of appropriate methodology in L2 motivation research, but certainly allows a multi-level analysis at both individual and societal levels.

Quantitative Data Collection and Instrument

The present study was organized into two phases, in order to investigate the significance and difference of the ideal L2 self among the Japanese university students. In the first phase, data was collected through questionnaires. The English Learner Questionnaire (See Appendix A) used in the current study was designed to measure Japanese English learners' motivation based on the framework of L2 Motivational Self System in Taguchi et al.'s (2009) study. On the basis of the original studies in Hungary and other established questionnaires such as Dörnyei's (2001) and Ryan's (2009), the main components were chosen, designed, piloted, and completed as a list of questions. A step-by-step process of this questionnaire's construction is fully described by Dörnyei (2010b). The questionnaire adopts a six-point Likert scale to measure 67 statement-type and question-type items.

Motivational Factors

The analysis of this study was based on the 16 factors categorized in Taguchi et al.'s (2009) questionnaire. These factors consist of sets of items designed to measure the learners' attitudes and motivation concerning English learning. A brief explanation is provided here (for specific items, see Appendix B):

1. *Criterion measures* refer to the learner's *intended efforts* toward English learning. In this questionnaire, the learners' efforts, rather than their proficiency, are used to measure the degree of motivation. The original Hungarian study has two criterion measures, namely, *intended effort* and *language choice* (Csizér & Dörnyei, 2005a). However, considering such a lack of choice in the Japanese learning context (Ryan, 2009), the criterion measure was reduced to one item, *intended efforts*. Four items, such as "I think that I am doing my best to learn English.", and "I am working hard at learning English." were questioned under this factor.
2. *Ideal L2 self* assesses the learner's ideal self as a user of English. The clarity and

- intensity of the learners' visions of themselves as English users are of focus. Five items, including "I imagine myself as someone who is able to speak English." and "The things I want to do in the future require me to use English." were asked to the students.
3. *Ought-to L2 self* refers to attributes that a learner feels externally pressured to possess as a user of English. A sense of duty or obligation to meet an external expectation is related to this factor. Four items, such as "Learning English is necessary because people surrounding me expect me to do so." and "My parents believe that I must study English to be an educated person." were asked under this factor.
 4. *Attitudes to learning English* investigates the learners' motivation generated from their present English learning situation. In Japan, where there is limited exposure to English, the learners' immediate learning experience would primarily take place in the EFL classrooms.
 5. *Attitudes to L2 Community* refers to the attitudes of the learners toward the English-speaking community.
 6. *Parental Encouragement* measures the effect of the parents' role on a learner's English study.
 7. *Instrumentality-promotion* assesses positive instrumental goals that learners desire to achieve, such as obtaining a better position in their workplace.
 8. *Instrumentality-prevention* indicates instrumental goals formed based on obligatory or negative reasons.
 9. *Cultural Interest* is the learners' interest in the L2 culture, including media.
 10. *Integrativeness* indicates one's positive attitude to become part of an English-speaking community.
 11. *Fear of Assimilation* captures a sense of threat directed to the learners' own culture

- by the native English speakers and their culture.
12. *Ethnocentrism* indicates a sense of belongingness or uniqueness to the learners' own culture.
 13. *Interest in English Language* is related to the learners' general interest in the English language as a whole.
 14. *English Anxiety* infers the learners' sense of uneasiness to use English.
 15. *Travel Orientation* informs the prospect of the learners' intention to travel overseas.
 16. *Linguistic Self Competence* considers the learners' beliefs in their ability to become a skillful user of English.

Pilot Study

This questionnaire was piloted for the current study in July, 2010. The purpose of this pilot survey was to further enhance the reliability and validity of this questionnaire. Although this questionnaire was completed by 1586 Japanese university students in Taguchi et al.'s (2009) study, the participants ranged in age from 18 to 43. Therefore, there was an assumption that the participants of the current study, whose age ranged from 18 to 23, might not have shared a common interpretation of the questions with those participants in the previous study (Taguchi et al., 2009). Seventeen Japanese Soka University students enrolled in an English course voluntarily participated in this pilot study as a during-class activity.

In accordance to these participants' feedback, four items in the questionnaire were modified. First, although the original version of Question 44 asked, "Do you like to travel to English-speaking countries?", there were students who had never travelled abroad. Such students therefore could not respond to the question worded in this way. Therefore, in the current study, Question 44 was rewritten to "Would you like to travel to English-speaking countries?" Another three items, Question 45, 48, 51, started with the phrase "How much do you like...?" For example, Question 48 asked, "How much do you like to become similar to

the people who speak English?”. Some participants pointed out that such a phrase is confusing, since other questions asked, “Do you like...?” To avoid such discomfort, the phrase “How much” was deleted from all three items.

Participants

In this current study, questionnaires were distributed to 187 Japanese university students who enrolled in World Language Courses (WLC) classes in Soka University of Japan. The questionnaires were administered during September and October 2010. This sample size was determined by conducting a power analysis, as to meet the power >0.8 required for an effective test (Larson-Hall, 2009). Permission to distribute the questionnaires was obtained from each course’s WLC teacher. These teachers were provided with detailed explanation of the present study’s purpose and procedures in advance. The participants were also given an oral explanation about the research and procedures beforehand. A written informed consent statement for both the survey and interview were distributed, signed and collected with the questionnaire to ensure that respondents were aware of the goals and objectives of the study, and to secure confidentiality. Together with the questionnaire, information about the students’ age, grade, nationality, gender, and experience overseas was also collected. The questionnaires were all collected by the researcher on the day of distribution.

Within the WLC, the classes are divided into basic, elementary, intermediate, upper intermediate and advanced in accordance with students’ TOEFL and TOEIC scores. To avoid an extensive gap between the learners’ level of proficiency, but simultaneously maintain the variation in motivational levels, the questionnaires were distributed to 76 elementary, 59 intermediate, and 52 advanced students with TOEFL scores ranging from 380 to 500. Of these students, 68 (36.4%) were males and 119 (63.6%) females. Most of the students were freshmen (56.7%), but there were also some sophomores (33.1%), juniors (6.4%), and seniors (2.1%) as well. Since one student did not complete the questionnaire, his answers were

excluded from the study.

Qualitative Data Collection and Instrument

The second phase of the study was undertaken through qualitative data collection from interviews. The role of this secondary data is to support and add depth to the data from the first phase. This use of qualitative data to explain and interpret quantitative data is typically known as sequential explanatory strategy (Creswell, 2009).

Out of those participants who have shown their agreement through the questionnaires to participate in the interview, 11 representatives were selected as interviewees based on the score of the questionnaire's item *Criterion Measures*, which measures the degree of students' motivation. Four students who scored higher than the standard deviation, which was from 18 to 24 (full mark), were selected as more motivated students. Similarly, the three students who marked from the lowest score to nine on the *Criterion Measures* were chosen as less-motivated students. Other students who scored in the middle of these groups were grouped as mid-motivated students. This systematic interviewee choice based on their scores on the *Criterion Measures* works to confirm the validity of the study (Dörnyei, 2001).

In the current study, a modified version of Kim's (2009) semi-structured interview questions designed for college students was utilized (See Appendix C). Kim (2009) developed this list of questions through a series of pilot studies, in order to explore the L2 selves of Korean university students studying overseas. The students of the current study were contacted via e-mail and were interviewed individually for 20 to 30 minutes. All the interviews were conducted face-to-face and recorded in MP3 format. Assuming that the students' mother language would elicit a more detailed and accurate description than the learners' L2, all interviews were conducted in Japanese. At the end of each interview session in the current study, the interviewees were also encouraged to talk freely about their English learning experiences.

Analysis

The data collected through the questionnaire were analyzed through SPSS. After the reliability of each factor in the questionnaire was measured using Cronbach's α (See Table 1), the learners were divided into three groups, according to their level of motivation. This division was determined by the participants' scores on the *Criterion Measures*, as utilized in other previous studies of L2 motivational self system (Alastair & Britt, 2008; Csizér & Dörnyei, 2005b; Csizér & Lukács, 2010). Students who scored within one standard deviation of the mean (score from ten to 17) were identified as mid-motivated learners. Those participants who scored higher than this group (score from 18 to 24) were categorized as high-motivated, and lower scorers (four to nine) were grouped as low-motivated learners. The analysis of the ideal L2 self in the current study are based on these three groups.

Previously, researchers such as Ryan (2009) and Taguchi et al. (2009) have collected questionnaires and employed a one-way analysis of variance (ANOVA) test to analyze their data to investigate the applicability of L2 motivational self system to the Japanese EFL contexts. Out of a number of correlation tests, the one-way ANOVA tests whether significant differences exist among different groups (Larson-Hall, 2009). This correlation analysis has been predominantly employed by most quantitative research in L2 motivation (Dörnyei, 2001). Similarly, after dividing the students into the three groups, the current study analyzed the data quantitatively by using one-way ANOVA correlations. Through this one-way analysis of variance, the impact of each factor on the three learner groups' *L2 selves* was compared.

Regarding the interviews, in order to allow the interviewees to verify the data, the audio-recordings were transcribed and presented to the interviewees. This transcription was analyzed through constant comparison analysis (Leech & Onwuegbuzie, 2007). According to Leech and Onwuegbuzie (2007), this data analysis is utilized by researchers to extract underlying themes that recur in the data. From the transcription, significant phrases of the

data were assigned a code. The 16 factors of the questionnaire were identified as codes that are defined prior to the analysis. Other than these codes, there were additional codes that emerged as the analysis was performed. In order to ensure the appropriateness of these codes and categorization, the transcripts were read several times by the researcher.

Internal Reliability of Multi-Item Scales

In order to reassure the reliability of the questionnaire, the internal consistency of the items was examined. According to Dörnyei (2010b), items within a multi-item scale are reliable when the Cronbach's α coefficient is greater than $\alpha=.70$. As can be seen from Table 1, among the 16 scales, two scales did not meet $\alpha=.70$ threshold: *Ethnocentrism*, $\alpha=.36$ and *Instrumentality –prevention*, $\alpha=.67$ (see Table 1).

For the scale *Ethnocentrism*, Taguchi et al. (2009), who used the same questionnaire in their study, obtained similar results. The insufficiency of this scale, $\alpha=.36$ is explained as a failure to address the social desirability, or the respondents' tendency to answer in a somewhat expected manner. For instance, the students might have attempted to answer in a socially desirable manner by responding negatively to question 54 "It would be a better world if everyone looks like Japanese", while answering positively to the question "I respect the values and customs of other cultures." Since none of the items' deletion under *Ethnocentrism* would have improved the scale adequately, this factor is excluded from all other analysis.

The alpha value for the other scale, *Instrumentality-prevention*, was also lower than the threshold $\alpha=.70$ ($\alpha=.67$). This insufficient internal reliability of this group of items may be related to the considerably low mark on the fifth item of this scale, "Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner." The students might have felt reluctant to response positively to this question. In fact, one of the interviewees commented as follows.

I don't think that you "HAVE" to be skilled in English. Of course, it is a great advantage to have proficiency in English. However, English is not the only subject that we study. You can demonstrate your ability by other subjects you are strong at. (Interviewee K: mid-motivated learner, personal communication, November 17, 2010)

Table 1

Internal Reliability Coefficients of Motivational Variables

	Number of Items	Alpha
Criterion Measures	4	.85
Ideal L2 self	5	.87
Ought-to L2 self	4	.77
Cultural Interest	4	.78
English Anxiety	4	.78
Ethnocentrism	5	.36
Fear of Assimilation	5	.74
Attitudes Toward L2 Community	4	.82
Attitudes to Learning English	4	.86
Instrumentality-prevention	5	.67
Instrumentality-promotion	5	.79
Integrativeness	3	.70
Interest in English Language	4	.79
Linguistic Self Competence	4	.76
Parental Encouragement	4	.76
Travel Orientation	3	.71

It seems fair to say that Japanese university students do not associate one's English competence to one's intelligence as a learner. Although the alpha value of *Instrumentality-prevention*, $\alpha=.67$, is close to the criteria, no deletion of items under this factor would raise the alpha to the sufficient point. Therefore, this factor is also out of consideration in this study.

Result from Quantitative Data

Integrativeness and Ideal L2 Self

The correlation coefficients between the *Ideal L2 self* (i.e. one's ideal self as a user of English) and *Integrativeness* (i.e. one's positive attitude to becoming part of the English-speaking community) was examined, in order to test Dörnyei's (2009) claim, which states that the two factors are highly correlated. According to Dörnyei (2007), when assessing relationships between factors, significant correlation ranges from $r=.30$ to $.50$, and coefficient of $r=.60$ or above is likely to indicate that the two factors measure more or less the same domain (as cited in Taguchi et al., 2009). Table 2 shows the correlation coefficient between *Ideal L2 self* and *Integrativeness* in elementary, intermediate, and advanced-level classes.

The correlation coefficient as a whole was over $.50$ ($r=.56$). As shown in Table 2, there were significant and positive correlations across all three classes. Variance over $r=.40$ is "an exceptionally high figure in motivation studies" (Dörnyei, 2009, p.31). These high

Table 2

The relationship between Ideal L2 Self and Integrativeness

Total	Advanced Class	Intermediate Class	Beginners Class
.56	.50	.70	.56

Note: All significant at $p<.01$ level

correlations demonstrate that the two factors, *Ideal L2 self* and *Integrativeness* cover similar domain. In other words, these high variances might indicate that, as a major factor of motivation to acquire English skills, the students find “integrativeness” of Gardner and Lambert’s (1959) study equivalent to Dörnyei’s (2009) “ideal L2 self”.

This equivalence supports Dörnyei’s (2009) view of ideal L2 self. As one might naturally assume, the members of English-speaking community must be one of the closest resemblances of the learners’ desired L2 self, since those members are the most proficient users of English. If native English speakers are associated as a part of the learners’ self images, the learners’ positive attitudes to become a part of the English community (i.e. integrativeness) would likely be related to their ideal self a English user (i.e. ideal L2 self) (Dörnyei, 2009).

Moreover, Taguchi et al. (2009) and Ryan (2009) reported that “ideal L2 self achieved a better explanatory power toward learners’ intended efforts than integrativeness did” (Taguchi et al., 2009, p.82). To further investigate Dörnyei’s (2009) reframing of ideal L2 self to integrativeness, the correlation of the two factors with the *Criterion Measures* was obtained.

As Table 3 indicates, for all three groups, the *Ideal L2 self* correlates more highly with the *Criterion Measures* than *Integrativeness*. As a whole, although a significant variance ($r=.54$) in the *Criterion Measures* is explained by *Integrativeness*, the *Ideal L2 self* explains a 19% higher variance ($r=.73$). From these results, it could be indicated that ideal L2 self represents a more effective means of students’ motivation to learn English than integrativeness. Hence, Dörnyei’s (2009) re-theorization and replacement of integrativeness with ideal L2 self is justified by these results.

Table 3*The relationship between the Ideal L2 Self, Integrativeness, and Criterion Measures*

	Total	Advanced Class	Intermediate Class	Beginners Class
Ideal L2 Self	.73	.75	.68	.65
Integrativeness	.54	.48	.60	.55

Note: All significant at the $p < .01$ level

The correlations between the *Criterion Measures* and other factors are shown in Table 4. As the table reveals, the *Ideal L2 self* does not only surpass *Integrativeness*, but also stands out as one of the strongest possible indicators of English learning motivation. It is interesting to note that a similar order was found by Ryan (2009), whose questionnaire was one of the resources in creating the current study's questionnaire. *Attitudes to learn English* (i.e. the learners' motivation generated from their present English learning experiences) also marked the highest correlation in Ryan's (2009) study among Japanese learners, followed by *Ideal L2 self*. It appears that one's positive experience in learning English significantly correlates with the learning motivation of Japanese learners, who have little exposure to English other than their learning environment.

Another point of note shown in Table 4 is the finding that *Interest in English Language* (i.e. the learners' interest in the English language as a whole) ranked by far, higher than *Parental Encouragement* and *Ought to L2 Self* (i.e. attributes that a learner feels externally pressured to possess as a user of English), since those two factors were assumed to play a particularly significant role in the Asian learning context, where the influence from family is strong (Taguchi et al., 2009).

Table 4

Motivational Variables ordered according to the strength of correlation with Criterion Measures

	Criterion Measures
Attitudes to Learning English	.77**
Ideal L2 Self	.73**
Interest in English Language	.72**
Linguistic Self Competence	.59**
Integrativeness	.54**
Instrumentality- Promotion	.53**
Attitudes Toward L2 Community	.50**
Cultural Interest	.37**
Travel Orientation	.30**
Parental Encouragement	.24**
Fear of Assimilation	.18*
Ought to L2 Self	.15*
English Anxiety	-.14

*Note: ** $p < .01$, * $p < .05$ level*

Possibly, family might not have such a strong impact on Japanese university students, who are already independent learners. The interviewees in the current study admitted their parents' effect on their English learning, but only at their initial stage:

My parents gave me the first opportunity to learn English. I'm glad that they let me go to English language school when I was in elementary school....But right now, I learn English because I want to communicate with people from other cultures, and my cram school teacher was the one who gave me this idea; not my parents. (Interviewee A: high-motivated learner, personal communication, October 26th, 2010)

It seems that parents do not directly affect university students' motivation to learn English. On the other hand, regardless of their proficiency level, there were interesting points about English language itself that encouraged the learners to engage in English learning as revealed in the quotations below.

When I was at the beginner's level, I got excited about English when I was able to read the words. You pronounce "stand" because the letters are ordered as S, T, A, N, D. Before that, I was memorizing the whole spelling and pronunciation as a set. I was so surprised to find out that you can pronounce the vocabulary, even if you don't understand the meaning of it. (Interviewee A: advanced class, personal communication, October 26th, 2010)

In the self access center, I learned some new vocabularies related to cooking. It was interesting to know how you say those cooking words in English. I got curious and looked up for more new vocabulary. (Interviewee B: intermediate class, personal communication, October 26th, 2010)

I learned that any English sentence can be classified into five types of grammar structures. For example, a simple sentence like "I am Kenji." can be classified as SVC. But even a long sentence of three to four lines could also be SVC. Isn't that interesting? I get excited to figure out those structures! (Interviewee C: advanced class, personal communication, October 26th, 2010)

As the comments above imply, there are many aspects of the English language that attract the learners' attention.

It is also interesting to note that there is significant and positive correlation of Fear of Assimilation (i.e. a sense of threat directed to the learners' own culture by the native English speakers and their culture) with the Criterion Measures. The Japanese university students seem to perceive no conflict between their desire to protect Japanese cultural value and their engagement with English learning. Perhaps, for these students, English is a means

not only to import English-speaking community's cultural values, but also to share Japanese cultural values with those foreign cultural groups. When Interviewee E was asked whether she feels nervous talking to the native English speakers, she referred to the difficulty of explaining Japanese culture in English:

I feel nervous because there is a big difference between Japanese culture and other countries' cultures. When I'm asked by a foreigner about Japanese culture, I am at a loss for an answer. For instance, if a native speaker asks me, "What is *sushi*?", I can only answer that it is rice with vinegar... By talking with foreigners, I realize how blind I am to my country. (Interviewee E: low-motivated learner, personal communication, October 26th, 2010)

As Interviewee E commented, learners do not necessarily go through an identity crisis because of learning English. On the contrary, by learning English and its culture, Japanese learners appear to learn about their own culture too.

Class Difference

The initial aim of this research was to investigate the significance of ideal L2 self for the high-motivated and low-motivated students. Therefore, there was a need to divide the students according to their motivational level. Assuming that the learners' motivation corresponds to their English proficiency level, a one-way analysis of variance (ANOVA) test was conducted to investigate how the factors differ across the classes.

The results are shown in Table 5. Despite the primary assumption, although there was a significant difference between the *Criterion Measures* of advanced and the other two classes, no significant difference was observed between the intermediate and elementary class, $F(2, 183)=8.08, p<.001, \eta^2=.08$. In other words, the students in elementary and intermediate

Table 5*Variation across classes*

	Advanced		Intermediate		Elementary		<i>F</i>	η^2	Sequence ^a
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Criterion Measures	15.25	4.98	13.21	4.30	12.26	3.34	8.08 ***	.08	1,2/3
Ideal L2 Self	19.75	6.07	15.26	5.76	14.78	4.25	15.31 ***	.14	1,2/3

Note. The total score for each factor is as follow: Criterion Measures=24 and Ideal L2 Self=30.

a. Post hoc LSD results. Numbers refer to the classes: 1=elementary class, 2=intermediate class, 3=advanced class and are presented with the lowest value listed first. A comma between the numbers indicates non-significant differences between two variables and a slash indicates significance.

*** $p < .001$ level

classes were equally motivated, while students in the advanced class demonstrated a higher motivation. In addition, the ideal L2 self of the advanced class significantly differed from that of the rest of the two groups, $F(2, 183)=15.31, p < .001, \eta^2=.14$.

Perhaps this single discrepancy can be explained by the characteristic of each class. Most of the students in this research were freshmen. While a large portion of these freshmen were enrolled in the elementary and intermediate class, more sophomores and juniors were enrolled in the advanced class. Generally, these older students are those who were determined to pursue a higher proficiency in English. Such determination naturally requires a high level of motivation. Hence, these students seem to have elevated the average motivational level of the advanced class. The following experience from a sophomore in the advanced class supports this assumption.

When I was a freshman, I procrastinated to challenge myself in English. ...But hearing the efforts that my senior did to improve her English skills, I realized that I had to stop running

away from challenging, if I really want to master English. Such realization and resignation had finally stirred me into learning English. (Interviewee B: high-motivated learner, personal communication, October 25, 2010)

All in all, this result indicates the incongruity between a learner's motivation and English proficiency.

The finding that a learner's motivational level cannot be categorized by one's English proficiency level required a different criterion to divide the learners. As an alternative approach, the *Criterion Measures* served as a barometer to divide the students into different motivational levels (See Table 6). Such categorization has been implemented in other previous studies (Alastair & Britt, 2008; Csizér & Dörnyei, 2005b; Csizér & Lukács, 2010).

Students who were within one standard deviation of the mean were identified as mid-motivated learners. Those students who scored higher than this group (score from 18 to 24) were grouped as high-motivated learners. On the other hand, those students who marked lower (four to nine) were grouped as low-motivated learners. The result of the ANOVA demonstrates that all three mean scores are different (See Table 6). Hence, this sub-division of the participants will be the basis to approach the research questions.

Table 6

Criterion Measures across motivational level

	High		Mid		Low		<i>F</i>	η^2	^a Sequence
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Criterion Measures	15.25	4.98	13.21	4.30	12.26	3.34	326.98 ***	.78	1/2/3

Note: *** $p < .001$ level

a Post hoc LSD results. Numbers refer to the classes: 1= low-motivated learners, 2=mid-motivated learners, 3=high-motivated learners and are presented with the lowest value listed first. A comma between the numbers refers non-significant differences between two variables and a slash indicates significance.

The Significance of Ideal L2 Self

The significance of the ideal L2 self to one's motivation varied among the groups. As Table 7 reveals, *Ideal L2 Self* was the factor that most correlated with the *Criterion Measures* within mid- and high-motivated learners, but not so for low-motivated learners. Actually, for the low-motivated group, *Ideal L2 Self* had no significant correlation with one's motivation. The result from the ANOVA implies that there is a significant difference across the groups for this factor, $F(2, 183)=51.20, p<.001, \eta^2=.36$. It seems that the concept of ideal L2 self gradually increases its importance as one's motivational level increases. This gap of correlation seems to reveal that the factor *Ideal L2 Self* might be qualitatively different among the groups. How this factor differs among the three motivational groups will be examined in the next section.

Other insights provided in Table 7 include (a) the strength of correlation among all groups' motivation for *Attitudes to Learn English* and *Interest in English Language*, (b) the lack of variation between the low and high motivated learners for *Ought to L2 Self*, (c) the lack of variation across the groups for *English Anxiety*, and (d) the lack of variation across the groups for *Fear of Assimilation*.

Table 7*Variation and correlation of motivational factors across motivational level*

	High- Motivated			Mid- Motivated			Low- Motivated			<i>F</i>	η^2	Sequence ^b
	<i>M</i>	<i>SD</i>	<i>r</i> ^a	<i>M</i>	<i>SD</i>	<i>r</i> ^a	<i>M</i>	<i>SD</i>	<i>r</i> ^a			
IL	22.28	4.88	.68** (1)	16.25	4.73	.53** (1)	10.79	3.61	.25 (9)	51.20***	.36	1/2/3
LSC	17.75	3.71	.56** (2)	14.92	2.89	.40** (3)	11.85	3.55	.22 (10)	28.33***	.24	1/2/3
ALE	18.78	2.39	.52** (3)	14.76	3.13	.47** (2)	9.21	2.93	.59** (2)	85.33***	.48	1/2/3
IEL	19.94	3.54	.42* (5)	15.94	3.27	.35** (4)	10.12	2.95	.67** (1)	75.40***	.45	1/2/3
OLS	11.06	4.47	-0.13* (12)	11.31	4.01	.20 (12)	9.18	4.84	.44** (3)	3.30*	.04	1,3/3,2
EA	16.5	4.63	-0.38* (13)	17.54	3.46	-.06 (13)	17.97	4.57	.17 (12)	1.28	.01	3, 2, 1

Note. The total score for each factor is as follows: Ideal L2 Self (IL) = 30, Linguistic Self Competence (LSC) = 24, Attitudes to learn English (ALE) = 24, Interest in English Language (IEL) = 24, Ought to L2 Self (OLS) = 24, and English Anxiety (EA) = 24.

a. Correlation between Criterion Measures. The numbers in the parenthesis refer to the factor's order within each group, according to the strength of correlation. The highest value is presented as 1, and the lowest 14.

b. Post hoc LSD results. Numbers refer to the classes: 1= low-motivated learners, 2=mid-motivated learners, 3=high-motivated learners and are presented with the lowest value listed first. A comma between the numbers indicates non-significant differences between two variables and a slash indicates significance.

*** $p < .001$, ** $p < .01$, * $p < .05$ level

Although ideal L2 self did not appear as a common indicator of motivation, *Interest in English language* and *Attitudes to Learn English* strongly correlated with the *Criterion Measures* among all three groups at .001 level, $r(183)=.42$, $.35$, and $.67$, $r(183)=.52$, $.47$, and $.59$, respectively. Of these two factors, *Attitudes to Learn English* is of extreme significance to all three groups. *Attitudes to Learn English* reflects motives that generate from one's immediate learning situation and experiences. This type of motivation is unique from ideal L2 self, in that the focus lies not in one's future, but in the present success (Clément, et al., 2009). As mentioned earlier, a positive learning environment seems to be specifically important in the Japanese context where English is seldom used outside the EFL classroom. Thus, regardless of one's proficiency level and motivational status, the immediate learning environment seems to have an important role.

There was no significant difference between the *Ought to L2 Self* of less and high motivated groups, $M=9.18$, 11.06 , ($SD=4.84$, 4.47) respectively. However, the *Ought to L2 Self* of the low and intermediate groups differed. In other words, *Ought to L2 Self* reached the highest point when the learner is mid-motivated, but decreases in its influence when the learner is highly motivated. In addition, *Ought to L2 Self* was the third most influential factor for less-motivated students group ($r=.43$, $p<.01$), while for the other two, *Ought to L2 self* was one of the weakest and insignificant factors that influenced their motivation ($r=-.13$, $p<.05$, and $r=.20$). Ought to L2 self is an external pressure that the learners feel "forced" to study English. In the Japanese context, college students may feel pressured to possess a certain English proficiency as a member of society, and might be nervous about job opportunities because of insufficient English ability (Yashima, 2008). The correlation of the *Ought to L2 Self* suggests that this external pressure may be one of the few sources that influence less-motivated students, who might lack valid reasons to learn English. Such

instrumentality was commonly observed among low-motivated learners:

English is not relevant to what I want to do in the future. One of my friends is studying hard. That is like the only thing that pushes me to study English. I'm just thinking to attain English communication skills just enough to survive in the Japanese community. (Interviewee G: low-motivated learner, personal communication, November 1st, 2010)

I study English, just in case if I want to change my career in the future. You know, companies think that it is always better to have those with some skills in English rather than those who have nothing at all. My goal is to become a social studies teacher, and to tell the truth, English has nothing to do with it. (Interviewee J: low-motivated learner, personal communication, November 8th, 2010)

Perhaps, this external pressure continues to play a role in motivating the students up to some point, but loses its significance as other intrinsic rationales influence the learner.

The lack of significant variation across motivational levels for *English Anxiety*, $F(2,183)=1.28$, $\eta^2=.01$, is intriguing, since one might suspect that high-motivated students would feel less anxious to learn English than the other groups. As Ryan (2008), whose participants also demonstrated an absence of significance, describes, "it is almost as if anxiety represents an accepted part of English language learning and use" (p.173). The four items that measure *English Anxiety* all refer to one's uneasiness when talking to native speakers of English. Perhaps, this absence of variation may be explained by the difficulty to assess one's proficiency in English, especially in communication. The following comments from the interviewees imply the difficulty to judge their oral ability in English.

I don't think I will ever be satisfied with my English. My goal is to attain a native-like communication skill, but there is no definite end point or criteria to assess such ability. (Interviewee A: high-motivated learner, personal communication, October 25th, 2010)

I do not know how to evaluate my English skills. Other than my TOEIC scores and grades in EFL classes, there is no way I can see how much I progressed. (Interviewee D: high-motivated learner, personal communication, October 25th, 2010)

I feel nervous to talk with native speakers. I am not sure if my grammar is right, and I can't check it when I'm speaking. (Interviewee E: low-motivated learner, personal communication, October 26th, 2010)

Fear of Assimilation also lacked in significant variation among the three groups, $F(2, 183) = 2.10$, $\eta^2 = .02$. No matter how motivated or unmotivated learners were, the fear of assimilating into other culture remained low. One might interpret this to imply that for Japanese learners, English is no longer a tool to incorporate into other culture, but a means to convey one's own identity and value to others. This assumption lends support to Dörnyei's (2009) view, which emphasizes language as a means not to integrate into another culture, but to engage oneself effectively in the world.

Relations of Ideal L2 Self and Other Motivational Factors

The finding that the impact of the ideal L2 self on one's motivation differed among the groups raised a new question: Are there any differences between what low-motivated and high-motivated groups imagine as one's ideal L2 self? In order to investigate whether the ideal L2 self of the two groups were qualitatively different, the relationship between the *Ideal L2 Self* and other motivational factors within each group was examined (Table 8).

Out of the 12 motivational factors, for the high-motivated learners, three factors, *Instrumentality-promotion*, *Linguistic Self Competence*, and *English Anxiety* indicated a significant correlation with the ideal L2 self, $r(183) = .50$ ($p > .01$), $.72$ ($p > .01$), $-.44$ ($p > .05$), respectively. *Instrumentality-promotion* assesses positive instrumental goals that learners desire to achieve, and *Linguistic Self Competence* considers the learners' beliefs in their

ability to become a skillful user of English. Statistically, *Instrumentality-promotion* and *Linguistic Self Competence* demonstrated a positive correlation with *Ideal L2 Self*, but *English Anxiety* presented a negative correlation. All of these factors also presented a strong correlation for mid-motivated learners' *Ideal L2 Self* at .01 level, $r(183)=.57, .47, -.25$ respectively.

For low-motivated learners, on the other hand, two motivational factors, *Instrumentality- promotion* and *Linguistic Self Competence* correlated significantly at the specified .01 level, $r(183)=.71, .45$. Also, two other motivational factors, *Integrativeness* and *Interest in English Language* strongly correlated at the specified .05 level, $r(183)=.42, .40$, respectively. As one can see, *Instrumentality-promotion* and *Linguistic Self Competence* are

Table 8

Correlation of Ideal L2 Self and Motivational Factors

	High-motivated			Mid-motivated			Low-motivated		
	<i>M</i>	<i>SD</i>	<i>r</i>	<i>M</i>	<i>SD</i>	<i>r</i>	<i>M</i>	<i>SD</i>	<i>r</i>
Instrumentality - promotion	25.09	3.69	.50**	22.88	4.22	.57**	17.42	5.02	.71**
Linguistic Self Competence	17.75	3.71	.72**	14.92	2.89	.47**	11.85	3.54	.45**
Integrativeness	15.25	2.24	.16	13.70	2.86	.46**	10.27	2.88	.42*
Interest in English Language	19.94	3.54	.31	15.94	3.27	.51**	10.12	2.94	.40*
English Anxiety	17.44	3.90	-.44**	16.50	4.64	-.25**	17.97	4.57	-.17

Note: ** $p>.01$, * $p>.05$ level

The total score for each factor is as follows: Instrumentality-promotion=30, Linguistic Self Competence=24, Integrativeness=18, Interest in English Language=24 and English Anxiety=24.

the two strongest factors for both high and low motivated learners. However, despite this similarity, the correlation strength of these two factors varied between the two groups. While *Instrumentality-promotion* is the strongest factor for the low-motivated learners, $r(183)=.71$, *Linguistic Self Competence* was by far the most significant factor for the high-motivated learners, $r(183)=.72$. This subtle difference in order of significance seems to imply that there is a variation among the groups in the image of the ideal L2 self. How the ideal L2 self influenced principally by *Instrumentality-promotion* and *Linguistic Self Competence* differ from each other was investigated through the second phase of this study, the interviews.

Summary of Main Result from Quantitative Data

Through statistical analysis, three major results were attained. First, the ideal L2 self highly correlated with the integrativeness variable. This strong correlation indicates the possibility that these two factors tap into a similar aspect of emotional identification that EFL learners feel toward language learning and the L2 community members. Actually, the current study found that the ideal L2 self was a stronger motivational factor than the integrativeness. This finding, which is in line with Taguchi et al.'s (2009) and Ryan's (2008, 2009) study, and supports Dörnyei's (2009) view that assimilation into another cultural group is not an effective motivational factor to learn English in an EFL situation. Another finding was that the ideal L2 self, although significant to the high-motivated group, was not statistically significant for the low-motivated learners. In contrast, the ought-to L2 self was revealed as one of the influential factors for this group. Finally, two factors, *Instrumentality-promotion* and *Linguistic Self Competence*, demonstrated a strong correlation with the ideal L2 self for all the learners. Of these two factors, *Instrumentality-promotion* showed a stronger correlation for the low-motivated group, but weaker, though significant correlation for the high-

motivated learners. In order to more deeply understand these differences, interviews were conducted.

Result from Qualitative Data

As discussed in previous sections, there were two common motivational factors that influenced the ideal L2 self of the high and low-motivated groups; the *Instrumentality-promotion* and *Linguistic Self Competence*. Although the quantitative data revealed that the strength of *Instrumentality-promotion* and *Linguistic Self Competence* differed between high and low-motivated groups, the data did not describe how the two groups' ideal L2 self differed from each other. The purpose of the interviews is to expand this discussion through qualitative data. In the first part of this section, the relationship between ideal L2 self and *Instrumentality-Promotion* will be addressed. The following section will investigate how the factor *Linguistic Competence* shapes the ideal L2 self of the learners.

Instrumentality-Promotion and Ideal L2 self

Since a series of semi-structured interviews was conducted, the interviewees were asked to answer the same set of questions (See Appendix C). For the first question, "Why are you interested in learning English?", a need to learn English for one's own future career was expressed in almost all the interviewees' responses.

English is now a common language utilized around the world. Since I want to work not only in Japan, but also in other parts of the world, English is an important language for me. (Interviewee B: high-motivated learner, personal communication, October 25th, 2010)

Proficiency in English is strongly required as one's competence in Japanese society. I'm learning English to develop this skill so that I can have an advantage when I hunt for a job.

(Interviewee F: mid-motivated learner, personal communication, November 1st, 2010)

The above comments reveal that for most of the interviewees, English is a tool to obtain their desirable job in the future. Such motivation is traditionally perceived as instrumental (Gardner & Lambert, 1959) or extrinsic motivation (Ryan & Deci, 2000). This instrumental motivation does not represent a learner's desire to be integrated into the L2 community (i.e. integrativeness), nor does it represent the learner's enthusiasm in English learning (i.e. intrinsic motivation). Researchers have considered these two types of motivation as the most powerful. However, as a number of researchers have pointed out, integrative, instrumental, and intrinsic motivations are difficult to distinguish as clear separate concepts. Indeed, Dörnyei (2009) argues that a strong sense of instrumentality can closely be associated with the ideal L2 self, "depending on the learners' degree of internalizing their future images" (Kim, 2009, p.141). Thus, if learners sincerely desire to realize that instrumentally generated L2 self image, that image can be perceived as ideal L2 self. In other words, although instrumentally generated, this image becomes related to intrinsic motivation.

Kim (2009) points out that such internalization can be identified based on the specificity of learners' goal; i.e., serious learners would possess specific goals to realize their future image, even if that image is instrumentally oriented. Unfortunately, since the interviewees in this study were all still freshmen and sophomores, all of them lacked a concrete and structured image of their future career. However, the learners seemed to possess a weak, but to some extent, detailed image of desired English learning outcomes:

My future goal is to work internationally using English. At first I wanted to work in a foreign affiliated company, but I heard from a senior that those companies will make Japanese employees work principally in Japan. That is not a life style I desire to live. So, now I'm thinking of working at a Japanese company like Ajinomoto Corporation and

promote Japanese products around the world. (Interviewee D: high-motivated learner, personal communication, October 25, 2010)

My dream is to become an English teacher in Japanese high school, and that is why I'm interested in studying abroad as a TESOL student. English has been my favorite subject since I was a junior high school student, and I thought it would be best if I could make my own living by using English. (Interviewee C: high-motivated learner, personal communication, October 25th, 2010)

As freshmen and sophomores, these comments from high-motivated learners appear to be specific and illustrate an internalized image of their future, thus legitimate to perceive as ideal L2 self but also to live an enriched life. For these learners, English was more than a tool to promote their future status. The English learning motivation of these learners was still instrumentally oriented, but English was perceived as a valuable tool to promote their professional self. In other words, their ideal L2 self was not shaped wholly by *Instrumentality-promotion*. This perception is clearer when contrasted to less-motivated learners' ideal L2 self.

English is not really related to my future career, but I study English anyways because English is a basic skill required by many companies... and I feel pressure to have such skill in order to gain a job. (Interviewee J: low-motivated learner, personal communication, November 8th, 2010)

As the quantitative data articulated, compared to high-motivated learners, ideal L2 self of the low-motivated group seems to be generally explained by *Instrumentality-Promotion*. For these learners, English was seen as a means to an end. To reach their future professional goals, English is an important tool, but not of necessity to build their personal life styles. In a sense, English is perceived as an essential means of self-realization and self-expression for high-motivated learners. On the other hand, for low-motivated learners,

English is one of multiple means that determines their social status.

Linguistic Self Competence and Ideal L2 Self

Another aspect that the interview phase focused on was the relationship between the learners' linguistic self competence and ideal L2 self. *Linguistic Self Competence* is a motivational factor that reflects the learners' self confidence in acquiring proficiency in English. In the questionnaire, high-motivated learners scored high on this factor ($M=17.75$, $SD=3.71$) as expected, while low-motivated learners scored low ($M=11.85$, $SD=3.55$) which adversely affected their ideal L2 self, as the quotations below reveal.

It would be nice if I could improve my English a little bit more... just enough to ask for directions when I travel to another country. (Interviewee G: low-motivated learner, personal communication, November 1st, 2010)

There are foreigners in Japan who cannot speak Japanese in proper sentences, but recite vocabularies to make themselves understood. Likewise, we can communicate with each other without being perfect speakers of English. My goal is to maintain my ability to speak broken, but understandable English. (Interviewee H: mid-motivated learner, personal communication, November 2nd, 2010)

When someone asks me in English, and if I can come up with an appropriate vocabulary to reply that question, that would be perfect for me. (Interviewee J: low-motivated learner, personal communication, November 8th, 2010)

In one sense, these learners may possess linguistic self confidence to realize their ideal L2 self, since their expectations for their ideal L2 self are limited. However, since these learners perceive their capabilities as limited in terms of their English acquirements, these low-motivated learners still lack self-confidence. For such learners, it would be difficult to

imagine themselves as effective users of English.

Interestingly, the interview data also revealed that the high-motivated learners seemed to possess two types of ideal L2 self. The first ideal L2 self of the high-motivated learners was a native-like, highly skilled posture, distant from the actual level of the learner.

I think my English at present is equivalent to the kindergarten level of native English speakers. My goal is to attain the English language proficiency of adult level. (Interviewee A: high-motivated learner, personal communication, October 25th, 2010)

I want to be able to work in a place where I can communicate and work on even ground with foreigners... I have not even reached 600 in TOEIC, but that is my biggest dream for now. (Interviewee B: high-motivated learner, personal communication, October 25th, 2010)

I want to be just like a native English speaker... who can compete against educated class speakers. (Interviewee C: high-motivated learner, personal communication, October 25th, 2010)

I still need to study harder...to be recruited by some of the top global companies around the world. (Interviewee D: high-motivated learner, personal communication, October 25th, 2010)

As these statements reveal, the ideal L2 self for the high-motivated learners far exceeds their current abilities. Apart from this goal to improve their English up to native level, the high-motivated learners seemed to envision another ideal L2 self. Compared to the native-like ideal L2 self, this second type of ideal L2 self lacked in proficiency. Nevertheless, this second type of ideal L2 self has a closer level of proficiency to the learners' present level. Therefore, this ideal L2 self was more concrete, tangible, and authentic to them. The high-motivated learners seemed to perceive this second type as an objective to reach a "near-native" ideal L2 self. The following comments from the same interviewees as above, portray such an

ideal L2 self.

I admire my English teacher in the cram school. He was fluent in English and taught me various ways to learn English. I want to be like him. (Interviewee A: high-motivated learner, personal communication, October 25th, 2010)

In university, I had an opportunity to listen to a lecture of a business woman working in a global company. She is a graduate of this university. This graduate improved her English by going to the self-access centers every day. She is my ideal model for now. (Interviewee B: high-motivated learner, personal communication, October 25th, 2010)

Before I came to this university, I read about a Soka student who was awarded from the university for four years in a row for her performance in English. She passed the SA level of the UN Association's Test of English, scored high scores on TOEIC and TOEFL, and so on. Don't you think that I can be the top hero of this university if I could go beyond her skill? My ultimate goal is to acquire English competence capable to compete against the educated class. Definitely, I want to go beyond her level during my life in university. (Interviewee C: high-motivated learner, October 25th, 2010)

This year, I had a chance to participate in an exchange program with the University of Hong Kong. I was astonished at how Hong Kong high school students could make an effective, detailed presentation in English. I couldn't help feeling the gap between my skill and their skill... My challenge for now is to fill in this gap, and this has been my source of motivation. (Interviewee D: high-motivated learner, October 25th, 2010)

It is clear from the above statements that the high-motivated learners perceive this second type of ideal L2 self as a necessary step to realize their ultimate goal. Indeed, the combination of these two types of ideal L2 self appears to be effective. If the learners only envisioned a native-like ideal L2 self, their goal would be too distant from their present level of English proficiency, and therefore, lack in authenticity. On the other hand, their ideal L2 self would be limited if the learners had only aimed to realize the second type. In such a situation, the learners' motivation would be temporary and decrease once that ideal L2 self is

accomplished. When combined together, the second type of ideal L2 self provides a concrete, tangible and authentic process to realize the native-like, desired self. In other words, the learners' confidence that their English would improve through efforts encourage them to visualize themselves as a master of English. Interestingly, all the high-motivated learners in this interview session had an encounter with a model of their ideal L2 self. This encounter seemed to provide a concrete, specific, and realistic objective for the learners. As Csizér and Dörnyei (2005b) point out, the learners' ability to form a salient vision of self as an effective user of L2 influences the strength of learners' motivation. Accordingly, a contact, either direct or indirect, with an admirable ideal L2 self model is a key to enhance English learning motivation. In conclusion, as the quantitative results indicate, linguistic self-competence better explains the ideal L2 self of higher-motivated than low-motivated learners.

Learning Experiences and Ideal L2 Self

Through the interviews, the relationship between students' learning experiences and motivation was further examined. The result from the quantitative data indicated a significant influence of *Attitudes to Learn English* on the *Criterion Measures*. In other words, regardless of the learners' motivational level, English learning experience played an important role in motivating Japanese university students. Through the interview, the participants demonstrated some interesting patterns considering this relationship. First, to the question "What is your most pleasant memory as a language learner?", students at all motivational levels referred to their successful experience in communication.

I felt proud when I was able to communicate in English and make friends with the overseas students in the self access center of this university. At first, I was so anxious that my English would not be understood, but now I feel proud that I was able to make good

relationships. (Interviewee D: high-motivated learner, October 25th, 2010)

In high school, I went to on a field trip to Okinawa. Since we saw many U.S. servicemen, my friends and I decided to dare ourselves to ask the time. Since we were really nervous, we asked a serviceman from his back, what time is it... And to our surprise, that man looked back at us and replied! I never had imagined that our poor Japan-English learned in school would ever be understood by native speakers! That was the most exiting and happiest moment I ever had. I was able to enjoy English! (Interviewee E, personal communication: low-motivated learner, October 26th, 2010)

I have very fond memories of my time spent with Australian students. When I was in high school, some Australian high school students came to visit our school... My English was poor, and I was only able to speak broken English, but I tried to do my best. Fortunately, I was able to talk with those students... They understood me! (Interviewee F: mid-motivated learner, personal communication, November 1st, 2010)

It's really fun when you know you can listen and understand what the other person asks and responds to you. (Interviewee J: low-motivated learner, personal communication, November 8th, 2010)

It seems that their effectiveness in interactive discourse is of paramount importance for Japanese English learners. Due to the Japanese social context, learners have limited opportunity to test their oral proficiency, and therefore, lack confidence in their English speaking proficiency. Indeed, most of the interviewees expressed their surprise in their ability to function in an English conversation.

Despite this commonality, for the question, "What is your most unpleasant memory as a language learner?" low and high-motivated learners shared different experiences. On one hand, low-motivated learners tended to recall their middle and high school English classrooms as negative learning experiences.

My middle school teacher made us memorize everything in English. At first, I thought

that was how you acquire English skills, so I just kept on memorizing the textbook and grammar as the teacher instructed. But I found that I had gained no skills of English when the entrance exam season came... That was when I started to lose my motivation, and feel helpless in learning English. (Interviewee G: low-motivated learner, November 1st, 2010)

In high school textbooks, the context was not communicative. Sentences were THE SENTENCES. I hated those explanatory narratives because they were hard to translate in Japanese. Anyway, the sentences were still boring, even after I translated them. When there were more than three unknown words in a sentence, I felt helpless. (Interviewee J: low-motivated learner, personal communication, November 8th, 2010)

On the other hand, for high motivated learners, their positive learning experiences were at the same time negative experiences in English learning.

My pleasant memory is at the same time an unpleasant memory. By talking with foreigners, I realized how unskilled I was in English. I felt frustrated, and I promised myself to improve my skills until the next time I talk with native English speakers. (Interviewee B: high-motivated learner, personal communication, October 25th, 2010)

There was happiness and feeling of achievement when I was able to make myself understood in English. However, when there was a part that I could not express my opinion properly, I felt really disappointed. I thought that there is no way that I can leave myself with such a poor proficiency. (Interviewee D: high-motivated learner, personal communication, October 25th, 2010)

It is noteworthy that the high-motivated learners were transferring their frustration and uneasiness into English learning motivation. For high-motivated learners, a miscommunication with native speakers was not only a moment of disappointment, but a valuable lesson to find their point for improvement. Having known where to improve, the learners were motivated to develop their English skill even more.

These two kinds of negative learning experiences seem to influence the ideal L2 self quite differently. In case of low-motivated learners, the negative learning experiences appear to have led the learners to believe that the high-skilled L2 self is impossible to achieve. From their classroom experience, the learners relinquished confidence and motivation to acquire English competence. As the comment below explains, from the sense of helplessness and incompetence as users of English, these learners were only capable to illustrate a limited ideal L2 self because of their lack of skills.

At any rate, I don't have confidence in my English. I am thinking of taking TOEIC to give myself some comfort... but after all, I don't think I can ever become a fluent English speaker. (Interviewee G: low-motivated learner, personal communication, November 1st, 2010)

In contrast, the negative learning experiences that high-motivated learners reported did not completely thwart their attempt to improve their English skills. Although frustrating, there was a sense of satisfaction in having contributed to a discourse with a native English speaker.

Whenever I speak with native English speakers, I get upset that my English is still poor and unnatural. But I also find myself closer to the native speakers' level. (Interviewee A: high-motivated learner, personal communication, October 25th, 2010)

The above comment from the interviewee implies that the learner believes in his potential as an effective English language user. Such belief is in marked contrast to the low-motivated learners who have underestimated their potentialities. Thus, from their learning experiences, high-motivated learners anticipated an ideal L2 self with high, near-native proficiency. All in all, what learners focus on as negative learning experiences seem to effect

the learners' motivation and ideal L2 self in very different ways.

Summary and Discussion

Based on the questionnaire and interviews, this study investigated the ideal L2 self of Japanese university students. The first aim of the study was to reconfirm the effectiveness of the L2 Motivational System in the actual Japanese learning context. Similar to the previous studies on ideal L2 self (e.g. Csizér & Dörnyei, 2005b; Taguchi et al., 2009; Ryan, 2008, 2009), the present study disproved the traditional view that integrativeness, or desire for identification with the L2 community, is the key component of language learners' motivation. Consistent with Dörnyei's (2009) argument and results from the previous studies (c.f. Taguchi et al., 2009; Ryan, 2008, 2009), the current study found a significant correlation between ideal L2 self and integrativeness. This result demonstrates that the two factors are tapping into a similar domain of the learners' identification. Moreover, the data revealed the ideal L2 self as a stronger indicator of English learning motivation than integrativeness. In other words, the role of English language for Japanese university students was not to fill in the gap between the target community and themselves, but to "reduce the perceived discrepancies between the learner's actual and possible self" (Csizér & Dörnyei, 2005b, p.29). In fact, most of the participants' ideal L2 self was linked to their future career, either related or non-related to the global context. One might argue that such an instrumental motivation could not be powerful, but as Csizér and Dörnyei (2005b) argue, it is natural that the learners desire their future self to be "not only personally agreeable, but also professionally successful" (p.29). This result is in line with other previous studies (Csizér & Dörnyei, 2005b; Ryan, 2008, 2009; Yashima, 2000, 2009) that identified the learners who were both extrinsically and intrinsically motivated as the most motivated learners. All in all, the concept of ideal L2 self appeared to

be applicable to the Japanese EFL contexts.

Secondly, the present study examined the impact of ideal L2 self on different motivational groups. The study found that one's ideal L2 self was powerful in motivating the high- and mid-motivated learners. However, for low-motivated learners, such an image was not a significant motivational factor that drove them to strive in their English studies. This finding led the researcher to further investigate whether there were any discrepancies between the ideal L2 self of high- and low-motivated learners.

From the statistical analysis, two motivational factors, *Instrumentality-promotion* and *Linguistic Self Competence* appeared as common factors that influence the ideal L2 self of the learners, regardless of their motivational level. Despite this commonality, however, the ideal L2 self of high- and low-motivated learners differed. Compared to low-motivated learners, there was a wider gap between the high-motivated learners' actual and ideal L2 self. The high-motivated learners aimed to possess near-native skills, while low-motivated learners envisioned an ideal L2 self close to their present proficiency. Low-motivated learners seemed to doubt and underestimate their ability to attain English skills, and therefore, had lower expectations concerning their ideal L2 self. Arguably, because of this similarity between the current situation and the ideal L2 self of the low-motivated learners, less effort is needed to realize their ideal L2 self. These learners would not likely invest their time and effort to learn English, if not much change could be expected.

While a sense of trust in one's linguistic competence was absent from the low-motivated group, such a belief was salient in high-motivated learners' ideal L2 self. In fact, the learners' belief in their ability to progress seemed an important attribute in the ideal L2 self of high-motivated learners. Apart from their ultimate ideal future vision, high-motivated learners appeared to envision a more competent, concrete, and successful L2 self. This second

type of ideal L2 self was a tangible objective that the learners must pass through to attain their desirable level of English. Interestingly, every high-motivated interviewee had some kind of encounter with a person that served as a model of this second type of ideal L2 self. Hence, by forming this feasible L2 self, high-motivated learners seemed to provide themselves a realistic step by step process to realize their ultimate ideal L2 self. Such a strategy would not take place if the learner believed that the mastery of English was an impossible task.

This phenomenon is similar to the concept of self-fulfilling prophecy (Merton, 1968). That is, a prophecy or expectation about future events alters a person's behavior and action in a conscious or unconscious way, and therefore causes itself to become true. In the case of the current study, high-motivated learners expected themselves to become proficient users of English in the future, and that high expectation led them to devote their utmost effort to achieve the best result. On the contrary, low-motivated learners expected little from their future. That belief hindered their efforts to learn English.

Based on these considerations, linguistic self competence appeared as a vital factor in motivating the students to learn English, and forming their strong ideal L2 self. Despite the narrow gap between actual and ideal L2 self, low-motivated learners' doubt about their ability to progress inhibited them to further challenge their English learning. In turn, although a wide gap was left between the actual and ideal L2 self, belief in one's competence supported the high-motivated learners to continue their efforts. Thus, the proximity between one's present self and desired future self was not significant. Rather, the degree to which learners believe in their potentiality encouraged their attempts to fill in any kinds of discrepancy between the present and desired self.

One might wonder from where this difference of linguistic self competence between the learners is generated. Among a number of possibilities that could be hypothesized, in this

study, students' learning experience appeared to significantly affect linguistic language competence. Since participants of this study were all Japanese and learned English in the Japanese educational context, every student has undergone a more or less similar EFL experience. Through the interviews of the current study, it was revealed that the low-motivated learners identified their most negative learning experience with this Japanese EFL experience. As many researchers and teachers argue (e.g. Amaki, 2008; Berwick & Ross, 1989; Elwood et al., 2008; Gorsuch, 2000; Murphey & Sasaki, 1998; Yoshida, 2003), Japanese secondary English education is designed to focus on preparing the students for the nationwide University Entrance Examination Center test. Based on the score of this test, students compete for a limited number of positions in prestigious universities (Berwick & Ross, 1989). Because these exams are paper-based, grammar-centered, and knowledge-focused, student spend their school years memorizing grammar principles and vocabulary that would be tested in these exams. According to Morrow (1987) and Smith (2000), some of these exams are even difficult for native speakers of English. Of course, in such a situation, EFL teachers cannot consult the students to determine an appropriate teaching approach that suits their level. Rather, the teachers' task is to cover a considerable amount of English grammar and vocabulary before the entrance examination. Hence, under the Japanese educational system, one cannot be freed from demeaning evaluation if certain knowledge has not been acquired at a certain pace. Accordingly, those students who cannot meet this expectation will be labeled incompetent. For instance, the interviewees of this study reiterated the burden of vocabulary memorization. Since vocabulary knowledge is related to listening, reading, and grammar, in order to demonstrate their ability, students had to memorize an extensive amount of vocabulary. Since English is a step by step process, students who cannot keep up with this pace will find the assigned quota harder to catch up with as time goes by.

Categorized as incompetent learners, these students will eventually lose confidence.

Although all the students have undergone these test-oriented EFL classrooms, high-motivated learners perceived communication with foreigners as an unpleasant though motivating learning experience. The learners expressed their frustration and disappointment when successful communication could not take place. By experiencing the difficulty of conveying meaning to the native speaker, the students felt ashamed of their insufficiency in English. However, unlike the experience in EFL classrooms, there was a sense of accomplishment in this interaction. Compared to examination preparation, learners were able to negotiate meaning, in spite of their low comprehension level. In other words, students were not left with a sense of incompetence; as a result, the learners felt a sense of satisfaction to have contributed to the discourse. Here, the learners' competence is not totally neglected. To conclude, opportunities to challenge themselves to use authentic English skills promote students' confidence and motivation to realize their ideals as skillful English users.

The Japanese government's current policies to promote communicative approaches appear to offer optimal learning opportunities for students to develop positive ideal L2 self. Since 1989, the Course of Study, which is an official curriculum guideline, has shown a shift from traditional grammar-centered practices to communication-focused teaching (Ministry of Education, Culture, Sports, Science, and Technology, MEXT, 1989, 1999). Through this Course of Study, three Oral Communication courses were introduced into high school curriculum. Moreover, in 2003, MEXT presented a plan to produce Japanese citizens who are capable to function effectively in international settings (MEXT, 2002). Indeed, to achieve this goal, the ministry has approved 11 hundred million yen (about 10 million dollars). Within this budget, native English teachers were hired and intensive teacher training was provided.

Despite the strong encouragement from the government, however, the vast majority

of the entrance examinations still test discrete grammar points and translation items (Brown & Yashima, 1995). Since these entrance examinations are used to assign students to rank-ordered high schools and universities, EFL teachers are reluctant to implement communicative approaches. In Patek's (1996) interview study, Japanese EFL teachers admitted the difficulty of changing the traditional grammar-centered approach, even after their training programs on communicative methods. Due to the relationship between the students' pass rate of high-ranking schools and teachers' success (Buck, 1988), Japanese educators have no choice other than to focus on the language construction which will prove most valuable in exams. In fact, through survey and observation in one Japanese prefecture, Taguchi (2005) found that most Japanese high schools implanted listening and dialogue practice in the Oral Communication courses. Creative activities for negotiation of meaning, such as role play, were rarely focused on. Taguchi (2005) also reports that grammar and vocabulary instruction was the third most typical activity in these Oral Communication courses. As Doyon (2000) points out, in EFL classrooms, Japanese students tend to be engaged in listening and learning, but not in speaking. Obviously, there is a conflict between the plan of Japanese educational authorities and the realities of Japanese EFL education in junior and senior high school. The results of the current study indicate that unless the absence of communicative approaches is corrected, there is rare opportunity for the Japanese students to develop a potent ideal L2 self.

Pedagogical Implication for EFL Teachers

Based on the results of the current study, two implications for the Japanese EFL context will be addressed in this section. The first implication emphasizes the importance of communicative activities. Communicative learning experience seems to be a promising factor

that encourages the learners to envisage a potent ideal L2 self. Another suggestion is to provide the Japanese learners with opportunities to interact with successful non-native English users. Meeting with someone who is an effective English user encourages the learners to form a concrete, authentic, and positive ideal L2 self.

In the current study, the ideal L2 self appeared as a significant motivational factor for the high- and mid-motivated learners, but not for the low-motivated learners. However, the learners' immediate learning experiences correlated highly with all the learners' motivation, and what is more, those experiences were related to the perception of the ideal L2 self. While the test-oriented EFL classrooms in Japanese high schools have instilled an ideal L2 self with limited possibilities for the low-motivated learners, communicative opportunities have offered opportunities for the high-motivated learners to develop a positive ideal L2 self. These results embrace the possibility that communicative learning experiences can develop a positive ideal L2 self for low-motivated learners and thus, elevate the level of their English learning motivation. The following remark from a low-motivated learner supports this view.

I thought I was really poor at English, because I was not able to memorize all those vocabulary that the high school teacher assigned us to remember. I always had a strong, negative impression toward English. But the class style has changed in university. I gained a little confidence from my university EFL course. (Interviewee I: mid-motivated, personal communication, November 2nd, 2010)

The interviewee explained that she was able to realize her ability to speak English through her university EFL course. Thus, these results imply that various communicative opportunities could be beneficial in Japanese high school EFL classrooms.

The effectiveness of communicative activities for Japanese English learners is also

reported by a number of researchers. Through their research on motivation of Japanese teenagers, Shimizu et al. (2004) found that quantity of communication contributed to enhancing the degree of motivation to use English. Elwood et al. (2008), who asked Japanese university students to reflect on their EFL experiences in secondary education, shared similar results. In their study, Elwood et al. (2008) detected a decrease in the number of positive opinions and increase in negatives from junior high school to senior high school. The learners in this study preferred EFL lessons in junior high school, where there were limited, but more chances to communicate in English.

Despite this positive effect, in Japan, few are fortunate enough to have such a communicative experience. For example, compared to Korean high school students, Japanese students barely use English in their daily lives in all four fields: listening, writing, hearing, and speaking (Benesse Educational Research & Development Center, 2007). One might argue that such a situation is inevitable in a monolingual nation like Japan, where native English teachers are limited in number.

However, there are ways to increase the chances to speak English, even if access to native English teachers or Assistance Language Teachers is not available. For instance, EFL teachers can task the students to talk to a foreign tourist in English. In fact, one of the interviewees in the current study expressed her satisfaction in talking to a foreign tourist.

I was asked directions by a foreign tourist. Maybe he was French ... Anyway, I tried all my best to show him the direction. My English was horrible, and I used a lot of gestures, but after a while, he understood me. I felt sorry for him that it took me a lot of time to explain, but I also felt proud of myself for making myself understood in English to a foreigner. (Interviewee I: mid-motivated, personal communication, November 2nd, 2010)

The above comment implies that even a conversation with a non-native English speaker could

raise the learners' linguistic self confidence.

Another suggestion is for Japanese English teachers to increase the amount of English used in the classroom. A number of studies have empirically tested the influence of teachers' language on students' motivation. For instance, Murphey and Sasaki (1997) found that the Japanese English teachers' use of English inspired the students to study more outside the classroom (as cited in Murphey & Sasaki, 1998). Unfortunately, according to Murphey and Sasaki (1998), over 90% of Japanese English teachers' talking time is in Japanese. In addition, the amount of English used in the classroom declines even more, as the entrance exam season approaches (Murphey & Sasaki, 1998). The extensive use of English could be improved by simple practice, such as asking students easy questions. As Elwood et al. (2008) concur, "watching their teacher ... use language with the expectations on them to follow suit will increase their desire to engage" (p.232) in English learning.

One might also doubt the availability of communicative opportunities in the actual Japanese secondary education situation, where the primary focus of EFL is on preparing the students for the entrance examination (Amaki, 2008; Elwood et al., 2008; Gorsuch, 2000; Murphey & Sasaki, 1998; Yoshida, 2003). Although the educational guidelines, the Course of Study, advocated by MEXT, instruct EFL teachers to consider oral communication courses, "changing the names of the courses did not change the primary responsibility of teachers: to get student into good colleges" (Murphey & Sasaki, 1998, p.22). As Gorsuch (2000) points out, due to the pressure from both institutional and classroom levels, Japanese English teachers subsume the Course of the Study into the dominant culture of entrance exam preparation. Because English speaking ability is not tested in the entrance exam, little attention is given to aural skills (Murphey & Sasaki, 1998) while grammar and memorization are valued (Yoshida, 2003).

The importance of grammar is undeniable. In fact, Elwood et al. (2008) reported that some of their participants appreciated the emphasis on grammar. The university students of the current study also recognized grammatical competence as an important ability to communicate successfully in English. Regardless of their motivational and proficiency level, a great proportion of the learners cared if their grammar was correct when talking to the native English speakers. The problem, therefore, is not the focus on grammar, but how the grammar is approached.

The teacher made us memorize many grammatical principles. He always emphasized the frequency of these principles in the entrance exam. I got sick of memorizing those principles, but I had no choice. I just had to dump whatever the teacher says in my head. That made me hate English. (Interviewee H: mid-motivated, personal communication, November 2nd, 2010)

I had to memorize tons of vocabulary and grammar points in high school...The teacher gave us a quiz every week... I felt guilty and helpless about myself when I could not memorize them. (Interviewee I: mid-motivated, personal communication, November 2nd, 2010)

As the above comments indicate, excessive emphasis on memorization causes an impoverished view of language learning and language competence. Hence, implementation of communicative activities is suggested.

A sudden shift of class style, of course, may confuse the students. The probability of students' incomprehension is one of the main reasons that inhibit Japanese EFL teachers from implementing communicative activities (Murphey & Sasaki, 1998). Teachers are concerned that students would be frustrated by not understanding the spoken English and thus be discouraged to learn English. However, the current study found that high-motivated

learners were those students who appreciated such negative feedback. Through imperfect, but successful English communication, it seemed that the students were not only able to recognize their weak points, but also recognize their intelligibility. Such recognition appeared to encourage the learners to further pursue English.

To ensure that the students are not completely discouraged, EFL teachers can offer feedback that is referential to the students' further learning. Teachers can comment on the grammatical points, pronunciation, and attitude toward speaking English. According to Noels, Clément, and Pelletier's (1999) findings, this informative feedback from the teachers enhances the learners' intrinsic interest in learning English. In addition, to avoid extensive frustration and incomprehension, it is suggested that the teacher implement communicative activities in an incremental manner (Murphey & Sasaki, 1998). EFL teachers can start with simple greetings, classroom instructions, and short remarks in English. By gradually experiencing aural communication in English, the students will possibly gain confidence, which consequently instills a competitive ideal L2 self.

The current study also suggests providing the learners with various chances to encounter effective models of non-native English users. Interestingly, every high-motivated learner in the current study's interviews had some kind of contact with a competent, non-native user of English. The ultimate goal of the high-motivated learners in the current study was to reach a near-native level, which was higher than those competent English users. Nonetheless, the learners admired these users as professionals who had arrived to a point where the learners desired to be in the near future. For the learners, the effective English users were achievable target models who can be directly reflected as their desired ideal L2 self. In other words, students perceived the effective users as their potential future selves and were motivated about that potential (Murphey & Arao, 2001). As Al-Shehri (2009) advocates, the

strength of motivation is dependent on the learners' capability to develop a vivid image of a skillful ideal L2 self. Thus, the EFL teachers can motivate the learners by setting up opportunities for the learners to be exposed to some real, successive English users that the learners can identify themselves with.

Out of many non-native, effective English users that the EFL teachers can introduce to the learners, there is a considerable value in focusing on the relationships between *sempai-kohai* (senior-junior). In Japan, *sempai-kohai* relationships are one kind of group organization that form basis of the society (Feldman, 1997) and school life (Le Tendre, 1999, as cited in Brown, 2008). Traditionally, a senior will try to provide benefits and support to the junior, while a junior will show deference to such senior (Feldman, 1997). Murphey and Arao (2001) suggest that a learner can benefit from role models like these seniors, who share similar backgrounds and who juniors can respect and admire. The following comment from an interviewee demonstrates such benefit.

In a university course, I had an opportunity to listen to a *sempai*'s lecture. She is a business woman who now works globally in Panasonic.... It was amazing to hear how she made use of the self-access centers in the university. She shared with us her university learning style, and I thought it was really effective. She is my ideal model for now.... I'm trying to improve my English by doing what she has done in her college life. (Interviewee B: high-motivated learner, personal communication, October 26th, 2010)

As Interviewee B explained, the senior did not only present an achievable model, but had rich learning experiences that the junior can directly relate to her English learning. Because of the similar educational background shared with the juniors, seniors can afford valuable and adaptable examples of English learning strategies. Murphey and Arao (2001) point out that EFL teachers have many options to provide a role model, such as telling stories about

effective learners, making newsletters, videoing, and sharing language learning histories.

If access to professional English users outside the school is difficult, Japanese English teachers themselves could serve as models of effective English users. Acknowledgement of non-native English teachers as a model of positive English users has been increasing (Brown, 2008). As Cook (1999) states, non-native teachers can show various uses of English and therefore act as role models of successful English users for the students. Sharing similar cultural and linguistic backgrounds, Japanese English teachers can be sympathetic to the problems and difficulties that the students face when learning English. In his study, Brown (2008) observed such a positive effect of non-native teachers. For a listening and discussion activity for a university English course, Brown (2008) recorded nine non-native faculty members' interviews on video. The faculty members were asked to speak in English about topics from the English curriculum. The students' reactions to the video were unanimously positive. Impressed with how proficient the professors were in English, the students perceived the teachers as a new achievable goal. Teacher's contribution to the students' motivation and self-confidence was also reported from Interviewee A in the current study.

I admire my English teacher in cram school. He did not encourage me directly or taught us about the importance of acquiring English ability, but his English speech was incredible and impressive. As I heard him talk in English several times, I started to think that if that teacher can do it, I could do it too. (Interviewee A: high-motivated learner, personal communication, October 26th, 2010)

As Interviewee A has noted, a non-native teacher can offer an attainable goal for English learners. Such a role may not be taken by the native teachers, who are too distant from the level of the learner. Hence, non-native teachers are also potential models who can cultivate

students' beliefs in themselves to achieve a successful ideal L2 self.

Conclusion

The ultimate aim of the current study was to compare the ideal L2 self of high- and low-motivated learners from both quantitative and qualitative approaches. Based on the Japanese university students' responses to the questionnaire and interview, five main conclusions were drawn from the current study. First, the L2 Motivational Self System proposed by Dörnyei (2009) appeared to be applicable to Japanese EFL context. The motivational factor ideal L2 self clearly represented a more effective indicator of English learning motivation than the factor integrativeness, which was traditionally perceived as the principal force for language learning. In other words, Japanese university students learned English not from a desire to close the gap between themselves and the L2 community, but to close the discrepancy between themselves and their desired future. The current study also found the ideal L2 self influential for the high- and mid-motivated learners, but not so for the low-motivated learners. Instead, the learners' immediate learning experience was an effective indicator of motivation for all the groups. In Japan, where access to English speaker is limited (Yoshida, 2003), this experience would be principally in the EFL classrooms. Thirdly, low-motivated learners tended to envisage an ideal L2 self close to their present English competency. Compared to the high-motivated learners' ideal L2 self, the low-motivated learners' ideal L2 self was incompetent and unskilled. Moreover, the low-motivated learners seemed to mistrust their ability to go beyond that level. In addition, the current study identified two ideal L2 selves from high-motivated learners. Apart from a near-native, distant ideal L2 self, high-motivated learners envisioned a less skillful, yet effective and agreeable ideal L2 self closer to their actual proficiency. Finally, the difference between high- and low-

motivated learners' ideal L2 self seemed to stem from the learners' linguistic self confidence, or belief in their ability to pursue mastery in English. While low- motivated learners had lost their confidence through test-oriented EFL classes in high schools, the high-motivated learners developed their confidence by communicating in English with others. It is therefore suggested here, that EFL teachers provide the learners with various communicative activities and contact with role models who demonstrate effective English communication skills.

Although valid, the above results may not be overgeneralized. The current study was relatively small-scale and concerned only Soka University students in Japan. In addition, the participants were mainly freshmen, who have not seriously considered their future and English use yet. It is possible that learners of different age and different learning environments would present a different ideal L2 self. However, considering that Soka University is a mid-level Japanese university where students of low to high level of English proficiency come from all over Japan, the results of the current study could be regarded as typical.

With regard to possible future research directions, investigation to a more detailed view of ideal L2 self could be pursued. For example, the current study did not focus on the mid-motivated learners' ideal L2 self. If this group's ideal L2 self is carefully considered, the process that the learners take in order to transfer their motivation to action may become clear. Furthermore, because of the insufficient strength of Cronbach's α value, the factor *Instrumentality-promotion*, which measures the learners' sense of obligation to learn English, was not examined in the current study. For a similar reason, the factor *Ethnocentrism* was not considered. Future research could modify the questionnaire and analyze the relationship between these two factors and the learners' ideal L2 self. Nonetheless, it is hoped that the results of the current study will inspire further research on ideal L2 self and be beneficial to the current Japanese EFL context for teachers and students.

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パート2

次のパートは質問形式ですが、パート1と同じ方法で回答してください。

全く そう思わない	1	2	3	4	5	6	非常に そう思う
カレールーが好きですか？	1	2	3	4	5	6	

43. ポップミュージックなどの英語圏の音楽は好きですか？	1	2	3	4	5	6
44. 英語圏へ旅行したいですか？	1	2	3	4	5	6
45. 英語圏の人々の文化や芸術をさらに知るためには、英語学習は大切だと思いますか？	1	2	3	4	5	6
46. 英語の映画は好きですか？	1	2	3	4	5	6
47. 英語圏に住んでいる人々が好きですか？	1	2	3	4	5	6
48. 英語圏の人々のようになりたいたいですか？	1	2	3	4	5	6
49. 英語の雑誌や、新聞、あるいは本は好きですか？	1	2	3	4	5	6
50. 英語圏の人々と知り合いになりたいですか？	1	2	3	4	5	6
51. 英語が好きですか？	1	2	3	4	5	6
52. 英語圏で作られたテレビ番組は好きですか？	1	2	3	4	5	6
53. 英語圏の人々についてもっと知りたいですか？	1	2	3	4	5	6

パート3

パート3はパート1と同じように回答してください。

全く そう思わない	1	2	3	4	5	6	非常に そう思う
54. あらゆる人が日本人のような生活を選べば、もっと良い世の中になると思う。	1	2	3	4	5	6	
55. 今後さらに自分の専門について勉強をしていくためには英語が必要に なると思うので、英語の勉強は大切だ。	1	2	3	4	5	6	
56. 英語の文化的、芸術的価値観は日本の価値観をだめにすると思う。	1	2	3	4	5	6	
57. 自分には英語学習の才能があると思う。	1	2	3	4	5	6	
58. 将来の仕事について考えるときはいつも英語を使っている自分を想像する。	1	2	3	4	5	6	
59. 外国人に英語で道を聞かれると緊張する。	1	2	3	4	5	6	

全く そう思わない	1	2	3	4	5	6	非常に そう思う
60. 英語の資格試験で低い点数を取ったり不合格になりたくないので英語の勉強は必要だ。	1	2	3	4	5	6	
61. 英語を学ぶのは本当に楽しい。	1	2	3	4	5	6	
62. 英語の勉強をして授業のある人間にならなければいけないと、割は強 く思っている。	1	2	3	4	5	6	
63. 国際化が進むと日本の独自性が失われる危険性があると思う。	1	2	3	4	5	6	
64. 英語ができれば国際的に働くことができるので、英語の勉強は大切 だ。	1	2	3	4	5	6	
65. 日本人であることを誇りに思っている。	1	2	3	4	5	6	
66. 得業自分のしたいことをするために、英語が必要となる。	1	2	3	4	5	6	
67. 英語ができないと、できる悪い学生と思われるので英語の勉強は大 切だ。	1	2	3	4	5	6	

パート4

次の項目の□にチェック(✓)をいれるか、空欄に記入してお答えください。

性別 男性 女性

国籍 日本人 外国人

年齢 18 19 20 21 22 23 24 その他:

学年 1年生 2年生 3年生 4年生 5年生 その他:

学部、学科 _____

海外経験 旅行や勉強など、少なくとも計3か月以上英語圏に滞在したことがありますか？

□はい (期間: _____ 間・国名: _____) □いいえ

学籍番号 _____

お代しい所、アンケートにご協力下さり、大変ありがとうございました！
尚、記入頂きました情報は、私の研究に活用する以外、外部へ漏らす事をしていないことをお約束しま
す。

Appendix B

Motivational Factors and Items (Taguchi, et al., 2009)

Criterion Measures

- If an English course was offered at university or somewhere else in the future, I would like to take it.
- I am working hard at learning English.
- I am prepared to expend a lot of effort in learning English.
- I think that I am doing my best to learn English.

Ideal L2 Self

- I can imagine myself living abroad and having a discussion in English.
- I can imagine a situation where I am speaking English with foreigners.
- I imagine myself as someone who is able to speak English.
- Whenever I think of my future career, I imagine myself using English.
- The things I want to do in the future require me to use English.

Ought-to L2 Self

- I study English because close friends of mine think it is important.
- I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
- Learning English is necessary because people surrounding me expect me to do so.
- My parents believe that I must study English to be an educated person.

Parental Encouragement

- If an English course was offered at university or somewhere else in the future, I would like to take it.
- My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).
- My parents encourage me to study English in my free time.
- My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).

Instrumentality -Promotion

- Studying English can be important to me because I think it will someday be useful in getting a good job.
- Studying English is important to me because English proficiency is necessary for promotion in the future.
- Studying English is important to me because I would like to spend a longer period living abroad (e.g., studying and working).
- Studying English can be important for me because I think I'll need it for further studies in my major.
- Studying English is important to me because I can work globally.

Instrumentality (prevention)

- I have to learn English because without passing the English course I cannot graduate.
- I have to study English because I don't want to get bad marks in it at university.
- I have to study English; otherwise, I think I cannot be successful in my future career.
- Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS, ...).
- Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.

Attitudes to Learning English

- I like the atmosphere of my English classes.
- I find learning English very interesting.
- I always look forward to English classes.
- I really enjoy learning English.

Cultural Interest

- Do you like the music of English-speaking countries (e.g., pop music)?
- Do you like English films?
- Do you like English magazines, newspapers, or books?
- Do you like TV programs made in English-speaking countries?

Attitudes Toward L2 Community

- Do you want to travel to English-speaking countries?
- Do you like the people who live in English-speaking countries?
- Do you like meeting people from English-speaking countries?
- Would you like to know more about people from English-speaking countries?

Integrativeness

- Do you think learning English is important in order to learn more about the culture and art of its speaker?
- Would you like to become similar to the people who speak English?
- Do you like English?

Linguistic Self Confidence

- If I make more effort, I am sure I will be able to master English.
- I believe that I will be capable of reading and understanding most texts in English if I keep studying it.
- I am sure I will be able to write in English comfortably if I continue studying.
- I am sure I have a good ability to learn English.

Travel Orientation

- Learning English is important to me because I would like to travel internationally.
- Studying English is important to me because without English I won't be able to travel a lot.
- I study English because with English I can enjoy travelling abroad.

Fear of Assimilation

- I think that there is a danger that Japanese people may forget the importance of Japanese culture, as a result of internationalism.
- Because of the influence of English language, I think the Japanese language is corrupt.
- Because of the influence of the English-speaking countries, I think the moral of Japanese people are becoming worse.
- I think the cultural and artistic values of English are going at the expense of Japanese values.
- I think that as internationalization advances, there is a danger of losing Japanese identity.

Ethnocentrism

- I am very interested in the values and customs of other cultures.
- I think I would be happy if other cultures were more similar to Japanese.
- I respect the values and customs of other cultures.
- It would be a better world if everybody lived like the Japanese.
- I am proud to be Japanese.

Interest in the English Language

- I feel excited when hearing English spoken.
- I am interested in the way English is used in conversation.
- I find the difference between Japanese vocabulary and English vocabulary interesting.
- I like the rhythm of English.

English Anxiety

- I would feel uneasy speaking English with a native speaker.
- I get nervous and confused when I am speaking in my English class.
- If I met an English native speaker, I would feel nervous.
- I would get tense if a foreigner asked me for direction in English.

Appendix C

Interview Questions: Modified Version of Kim's (2009) study

The EFL Motivation

1. Why are you interested in learning English?
2. To what degree are you committed to learn English? Please give examples.
3. What is your goal for learning English?
 - a. What is your goal for learning English today?
 - b. What is your long-term goal for learning English?
 - c. Compared to your goal, how do you perceive yourself at present stage?

Life History

1. What is your most pleasant memory as a language learner? When did that happen? Please describe.
2. What is your most unpleasant memory as a language learner? When did that happen? Please describe.
3. As a language learner, who has been the most influential person? What personal or family incidents have affected you most in your English learning?

Relationships, Social Status and Identity

1. How do you feel about your EFL teacher(s) now?
2. How do you feel about your Japanese EFL classmates?
3. How do they (teachers and classmates) help you to learn English?
4. Do you have specific identity or "voice" when you learn or use English? Does it reflect who you are? (your personal and entire identity)

The Tool Use

1. What tools do you use to help you learn English? How and why do you use them? Please give examples.
2. Do you get any help from the use of internet? If so, please give some examples.

The Participants' EFL Learning Expectations

1. What is your expected English proficiency?
 - a. Among the four areas (i.e., listening, speaking, reading and writing) in English, what is the most needed and important area for you?