

Ideal L2 Selves of Japanese English Learners at Different Motivational Level

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Introduction

For half a century, Gardner and Lambert's (1959) theory dominated a central role in second language (L2) motivation and identity study. Through their quantitative research, the researchers 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 and 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. As many researchers have argued, due to the new role of English as a common global language, the target community with which the learners identify English to is quite obscure (Dörnyei & Ushioda, 2009, Lamb, 2004, 2009; Norton, 1997; Shimizu, Yashima, & Zenuk-Nishide, 2004). Also, integration is not a realistic reason for many English as Foreign Language (EFL) learners to acquire English proficiency (Csizér, & Dörnyei, 2005a; Dörnyei & Ushioda, 2009; Shimizu, et al., 2004; Yashima, 2000, 2009).

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.

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. 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.

I. 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 including less motivated learners as well, 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.

II. 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 emphasized three research questions. The first 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 is 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. The following questions are the central interest of this investigation.

- (1) Is the concept of the ideal L2 self significant for both motivated and less- motivated learners?
- (2) Are there any measureable differences between variables that affect the motivated and less-motivated learners' ideal L2 self? If so, what are the differences?
- (3) How is the ideal L2 self of the motivated and less-motivated learners different? Are there any significant differences?

III. Significance of the Study

The combination of quantitative and qualitative methods may offer deeper insight into L2 motivational studies. Indeed, focusing on less-motivated learners from both qualitative and quantitative perspectives has been rarely applied to Dörnyei's (2009) new framework. By comparing both types of learners' ideal L2 selves and other 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 among Asian countries based on TOEFL scores (Educational Testing Service, 2002; Yoshida, 2003), despite the nation's considerable investment in English education (Elwood, Falout, Hood, & Murphey, 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; Yamamori, 2004). The current study aims to present practical information that language teachers can apply to help motivate the learners in such an EFL situation.

IV. 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 among 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 dimension as one of the seven main domains of these studies. The focus of this paper is in how the individual's identity contributes to English learning motivation. Recently, Gardner and Lambert's (1956) theory which has long argued that integrativeness, or a will to become a member of the L2 community is the most powerful motivational factor, has been questioned related to its ability to generalize the theory to the current English learning contexts. 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 remain. In this literature review, a brief review on the L2 motivation theories and explanation about Dörnyei's (2009) 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 Bybee, Oyserman, & Terry (2006), self-concept "includes both personal and social identities" (p.189). In other words, self-concept refers to identity based on one's belief in oneself and others. 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 an English learner, Schumann (1978) developed an *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. In other words, learners strive to study English in order to meet their desired "self image". 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" (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 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-image 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 not only 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 in L2 learning motivation (Dörnyei & Murphey, 2003). To conclude, given the three components explained above, Dörnyei’s (2009) 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 (Deci & Ryan, 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 (Deci & Ryan, 2000). Arguing that degrees of motivation cannot be viewed discretely, Deci and Ryan (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” (Deci & Ryan, 2000, p.55) which can therefore be equivalent to intrinsic motivation. Combining the questionnaire of Csizér and Dörnyei’s (2002) 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 his 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. The ideal L2 self of this most motivated learner seemed to develop as a tangible goal as the relationship between the native speakers deepened. Hence, his specific goal, or ideal L2 self, played an important role in maintaining his motivation. 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 (Magid 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 (Magid 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 utilize a modified version of Csizér and Dörnyei's (2002, 2005a) survey, Dörnyei's (2009) idea of the ideal L2 self appears valid in various circumstances.

Some 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.

Another important feature of motivated learners is the balance of instrumental and integrative orientation. Referring to the early proposal presented by Markus and Oyserman (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. 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 & Dörnyei, 2005a; Kim, 2009; Lamb, 2009).

The lack of focus on low-motivated learners is another point to consider. 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 & Dörnyei, 2005a). Dörnyei's (2009) framework incorporates what the 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 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.

V. Methodology

1. Quantitative Data Collection and Instrument

The present study was organized into two phases. 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 Magid et al.'s (2009) study. 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.

In total, there are 16 factors categorized in Magid 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 on five major factors discussed in this current study is provided here:

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. Four items, such as "I think that I am doing my best to learn 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.” were asked to the students.

3. *Attitudes to learning English* investigates the learners’ motivation generated from their present English learning situation. In Japan, the learners’ immediate learning experience would primarily take place in the EFL classrooms.
4. *Instrumentality-promotion* assesses positive instrumental goals that learners desire to achieve, such as obtaining a better position in their workplace.
5. *Linguistic Self Competence* considers the learners’ beliefs in their ability to become a skillful user of English.

2. Participants

The questionnaires, which were modified after a pilot study, were distributed to 187 Japanese university students who enrolled in World Language Courses (WLC) classes in Soka University of Japan. Within the WLC, the classes are divided into basic, elementary, intermediate, upper intermediate and advanced in accordance with students’ TOEFL and TOEIC scores. The questionnaires were distributed to 76 elementary, 59 intermediate, and 52 advanced students with TOEFL scores ranging from 380 to 500. 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. 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. The questionnaires were administered during September and October 2010.

3. Qualitative Data Collection and Instrument

The second phase of the study was undertaken through qualitative data collection from interviews. Out of those participants who have shown their agreement through the questionnaires to participate in the interview, 11 representatives were selected as interviewees. In the current study, a modified version of Kim’s (2009) semi-structured interview questions designed for college students was utilized (See Appendix B). 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. The interviewees were also encouraged to talk freely about their English learning experiences.

4. Analysis

The data were then analyzed through SPSS. After the reliability of the questionnaire was measured using Cronbach’s α , the learners were divided into three groups, according to their level of motivation, particularly, the participants’ scores on the *Criterion Measures*. This division served as the basis of this research. The current study analyzed these data quantitatively by using one-way analysis of variance (ANOVA) correlations.

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.

VI. Result from Quantitative Data

1. Significance of Ideal L2 Self

The initial aim of this research was to investigate the significance of ideal L2 self for the high-motivated and low-motivated students. Therefore, the students were divided according to their motivational level. In this current research, the *Criterion Measures* served as a barometer to divide the students into different motivational levels. Such categorization has been implemented in other previous studies (Alastair & Britt, 2008; Csizér & Dörnyei, 2005b). 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, while 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 $F(2, 183)=326.98, p<.001, \eta^2=.78$. Hence, this sub-division of the participants is the basis of the current study's analysis.

The significance of the ideal L2 self to one's motivation varied among the groups. As Table 1 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 insight provided in Table 1 includes the strength of correlation among all groups' motivation for *Attitudes to Learn English*. Although ideal L2 self did not appear as a common indicator of motivation, *Attitudes to Learn English* strongly correlated with the *Criterion Measures* among all three groups at .001 level, $r(183)=.42, .35, \text{ and } .67, r(183)=.52, .47, \text{ and } .59$, respectively. *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. Thus, regardless of one's proficiency level and motivational status, the immediate learning environment seems to have an important role.

Table 1*Variation and correlation of motivational factors across motivational level*

| | Criterion Measures | | | | | | | | | F | η^2 | Sequence ^b |
|----------------------------|--------------------|------|----------------|----------------|------|----------------|----------------|------|----------------|----------|----------|-----------------------|
| | High- Motivated | | | Mid- Motivated | | | Low- Motivated | | | | | |
| | M | SD | r ^a | M | SD | r ^a | M | SD | r ^a | | | |
| Ideal L2 Self | 22.28 | 4.88 | .68** (1) | 16.25 | 4.73 | .53** (1) | 10.79 | 3.61 | .25 (9) | 51.20*** | .36 | 1/2/3 |
| Attitudes to Learn English | 18.78 | 2.39 | .52** (3) | 14.76 | 3.13 | .47** (2) | 9.21 | 2.93 | .59** (2) | 85.33*** | .48 | 1/2/3 |

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

The total score for each factor is as follows: Ideal L2 Self=30 and Attitudes to learn English=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.

2. 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 motivational 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 2).

Out of all the motivational factors, for the high-motivated learners, the factors *Instrumentality-promotion* and *Linguistic Self Competence* indicated a significant correlation with the ideal L2 self, $r(183) = .50$ ($p > .01$), $.72$ ($p > .01$), 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*. Both of these factors also presented a strong correlation for mid-motivated learners' *Ideal L2 Self* at .01 level, $r(183) = .57$, $.47$, respectively.

Table 2*Correlation of Ideal L2 Self and Motivational Factors*

| | Ideal L2 Self | | | | | | | | |
|----------------------------|----------------|------|-------|---------------|------|-------|---------------|------|-------|
| | High-motivated | | | Mid-motivated | | | Low-motivated | | |
| | M | SD | R | M | SD | r | M | SD | R |
| 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** |

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

The total score for each factor is as follows: Instrumentality-promotion=30, and Linguistic Self Competence=24.

For low-motivated learners, on the other hand, two motivational factors, *Instrumentality-promotion* and *Linguistic Self Competence* correlated significantly at the specified .01 level, $r(183)=.71$, $.45$. As one can see, *Instrumentality-promotion* and *Linguistic Self Competence* are 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.

VII. Result from Qualitative Data

1. Instrumentality-Promotion and Ideal L2 self

The purpose of the interviews is to expand the finding in quantitative phase through qualitative data. How the factor *Instrumentality-Promotion*, as well as the factor *Linguistic Competence* shape the ideal L2 self of the learners is investigated. For the first question, “Why are you interested in learning English?”, most of the interviewee referred English as a tool to obtain their desirable job in the future. As the quantitative data articulated, the ideal L2 self of the low-motivated group seems to be generally explained by *Instrumentality-Promotion*. For low-motivated learners, English was seen as a means to an end. However, although instrumentally-oriented, the high-motivated learners’ future self-image was specific and internalized. Moreover, for the high-motivated learners, English is more than a tool to promote their future status. 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*. 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.

2. Linguistic Self Competence and Ideal L2 Self

The relationship between the learners’ linguistic self competence and ideal L2 self was also focused. In the questionnaire, low-motivated learners scored low ($M=11.85$, $SD=3.55$) on the factor *Linguistic Self Competence*, which adversely affected their ideal L2 self. For instance, many low-motivated learners’ goal was to maintain their ability to speak understandable, but broken English. 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.

The high-motivated learners, on the other hand, 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. Apart from this goal, the learners seemed to envision another ideal L2 self with a more limited proficiency. This second type of ideal L2 self was closer to the learners’ present proficiency level. The

following comment from a high-motivated learner portrays these two ideal L2 selves.

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. ...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 self access centers every day. She is my ideal model for now. (Interviewee B: high-motivated learner, personal communication, October 25th, 2010)

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 specific, authentic and tangible objective, which encouraged the learners were able to believe in the realization of that model. In conclusion, as the quantitative results indicate, linguistic self-competence better explains the ideal L2 self of higher-motivated than low-motivated learners.

3. 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, 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. Most of the interviewees expressed their surprise and pleasure in their success to function in an English conversation.

Despite this commonality, for the question, "What is your most unpleasant memory as a language learner?" the learners shared different experiences. On one hand, low-motivated learners tended to recall their middle and high school English classrooms as negative learning experiences. Unable to memorize extensive amount of vocabulary and grammar in those days, the learners relinquished confidence and motivation to acquire English competence. These learners were only capable to illustrate a limited ideal L2 self.

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

VIII. 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 present study was to examine 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. 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 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 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 Pacek'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.

IX. 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.

One might argue that a communicative situation in English is hardly available in a monolingual nation like Japan, where native English teachers are limited in number. Nevertheless, 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,

Japanese English teachers may 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.

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 Clément, Noels, 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 (Arao & Murphey, 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.

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). Non-native teachers can 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. ... His English speech was incredible and impressive. ... 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, four main conclusions were drawn from the current study. First, the ideal L2 self was found 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. Also, the 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. 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. Learners of different age and different learning environments may 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. 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. Nonetheless, it is hoped that the results of the current study will inspire further research on ideal L2 self and benefit the current Japanese EFL context for teachers and students.

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Appendix A

Modified Version of Magid et al.'s (2009) Questionnaire (Japanese)

| | 全く そう思わない | 1 | 2 | 3 | 4 | 5 | 非常に そう思う | | | | | |
|-----|--|---|---|---|---|---|-------------|---|---|---|---|---|
| | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | この主要動詞を続けなければならないというの英語の文章を読み、理解できるよ | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | 自分が外国人と英語で話している状況を想像できる。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. | 英語の影響で日本語が乱れていると思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | 英語の授業で発言をしようとするとき、不安になつたり戸惑つたりする。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. | 大学の英語で悪い成績を取りたくないで、英語の勉強をしなければならぬ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. | 英語を勉強するのはとても面白い。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. | 英語を勉強しないと親が残念に思うので、英語を勉強しなければならぬ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. | 英語ができなければ、旅行があまりできなくなるので、英語の勉強は大切だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | 日本語と英語の単語の違いは面白いと思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. | 英語の勉強に努力を惜しまない。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. | 時間があるときには英語の勉強をするように、と親はすすめている。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. | 自分以外の文化の価値観や習慣を尊重している。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. | 勉強や仕事で海外に長期滞在したいと思っているので、英語を勉強しておくのは大切だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. | このまま勉強を続けたい、将来に英語を働けると思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. | 英語が話せるようになっていっている自分を想像する。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. | 英語圏の国々の影響で、日本人のモラルが低下していると思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. | 英語の勉強の勉強をしなければいけない、そうしなければ、将来仕事で成功できないと思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. | 英語の授業をいつも楽しみにしている。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. | 私が英語を勉強することを周りの人々が期待しているので、英語の勉強は必須だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. | 私は私に、授業の後に海外旅行が楽しみたいから英語を勉強する。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. | 私は私に、授業の後に海外旅行が楽しみたいから英語を勉強する。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. | 私は私に、授業の後に海外旅行が楽しみたいから英語を勉強する。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. | 自分は英語の勉強をがんばっていると思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. | 英語のリズム感が好きだ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |

英語学習に関するアンケート

このアンケートは次のパートから成り立っています。それぞれの指示に従い、回答を記入してください。これはテストではありませんので、「正解」も「不正解」もありません。この調査結果は研究目的のために使われず、正重にお答えください。よろしくお願いたします。

パート1

このパートでは、あなたが次の事項にどの程度共感できるかを、1から6の番号の中から一つを選んでお答えください。記入欄の内容にお願いたします。

| | 全く そう思わない | 1 | 2 | 3 | 4 | 5 | 非常に そう思う | | | | | |
|-----|--|---|---|---|---|---|-------------|---|---|---|---|---|
| | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | 海外旅行をしたので、英語の勉強は大切である。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | 親が英語の勉強をすすめている。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | 英語が話されているのを聞くのが楽しくて、英語の勉強をすすめている。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | 異文化の価値観や習慣にとっても関心がある。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | 今後さらに大学やその他の所で英語の授業があれば、受講したい。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | 英語を勉強しておくといつかよい仕事を得るために役立つと思うので、英語の勉強は大切だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | もっと努力すれば、英語を職業に身につけられると思う。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | 外国に住み、英語で討論している自分を想像できる。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | 国際化によって、日本人が日本文化の重要性を忘れる危険性がある | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | 英語の単語を知らないと卒業できないので、英語の勉強をしなければならぬ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | 英語のネイティブスピーカーと話をすると、不安を感じる。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | 英語の授業の雰囲気が好きだ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | 親しい友人が英語の勉強は大切だと思っているので、英語の勉強を | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | 私は私に、あらゆる機会を利用して英語を話したりしたりするなど、英語を勉強したいと思っている。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | 会話の中で英語の使い方に興味がある。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | もし他の文化が日本文化にもっと関心を持っていたら、英語の勉強は大切だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | 英語を一生懸命勉強している。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | 将来夢を実現するために英語力は必要となるので英語の勉強は大切だ。 | | | | | | 1 | 2 | 3 | 4 | 5 | 6 |

パート2

次のパートは質問形式ですが、パート1と同じ方法で回答してください。

| 全く そう思わない | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| (例)もしカレーが非常に好きなら、次のように記入します。 | | | | | |
| カレーが好きですか？ | | | | | |
| 1 2 3 4 5 6 | | | | | |
| 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 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 54. あらゆる人が日本人のような生活をすれば、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でも英語を使っている自分を想像 する。 | | | | | |
| 1 2 3 4 5 6 | | | | | |
| 59. 外国人に英語で話を聞かれると緊張する。 | | | | | |
| 1 2 3 4 5 6 | | | | | |

| 全く そう思わない | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 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で英語 の勉強は必要だ。 | | | | | |
| 60. 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. 英語の勉強をして教養のある人間にならなければいけないと、親は強 く思っている。 | | | | | |
| 1 2 3 4 5 6 | | | | | |
| 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. 将来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、できの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 6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カ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: _____

お忙しい所、アンケートにご協力下さり、大変ありがとうございます！
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とお約束致しま
す。

Appendix B

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?
2. Among the four areas (i.e., listening, speaking, reading and writing) in English, what is the most needed and important area for you?