



Relationships between Japanese EFL learners' motivational orientations in learning English and their English proficiency level

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Relationships between Japanese EFL learners' motivational orientations in learning English and their English proficiency level

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Abstract

This study examined the English learning motivation and attitudes of 81 Japanese university students who learn English as a foreign language (EFL) and the relationships between the motivational orientations and the learners' English proficiency level. Data were gathered through administering a questionnaire and GTEC, an English proficiency test developed by Benesse. A factor analysis yielded seven factors: two kinds of integrative orientations, two kinds of instrumental orientations, and three kinds of positive attitudes toward learning English. Two multiple regression analyses (one with reading and the other with listening scores as a dependent variable) identified an instrumental orientation, *Want to pursue academic activities in my fields and read stories and novels*, and a very positive attitude, *I like studying English*, as significant predictors of the learners' proficiency level. A negative relationship was also found between an integrative orientation, *Want to live in an English-speaking country as a member of the society*, and their listening scores. The findings revealed that having immediate needs of studying English, in this case, to pursue their academic work using English, rather than having a remote desire, is closely associated with the higher proficiency level.

Introduction

The most well-known concepts concerning motivation for second language learning are those of integrative and instrumental motivation, presented by Gardner and Lambert (1959). These researchers maintained that integrative motivation refers to a personal interest in the people and culture of the target language and a desire for cultural and linguistic integration, whereas instrumental motivation reflects a more utilitarian reason for learning the target language, such as obtaining employment and entering a good school. In the early motivation studies conducted in second language contexts, that is, in the unique Canadian situation in which the Anglophone and Francophone communities coexisted (Clément, Gardner, & Smythe, 1977; Clément, Gardner, & Smythe, 1980; Gardner & Lambert, 1959; Gardner, Smythe, Clément, & Glikson, 1976), the integrative motivation was found to be more closely associated with second language acquisition than the instrumental motivation. However, in foreign language contexts, the results were inconsistent. Dörnyei (1990) suggested that instrumental motivation might be more influential than integrative motivation to foreign language learning. In monolingual EFL contexts, learners have fewer opportunities to meet members of the target language community; therefore, the nature of integrative motivation differs between second and foreign language learning contexts. Integrative motivation in EFL contexts tends to be less specific to a particular target community and more general in attitudes toward the community.

The purposes of the present study are to investigate what kinds of motivation and attitudes toward learning English Japanese EFL learners have and to examine whether there are any relationships between the motivation and attitudes and their English proficiency level. These goals are especially interesting since participants in this study are Japanese university students whose majors are engineering and economics, not language-related fields of study. Two research questions are posed:

1. What kinds of motivational orientations and attitudes toward learning English do Japanese university EFL learners whose majors are engineering and economics have?
2. Are there any relationships between the motivational orientations and attitudes and their English proficiency level?

Method

Participants

The participants in this study were 81 Japanese university students in two English A classes, including 75 first-year students, 4 second-year students, 1 third-year student, and 1 fourth-year student. Forty-one students were engineering majors and forty students were economics majors. Seventy-nine percent of the participants were male and 21 percent were female. They had been studying English as a required subject for six years in junior and senior high schools before they entered the university. More than 64 percent of the students had also studied English somewhere besides school, such as cram schools.

Instruments and procedures

Two instruments were used in this study: an English proficiency examination, GTEC (Global Test of English Communication made by Benesse) and a questionnaire about motivation to learn English (see Appendix A).

In order to measure the participants' English proficiency, GTEC was administered to the participants in the third week of April in 2007. The test consisted of two sections, a reading section and a listening section. Both sections were made up of 32 multiple-choice questions. The participants were given 35 minutes to complete the reading section and 20 minutes to complete the listening section.

The questionnaire about motivation to learn English was written by the researcher. The first six questions were included in the questionnaire to gain background information about the participants' English learning. The following 50 questions, from Question 7 to Question 56, were prepared to ask the participants to what extent they agreed with the individual reasons or attitudes toward learning English. Each question item was answered on a 6-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, and 6 = Strongly agree). The participants were given 15 minutes to complete the questionnaire after their final examination at the end of July in 2007.

Data analysis

The data were analyzed with SPSS 16.0 (2007). The results of Question 1 to Question 6-3 were shown in frequency tables (see Appendix B). In order to reduce the large number of variables to a smaller number of factors, a principal axis factoring analysis was employed. Then, with the seven factor scores produced from the principal axis factoring analysis as the independent variables, a multiple regression analysis was performed first with the GTEC reading scores and second with the GTEC listening scores as the dependent variables.

Results

Table 1 shows the descriptive statistics for the GTEC reading and listening scores. Two students were absent on the day when GTEC was administered; therefore, the *N* size was 79.

Table 1. *Descriptive Statistics for GTEC reading and listening scores*

	<i>N</i>	Mean	<i>SD</i>	Skewness	<i>SES</i>	Kurtosis	<i>SEK</i>
Reading	79	221.89	22.57	-.36	.27	-.08	.54
Listening	79	196.86	35.85	.04	.27	1.22	.54

Note. *N* = number of participants; *SD* = standard deviation; *SES* = standard error of skewness; *SEK* = standard error of kurtosis

The results of Question 1 to Question 6-3 are presented in Appendix B.

Descriptive statistics for 50 variables from Question 7 to Question 56 are shown in Table 2.

Table 2. *Descriptive Statistics for Question 7 to Question 56*

	<i>N</i>	Mean	<i>SD</i>	Skewness	<i>SES</i>	Kurtosis	<i>SEK</i>
7. Studying English is a lot of fun.	81	3.53	1.26	-0.17	0.27	-0.47	0.53
8. Studying English is my hobby.	81	2.65	1.22	0.74	0.27	0.02	0.53
9. Even though I know it is important, I don't like studying English.	81	4.12	1.36	-0.47	0.27	-0.63	0.53
10. English was my favorite subject when I was at junior and senior high school.	81	3.35	1.68	0.26	0.27	-1.30	0.53
11. I don't want to take any English classes if they are not required subjects at university.	81	2.80	1.40	0.59	0.27	-0.49	0.53
12. English is my favorite subject now.	81	3.16	1.20	0.35	0.27	-0.39	0.53
13. I want to take English classes even in the third and fourth year of university.	81	3.81	1.27	-0.32	0.27	-0.50	0.53
14. I want to continue to study English even after I graduate from the university.	81	4.05	1.37	-0.45	0.27	-0.63	0.53
15. I study English because I want to pass, or get a higher score on English Proficiency examination.	81	2.62	1.37	0.52	0.27	-0.63	0.53

Table 2. (Continued)

	<i>N</i>	Mean	<i>SD</i>	Skewness	<i>SES</i>	Kurtosis	<i>SEK</i>
16. I study English just because it is a required subject at university.	81	3.21	1.38	0.34	0.27	-0.93	0.53
17. By studying English, my vision will be broadened.	81	4.54	1.14	-0.83	0.27	0.44	0.53
18. My parents always say that it is important to study English.	81	3.22	1.67	0.21	0.27	-1.37	0.53
19. I think that from now on Japanese people should be able to speak English.	81	4.83	1.28	-1.34	0.27	1.57	0.53
20. I study English because I want to study abroad to get a degree in the future.	81	2.07	1.06	1.08	0.27	1.50	0.53
21. I study English because I want to take overseas English training courses in the near future.	81	2.16	1.17	1.23	0.27	1.57	0.53
22. I study English because it is useful when traveling in foreign countries.	81	3.83	1.34	-0.57	0.27	-0.31	0.53
23. I study English because I want to get a better job.	81	4.23	1.28	-0.75	0.27	0.23	0.53
24. I study English because I want to read articles and books of my field written in English.	81	3.04	1.36	-0.04	0.27	-1.33	0.53
25. I study English because I want to make a presentation in English in a conference in my field.	81	2.88	1.34	0.17	0.27	-1.28	0.53
26. I study English because I will need to use English in my job in the future.	81	4.32	1.32	-0.98	0.27	0.44	0.53
27. I study English because I want to read stories and novels written in English.	81	2.83	1.48	0.49	0.27	-0.79	0.53
28. I study English because I can communicate with people from various countries.	81	3.89	1.44	-0.60	0.27	-0.39	0.53
29. I study English because I want to understand movies without captions.	81	3.20	1.52	0.34	0.27	-0.90	0.53
30. I study English because I am interested in British culture and social situations.	81	2.35	1.22	1.14	0.27	1.32	0.53
31. I study English because I am interested in American culture and social situations.	81	2.46	1.27	0.93	0.27	0.60	0.53
32. I study English because I am interested in British and American literature.	81	2.26	1.20	1.08	0.27	1.04	0.53
33. I study English because I am interested in Western music.	81	3.25	1.46	0.00	0.27	-0.94	0.53

Table 2. (Continued)

	<i>N</i>	Mean	<i>SD</i>	Skewness	<i>SES</i>	Kurtosis	<i>SEK</i>
34. I study English because I want to communicate with native speakers of English.	81	3.73	1.41	-0.43	0.27	-0.55	0.53
35. I study English because I need English to use the internet.	81	3.07	1.24	0.18	0.27	-0.58	0.53
36. I study English because I want to understand terms about computers.	81	2.88	1.31	0.41	0.27	-0.66	0.53
37. I study English because I want to teach English in the future.	81	1.89	0.92	0.91	0.27	0.11	0.53
38. I study English because I can come in contact with various cultures in the world.	81	3.26	1.45	0.12	0.27	-1.00	0.53
39. I study English because I want to write papers in English in my field.	81	2.86	1.30	0.33	0.27	-0.71	0.53
40. I need English in order to quickly gather various information from around the world.	80	3.95	1.42	-0.51	0.27	-0.74	0.53
41. I feel that nowadays Japanese society requires us to be able to speak English.	81	5.09	0.91	-1.39	0.27	3.86	0.53
42. I study English because I want to be able to read English newspapers and magazines.	81	3.10	1.40	0.27	0.27	-0.83	0.53
43. I study English because I want to introduce Japanese culture overseas.	81	2.33	1.06	0.64	0.27	-0.11	0.53
44. I study English because I want to work overseas in the future.	81	2.52	1.26	0.75	0.27	-0.01	0.53
45. I study English because I want to emigrate to English-speaking countries in the future.	81	2.27	1.25	1.02	0.27	0.61	0.53
46. I study English because I want to take good grades in English.	81	3.95	1.25	-0.88	0.27	0.23	0.53
47. Compared to other subjects, I usually spend much time on studying English.	81	3.12	1.09	-0.01	0.27	-0.66	0.53
48. I have a favorable feeling toward the American public.	81	3.67	1.22	-0.42	0.27	-0.15	0.53
49. I have a favorable feeling toward American culture.	81	3.58	1.25	-0.17	0.27	-0.31	0.53
50. I have a favorable feeling toward the British public.	81	3.74	1.14	-0.51	0.27	0.21	0.53
51. I have a favorable feeling toward British culture.	81	3.73	1.17	-0.21	0.27	-0.11	0.53

Table 2. (Continued)

	<i>N</i>	Mean	<i>SD</i>	Skewness	<i>SES</i>	Kurtosis	<i>SEK</i>
52. Compared to other subjects, my attendance rate in English classes is higher.	80	4.80	1.23	-1.00	0.27	0.89	0.53
53. I often think about how I can improve my English ability.	81	3.85	1.35	-0.44	0.27	-0.62	0.53
54. I want to improve my English and live in the States as a member of American society.	81	2.14	1.03	0.83	0.27	1.02	0.53
55. I want to improve my English and live in Britain as a member of British society.	81	2.05	0.92	0.39	0.27	-0.82	0.53
56. I want to improve my English and make friends with native speakers of English.	81	3.85	1.40	-0.46	0.27	-0.55	0.53

Note. *N* = number of participants; *SD* = standard deviation; *SES* = standard error of skewness; *SEK* = standard error of kurtosis

After examining the scree plot and the patterns of the rotated loading matrices with other types of solution, it was decided that a seven-factor solution using a principal axis factoring analysis with varimax rotation best described the underlying structure of the correlation matrix. Then, the principal axis factoring analysis was performed on the 50 question items. The rotated factor loading matrix is presented in Table 3. In the last three rows, the eigenvalue (that is, the total variance explained by the factor), percentage of the total variance attributable to each factor, and cumulative percentage of the total variance are shown. The seven factors in this solution account for 61.12% of the total variance in the 50 variables.

Table 3. Results of Principal Axis Factoring Analysis

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
24. I study English because I want to read articles and books of my field written in English.	0.82	0.12	-0.12	-0.05	0.26	-0.02	0.10
25. I study English because I want to make a presentation in English in a conference in my field.	0.78	-0.03	0.11	-0.22	0.30	-0.02	-0.06
39. I study English because I want to write papers in English in my field.	0.69	-0.01	0.15	-0.13	0.36	0.24	-0.01
27. I study English because I want to read stories and novels written in English.	0.68	0.39	0.15	0.22	0.10	0.17	0.05
36. I study English because I want to understand terms about computers.	0.67	0.01	0.19	-0.20	0.15	0.14	-0.04
43. I study English because I want to introduce Japanese culture overseas.	0.61	0.16	0.30	0.12	-0.02	0.12	0.17

Table 3. (Continued)

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
42. I study English because I want to be able to read English newspapers and magazines.	0.59	0.45	0.09	0.10	0.14	0.43	0.14
30. I study English because I am interested in British culture and social situations.	0.57	0.23	0.49	0.17	-0.06	0.24	0.10
31. I study English because I am interested in American culture and social situations.	0.53	0.32	0.36	0.20	-0.06	0.35	0.14
29. I study English because I want to understand movies without captions.	0.52	0.45	0.12	0.11	0.16	0.33	0.23
32. I study English because I am interested in British and American literature.	0.51	0.34	0.38	0.33	-0.09	0.26	0.16
52. Compared to other subjects, my attendance rate in English classes is higher.	-0.38	0.17	0.13	0.34	-0.10	0.01	0.37
7. Studying English is a lot of fun.	0.27	0.76	0.11	0.05	0.20	0.21	0.04
12. English is my favorite subject now.	-0.01	0.75	0.29	0.16	0.32	0.09	0.15
9. Even though I know it is important, I don't like studying English.	-0.24	-0.73	-0.05	-0.08	-0.05	-0.11	0.09
8. Studying English is my hobby.	0.34	0.64	0.23	0.10	0.07	0.11	0.18
10. English was my favorite subject when I was at junior and senior high school.	-0.10	0.63	0.19	0.25	0.16	0.11	0.11
54. I want to improve my English and live in the States as a member of American society.	0.06	0.13	0.75	0.22	0.10	0.11	0.09
45. I study English because I want to emigrate to English-speaking countries in the future.	0.11	0.24	0.69	-0.12	0.17	0.43	0.05
55. I want to improve my English and live in Britain as a member of British society.	0.08	0.03	0.68	0.16	0.05	0.06	0.16
21. I study English because I want to take overseas English training courses in the near future.	0.19	0.34	0.53	-0.09	0.30	0.08	-0.09
44. I study English because I want to work overseas in the future.	0.28	0.33	0.52	-0.05	0.19	0.47	0.09
20. I study English because I want to study abroad to get a degree in the future.	0.20	0.28	0.50	0.05	0.18	0.01	0.03
18. My parents always say that it is important to study English.	0.09	-0.08	0.44	0.31	0.15	-0.24	0.17
37. I study English because I want to teach English in the future.	0.30	0.26	0.33	0.01	-0.04	0.04	0.22

Table 3. (Continued)

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
51. I have a favorable feeling toward British culture.	0.00	0.12	0.01	0.89	0.11	-0.01	-0.01
49. I have a favorable feeling toward American culture.	-0.10	0.12	0.06	0.84	0.03	0.14	0.02
50. I have a favorable feeling toward the British public.	-0.04	0.07	0.09	0.83	0.12	-0.04	0.00
48. I have a favorable feeling toward the American public.	0.00	0.23	0.06	0.72	-0.09	0.19	0.20
19. I think that from now on Japanese people should be able to speak English.	0.10	-0.07	0.28	0.48	0.43	0.06	0.15
56. I want to improve my English and make friends with native speakers of English.	0.13	0.20	0.35	0.43	0.35	0.37	0.00
53. I often think about how I can improve my English ability.	-0.04	0.27	0.17	0.30	0.22	0.24	0.29
11. I don't want to take any English classes if they are not required subjects at university.	-0.14	-0.26	0.06	-0.07	-0.78	-0.15	-0.08
16. I study English just because it is a required subject at university.	-0.30	-0.21	-0.10	0.00	-0.70	-0.06	0.15
14. I want to continue to study English even after I graduate from the university.	0.22	0.36	0.20	0.12	0.62	0.18	0.06
13. I want to take English classes even in the third and fourth year of university.	0.13	0.31	0.10	0.10	0.61	0.11	0.20
26. I study English because I will need to use English in my job in the future.	0.22	-0.07	0.20	0.10	0.57	0.24	0.43
41. I feel that nowadays Japanese society requires us to be able to speak English.	0.05	-0.10	0.09	0.41	0.46	0.11	0.20
17. By studying English, my vision will be broadened.	-0.05	-0.03	0.19	0.26	0.34	0.33	-0.03
15. I study English because I want to pass, or get a higher score on English Proficiency examination.	0.27	0.16	0.11	-0.04	0.29	-0.21	0.23
28. I study English because I can communicate with people from various countries.	0.33	0.22	0.28	0.18	0.30	0.58	0.18
34. I study English because I want to communicate with native speakers of English.	0.30	0.25	0.40	0.24	0.18	0.55	0.17
38. I study English because I can come in contact with various cultures in the world.	0.34	0.36	0.29	0.02	0.05	0.51	0.12

Table 3. (Continued)

	<i>F1</i>	<i>F2</i>	<i>F3</i>	<i>F4</i>	<i>F5</i>	<i>F6</i>	<i>F7</i>
35. I study English because I need English to use the internet.	0.46	0.29	0.05	-0.06	0.11	0.49	-0.04
40. I need English in order to quickly gather various information from around the world.	0.15	0.07	-0.07	0.11	0.25	0.45	-0.07
33. I study English because I am interested in Western music.	0.18	0.35	0.40	0.04	-0.04	0.40	0.33
47. Compared to other subjects, I usually spend much time on studying English.	0.10	0.31	-0.08	0.20	-0.02	0.05	0.70
46. I study English because I want to take good grades in English.	0.06	-0.01	0.23	0.01	0.22	-0.03	0.66
23. I study English because I want to get a better job.	0.13	-0.15	0.29	-0.06	0.48	0.07	0.51
22. I study English because it is useful when traveling in foreign countries.	0.08	0.12	0.25	0.22	0.31	0.33	0.35
Eigenvalue	6.16	5.02	4.66	4.46	4.33	3.40	2.53
Percentage of Variance	12.32	10.03	9.32	8.93	8.66	6.80	5.05
Cumulative Percentage	12.32	22.35	31.67	40.60	49.27	56.07	61.12

Rotation Method: Varimax with Kaiser Normalization. *Note.* **[bold]** = loadings of 0.60 or higher

In order to interpret the factors, the loading matrix was carefully examined with the criterion for interpretation set at .60. The factors were labeled as shown in Table 4.

Table 4. *The List of the Labels of the Factors*

Factor	Label
Factor 1	Want to pursue academic activities in my field and read stories and novels
Factor 2	Like studying English
Factor 3	Want to live in an English-speaking country as a member of the society
Factor 4	Favorable feelings toward British or American culture and people
Factor 5	Willingness to study English now and continue studying it
Factor 6	Want to communicate with people and come in contact with their cultures
Factor 7	Want to get good grades

Then, in order to examine whether there are any relationships between the seven factors and the learners' English proficiency level, multiple regression analyses were employed. An *alpha* level of .05 was set as the significance level. Table 5 shows the results of the multiple regression analysis with the learners' GTEC reading scores as a dependent variable and the seven factors as independent variables. Only two of the independent variables, Factor 1, *Want to pursue academic activities in my field and read stories and novels*, and Factor 2, *Like studying English*,

contributed significantly to the prediction of the GTEC reading scores. The more learners agreed with the statements that they study English to pursue academic activities in their field and read stories and novels and that they study English because they like studying it, the higher their reading scores on GTEC were.

Table 5. *Regression Analysis Summary for GTEC Reading Score Predictors*

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
(Constant)		221.71	2.42		91.47	0.00
REGR factor score	1	6.58	2.49	0.28	2.64	0.01*
REGR factor score	2	5.89	2.56	0.25	2.30	0.02*
REGR factor score	3	0.91	2.58	0.04	0.35	0.72
REGR factor score	4	2.80	2.50	0.12	1.12	0.27
REGR factor score	5	4.54	2.60	0.19	1.75	0.08
REGR factor score	6	-2.54	2.67	-0.10	-0.95	0.35
REGR factor score	7	2.24	2.81	0.09	0.80	0.43

* $p < .05$

Table 6 presents the results of the multiple regression analysis with the learners' GTEC listening scores as a dependent variable and the seven factors as independent variables. Three of the independent variables, Factor 1, *Want to pursue academic activities in my field and read stories and novels*, Factor 2, *Like studying English*, and Factor 3, *Want to live in an English-speaking country as a member of the society*, significantly predicted the listening scores on GTEC. Just like the results of the GTEC reading scores above, the more they agreed with the statements that they study English to pursue academic activities in their field and read stories and novels and that they study English because they like studying it, the higher their listening scores on GTEC were. However, the sign of the standardized coefficient, Beta, for Factor 3 was negative. This indicates that the more they agreed with the statement that I have a desire to live in an English-speaking country as a member of the society, the lower their listening scores on GTEC were.

Table 6. *Regression Analysis Summary for GTEC Listening Score Predictors*

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	196.86	3.80		51.77	0.00
REGR factor score 1	8.14	3.90	0.22	2.08	0.04*
REGR factor score 2	9.56	4.02	0.25	2.38	0.02*
REGR factor score 3	-9.82	4.05	-0.26	-2.43	0.02*
REGR factor score 4	-3.99	3.92	-0.11	-1.02	0.31
REGR factor score 5	6.82	4.08	0.18	1.67	0.10
REGR factor score 6	1.83	4.20	0.05	0.44	0.66
REGR factor score 7	4.44	4.41	0.11	1.01	0.32

* $p < .05$

Discussion

The first research question is what kinds of motivational orientations and attitudes toward learning English Japanese university EFL learners whose majors are engineering and economics have. The principal axis factoring analysis revealed seven factors, which accounted for 61.12% of the total variance. They were labeled as follows, respectively: *Want to pursue academic activities in my field and read stories and novels* (12.32% of the total variance), *Like studying English* (10.03%), *Want to live in an English-speaking country as a member of the society* (9.32%), *Favorable feelings toward British or American culture and people* (8.93%), *Willingness to study English now and continue studying it* (8.66%), *Want to communicate with people and come in contact with their cultures* (6.80%), and *Want to get good grades* (5.05%). Factor 1, *Want to pursue academic activities in my field and read stories and novels*, showed heavy loadings from mainly four variables: “I study English because I want to read articles and books of my field written in English,” “I study English because I want to make a presentation in English in a conference in my field,” “I study English because I want to write papers in English in my field,” and “I study English because I want to read stories and novels written in English.” Therefore, Factor 1 can be regarded as instrumental motivation. Factor 7, *Want to get good grades*, can also be considered instrumental motivation. Factor 2, *Like studying English*, represents a very positive attitude toward studying English and can be identified as an intrinsic motivational orientation because they enjoy studying English itself and it is their inner drive. Factor 5 was labeled *Willingness to study English now and continue studying it*, because they say they want to take English classes even though English is not a required subject at university and they want to continue to study English in the third and fourth year of university and even after they graduate from the university. Factor 4, *Favorable feelings toward British or American culture and people*, shows their positive attitudes toward British or American culture and people. Factor 3, *Want to live in an English-speaking country as a member of the society*, and Factor 6, *Want to communicate with people and come in contact with their cultures*, can be interpreted as

integrative motivation. Thus, both instrumental motivation and integrative motivation were identified in this study.

The second research question was whether there are any relationships between the motivational orientations and attitudes and their English proficiency level. The findings demonstrated that there were positive relationships between Factor 1 and 2 and both the reading and listening scores on GTEC, whereas a negative relationship was found between Factor 3 and the listening scores on GTEC. Factor 1, *Want to pursue academic activities in my field and read stories and novels*, and Factor 2, *Like studying English*, were significant predictors of the GTEC reading and listening scores. Those students who thought the reasons to study English were to pursue their academic activities in their field and read stories and novels and because they like studying English were more likely to gain higher reading and listening scores on GTEC. However, interestingly, Factor 3, *Want to live in an English-speaking country as a member of the society*, significantly contributed to the prediction of the GTEC listening scores in a negative direction. Those students who had a desire to live in an English-speaking country as a member of the society were more likely to get lower listening scores on GTEC. This finding was contrary to the researcher's expectation. One possible explanation is that they have this desire but it is just a remote desire to them. It doesn't necessarily lead to their efforts to improve their listening ability at present. Rather, they might think that when they start living in an English-speaking country in the future, their listening ability will improve naturally, so they don't have to study hard to improve it now.

The results of early studies on language learning motivation in second language contexts found that integrative motivation was closely associated with second language acquisition. However, the findings of the present study conducted in an EFL setting, that is, in Japan, revealed that instrumental orientation, *Want to pursue academic activities in my field and reading stories and novels*, was identified as a significant predictor of learners' English proficiency level. This may be because it relates to their immediate need to use English in contexts involving their majors: engineering and economics. The integrative motivational orientation, *Want to communicate with people and come in contact with their cultures*, was not a significant predictor of their English proficiency level. This was merely a reason for learning English for them. Having that kind of reason doesn't necessarily mean that they actually make efforts to improve their English proficiency at present. As Dörnyei suggested, in EFL contexts, learners have fewer opportunities to contact the culture and the members of the target language community; therefore, integrative motivational orientations do not reflect their immediate needs.

This study indicated that the intrinsic motivational orientation, *Like studying English*, was a significant predictor of the participants' English proficiency. In this respect, Schmidt, Boraie, and Kassabgy (1996) and Noels (2001) introduced the concept of intrinsic and extrinsic orientations, which were derived from self-determination theory (Deci, Vallerand, Pelletier, & Ryan, 1991) in educational psychology. Noels defined intrinsic orientations as "reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity; the activity is

undertaken because of the spontaneous satisfaction that is associated with it,” (p. 45) and extrinsic orientations as “reasons that are instrumental to some consequence apart from inherent interest in the activity” (p. 46). The intrinsic orientation often appears as a powerful factor in second language acquisition in motivation studies.

Conclusion

This study investigated what kinds of motivational orientations and attitudes toward learning English Japanese university students have. The participants were engineering and economics majors, learning English as a foreign language. A principal axis factoring analysis yielded seven factors, including two integrative orientations, two instrumental orientations, one intrinsic motivational orientation, and two positive attitudes toward English learning.

Positive relationships were found between an instrumental orientation, *Want to pursue academic activities in my field and read stories and novels*, and the participants’ English proficiency level, and between the intrinsic motivational orientation, *Like studying English*, and their English proficiency level. However, a negative relationship was found between an integrative orientation, *Want to live in an English-speaking country as a member of the society*, and their listening ability.

The participants in this study seemed more motivated to study English by immediate needs to pursue academic work in their field using English. Although many participants expressed a desire to live in an English-speaking country as a member of the society, this desire did not lead to a high level of listening ability. Presumably the fruition of such a desire is too remote and vague a prospect to promote present efforts to improve listening ability.

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As a learner of English, to what extent do you agree with the following statements? Please circle the number of your choice.

7. Studying English is a lot of fun.

Q7	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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8. Studying English is my hobby.

Q8	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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9. Even though I know it is important, I don't like studying English.

Q9	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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10. English was my favorite subject when I was at junior and senior high school.

Q10	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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11. I don't want to take any English classes if they are not required subjects at university.

Q11	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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12. English is my favorite subject now.

Q12	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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13. I want to take English classes even in the third and fourth year of university.

Q13	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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14. I want to continue to study English even after I graduate from the university.

Q14	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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15. I study English because I want to pass, or get a higher score on English proficiency examinations such as TOEIC, TOEFL, or Eiken.

Q15	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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16. I study English just because it is a required subject at university.

Q16	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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17. By studying English, my vision will be broadened.

Q17	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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18. My parents always say that it is important to study English.

Q18	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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19. I think that from now on Japanese people should be able to speak English.

Q19	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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20. I study English because I want to study abroad to get a degree in the future.

Q20	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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21. I study English because I want to take overseas English training courses in the near future.

Q21	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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22. I study English because it is useful when traveling in foreign countries.

Q22	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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23. I study English because I want to get a better job.

Q23	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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24. I study English because I want to read articles and books of my field written in English.

Q24	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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25. I study English because I want to make a presentation in English in a conference in my field.

Q25	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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26. I study English because I will need to use English in my job in the future.

Q26	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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27. I study English because I want to read stories and novels written in English.

Q27	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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28. I study English because I can communicate with people from various countries.

Q28	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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29. I study English because I want to understand movies without captions.

Q29	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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30. I study English because I am interested in British culture and social situations.

Q30	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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31. I study English because I am interested in American culture and social situations.

Q31	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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32. I study English because I am interested in British and American literature.

Q32	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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33. I study English because I am interested in Western music.

Q33	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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34. I study English because I want to communicate with native speakers of English.

Q34	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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35. I study English because I need English to use the internet.

Q35	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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36. I study English because I want to understand terms about computers.

Q36	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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37. I study English because I want to teach English in the future.

Q37	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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38. I study English because I can come in contact with various cultures in the world.

Q38	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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39. I study English because I want to write papers in English in my field.

Q39	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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40. I need English in order to quickly gather various information from around the world.

Q40	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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41. I feel that nowadays Japanese society requires us to be able to speak English.

Q41	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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42. I study English because I want to be able to read English newspapers and magazines.

Q42	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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43. I study English because I want to introduce Japanese culture overseas.

Q43	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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44. I study English because I want to work overseas in the future.

Q44	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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45. I study English because I want to emigrate to English-speaking countries in the future.

Q45	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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46. I study English because I want to take good grades in English.

Q46	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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47. Compared to other subjects, I usually spend much time on studying English.

Q47	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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48. I have a favorable feeling toward the American public.

Q48	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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49. I have a favorable feeling toward American culture.

Q49	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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50. I have a favorable feeling toward the British public.

Q50	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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51. I have a favorable feeling toward British culture.

Q51	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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52. Compared to other subjects, my attendance rate in English classes is higher.

Q52	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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53. I often think about how I can improve my English ability.

Q53	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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54. I want to improve my English and live in the States as a member of American society.

Q54	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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55. I want to improve my English and live in Britain as a member of British society.

Q55	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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56. I want to improve my English and make friends with native speakers of English.

Q56	6. Strongly agree	5. Agree	4. Slightly agree	3. Slightly disagree	2. Disagree	1. Strongly disagree
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The End.

Thank you very much for your cooperation.

Chieko Miyanaga

Appendix B

Q1: What year are you in now?

	Frequency	Percent	Valid Percent	Cumulative Percent
1st year	75	92.6	92.6	92.6
2nd year	4	4.9	4.9	97.5
3rd year	1	1.2	1.2	98.8
4th year and over	1	1.2	1.2	100
Total	81	100	100	

Q2: Are you a male or a female?

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	64	79	79	79
Female	17	21	21	100
Total	81	100	100	

Q3: Which department are you in?

	Frequency	Percent	Valid Percent	Cumulative Percent
Engineering	41	50.6	50.6	50.6
Economics	40	49.4	49.4	100
Total	81	100	100	

Q4: When did you start learning English?

	Frequency	Percent	Valid Percent	Cumulative Percent
When you attended kindergarten	5	6.2	6.2	6.2
In your 1st or 2nd year of elementary school	1	1.2	1.2	7.4
In your 3rd or 4th year of elementary school	3	3.7	3.7	11.1
In your 5th or 6th year of elementary school	16	19.8	19.8	30.9
In your 1st year of junior high school	56	69.1	69.1	100
Total	81	100	100	

Q5: Have you ever studied English anywhere besides school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	52	64.2	64.2	64.2
No	29	35.8	35.8	100
Total	81	100	100	

Q5-1 What type of English did you study there?

	Frequency	Percent	Valid Percent	Cumulative Percent
No			29	35.8
Mainly English needed to pass an entrance examination.			42	51.9
Mainly English needed to conduct a conversation.			10	12.3
Total			81	100

Q5-2: How long did you study there all together?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	29	35.8	35.8	35.8
More than 6 years	27	33.3	33.3	69.1
5 years	2	2.5	2.5	71.6
4 years	3	3.7	3.7	75.3
3 years	4	4.9	4.9	80.2
2 years	11	13.6	13.6	93.8
Less than 1 year	5	6.2	6.2	100
Total	81	100	100	

Q6: Have you ever been abroad?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	36	44.4	44.4	44.4
No	45	55.6	55.6	100
Total	81	100	100	

Q6-1: Why did you go there?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	55.6	55.6	55.6
	Travel	25	30.9	30.9	86.4
	Language training program	8	9.9	9.9	96.3
	For your parents' job	3	3.7	3.7	100
	Total	81	100	100	

Q6-2: Where did you go?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	55.6	55.6	55.6
	The United States of America	19	23.5	23.5	79
	The United Kingdom	2	2.5	2.5	81.5
	Canada	6	7.4	7.4	88.9
	Australia	2	2.5	2.5	91.4
	Singapore	2	2.5	2.5	93.8
	South Korea	1	1.2	1.2	95.1
	China	4	4.9	4.9	100
	Total	81	100	100	

Q6-3: How long did you stay there all together?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	55.6	55.6	55.6
	More than 5 years	1	1.2	1.2	56.8
	3 to 4 years	2	2.5	2.5	59.3
	Less than 1 year	1	1.2	1.2	60.5
	Less than 1 month	13	16	16	76.5
	Less than 10 days	19	23.5	23.5	100
	Total	81	100	100	
