

University Students' Motivation toward  
Learning English and Other Foreign Languages:  
A Preliminary Investigation

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英語及びその他の外国語に対する大学生のモチベーション  
— 初期調査 —

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### **Abstract**

Demotivation experienced by English learners has become a popular research topic for researchers in various parts of the world. Additionally, English educators across Japan often wonder how to deal with their own demotivated students. This study attempted to shed light on the phenomenon of English learners' demotivation within Japanese university settings by investigating the differences between students' motivation toward learning English and their motivation toward learning other foreign languages. A major part of the research data was collected through an open-ended questionnaire given to 128 students in a compulsory English course at a Japanese university. Follow-up interviews with a small number of focal participants and observations of their "second foreign language" classes were also conducted to gather further data. The results of the data analysis demonstrated some (mostly negative) factors particular to English on the motivation of university students toward studying the language. This paper concludes by discussing some implications of the findings to argue how English educators at Japanese universities can help sustain the often ambivalent and fragile state of their students' motivation.

## 1. Background to the study: Personal rationale

Like some English teachers at Japanese universities, I deal with students who are not interested in English. Every year, I hear some students openly say to me that they have come to my class because they need the credits to graduate. On the other hand, I sometimes hear the same students talking about how much they enjoy studying other foreign languages. Last year, one male student, who looked quite unmotivated in my English class, told me that he was studying Spanish hard because he loved soccer. Likewise, another female student loved K-pop and she was happily studying Korean. Moreover, she was planning to visit Korea during the winter break. When I talk with such students, I always wonder if the compulsory nature of English studies acts negatively on my students' motivation toward studying English. If my students came to my English class out of their own choice, how would their attitudes be different? This very simple question was a starting point of this small research project.

## 2. Academic rationale

In fact, academic literature informs me that I am not the only one who becomes demoralized by teaching unmotivated students. English classrooms at Japanese universities were once described as a “motivational wasteland” (Berwick & Ross, 1989). Recently, in the emergence of demotivation studies in the past decade or so, Japan has been the leading contributor to this particular field of research (Ushioda, 2011), demonstrating the high levels of interest among researchers in the country toward the issue.

Although the present study is not meant to be situated specifically within demotivation research, previous findings from this particular field of research provide some useful insights for this investigation. In studies of demotivation of foreign language learners, the term, demotivation has been referred to as “the ‘dark side’ of motivation” (Dörnyei & Ushioda, 2011, p. 138). For a more precise definition, demotivation “will concern *specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action*” (Dörnyei & Ushioda, 2011, p. 139, italics in original). In Japan's educational contexts, there have been a number of studies that investigated factors behind Japanese learners' demotivated behaviors (Arai, 2004; Falout, Elwood & Hood, 2009; Falout & Maruyama, 2004; Hasegawa, 2004; Ikeno, 2002; Kikuchi, 2009; Sakai & Kikuchi, 2009; Tsuchiya, 2006a, 2006b). Among the various factors that have been referred to in demotivation literature, three factors that seem most relevant to the initial question that I raised above may be (a) the effects of the compulsory nature of foreign language study (Dörnyei, 2001), (b) the effects of reactive behaviors to demotivating experiences, such as low test scores (Falout et al, 2009; Kikuchi, 2009; Sakai & Kikuchi, 2009), and (c) the effects of entrance examinations (Kikuchi, 2009) on learner demotivation.

In Japanese educational institutions, these factors are apparently unique to English to a large

degree and do not usually apply to other foreign languages. This highlights the fact that English is a very special foreign language for students across Japan. It is the de facto only foreign language available within most secondary school curricula; it is the only school subject that almost all college-bound high school students study for entrance exams regardless of their future majors; and it is the only foreign language that almost all students are required to learn at the tertiary level. Given this special status of English for Japanese learners, it seems of some benefit to examine how these factors particular to English affect their motivation and demotivation. To this end, this study compares students' perception of English with that of other foreign languages.

Thus, I set my research questions in this study as follows:

- 1) Why do Japanese university students study English? And why do they study other foreign languages? Are the reasons different?
- 2) Do factors particular to English, for example, the mandatory nature of English in school curricula and students' negative learning experiences, affect students' motivation / demotivation toward the language?

By answering these questions, I hope to bring some useful findings for English educators, in and outside of Japan, who deal with learner motivational issues.

### 3. Methods

#### 3.1. Participants

128 first-year students in a liberal arts department in a private university in Tokyo participated in this study. Because of their graduation requirements, all of these students were taking English as a compulsory subject, and 103 out of 128 were taking another foreign language as an elective subject.

In the compulsory English program, classes were streamed into three levels according to the results of a standardized English proficiency test. The numbers of the participants in the three groups and their proficiency levels are shown in Table 1. No students in Group 1 and Group 2 had experience of living abroad, but in Group 3, 14 out of 34 students had lived in an English-speaking country for over a year.

Table 1  
*Numbers of participant students and their proficiency levels*

	TOEIC Range	Survey	Interview
Group 1	-300 (av.230)	46	4
Group 2	301-450 (av.450)	48	4
Group 3	451- (av.530)	34	0
Total		128	8

### **3.2. Data collection**

I first administered a questionnaire to all the participants. The questionnaire was two-pages long and had questions both for open-ended responses and close-ended responses (Appendix A). The questions were related to three major aspects: (a) the participants' bio-data, such as age, gender, and overseas experiences; (b) their past and present attitudes toward English studies; and (c) their attitudes toward another foreign language they have chosen to study.

After administering the questionnaire, I collected qualitative data by conducting interviews with eight focal participants. The interviewees were chosen according to their motivational levels and orientations in terms of learning English and other foreign languages they had chosen. I conducted one individual or group interview with each of them. The interviews were generally unstructured (Bogdan & Biklen, 1982) except that for each interview, I had certain content I had planned to cover. I prepared a common set of questions and themes for every interview, but the wordings and the order of the questions differed from one interview to another, depending on the flow of the conversation. I audio-taped all the interviews, listened to them multiple times while taking notes of emerging themes, and selected the parts that seemed relevant to this study. I also observed two classes of other foreign languages where some of the focal participants were studying. I took notes while observing the class, and based on these notes and my memory, I wrote up field notes right after each observation.

In this paper, I mainly focus on the survey data and use the qualitative data to support and extend my discussions of the issues that arose out of the questionnaire data.

### **3.3. Analysis**

For the survey data, I analyzed the frequencies of the responses and compared the results across the three levels. I also analyzed the participants' responses in the open-ended questions. After some patterns and themes were confirmed from the survey data, I looked at the qualitative data to find some relevant parts that would support or explain the emerging issues.

## **4. Results**

To better understand the characteristics of each group, I first looked at the students' motivational changes from junior high school to university in terms of studying English. Figure 1 shows the average level of motivation at five different points in the students' English learning history, reported in a 4-point Likert scale format. Point 4 on the vertical axis means "Very highly motivated", 3 means "Moderately motivated", 2 means "Poorly motivated", and 1 means "Not motivated at all". The actual numbers of responses for each category are also provided in Tables 2-4.

Although the timing of motivational ups and downs was different across students, overall,

students in Group 1 and 2 clearly experienced demotivation from junior high to high school. Although they started out with higher levels of motivation than Group 3 students, their motivational levels went down during the three years in junior high school. The motivation of Group 2 students slightly improved from high school to university, but the motivational levels of Group 1 students kept going down throughout high school, hitting the lowest point at the end of high school. In contrast, Group 3 students do not show any sign of demotivation. Instead, their motivation gradually went up, hitting the highest point at the time of their entry into college. Interestingly, all three groups reported increased motivation upon entry into university.

Figure 1  
Motivational changes of the three groups

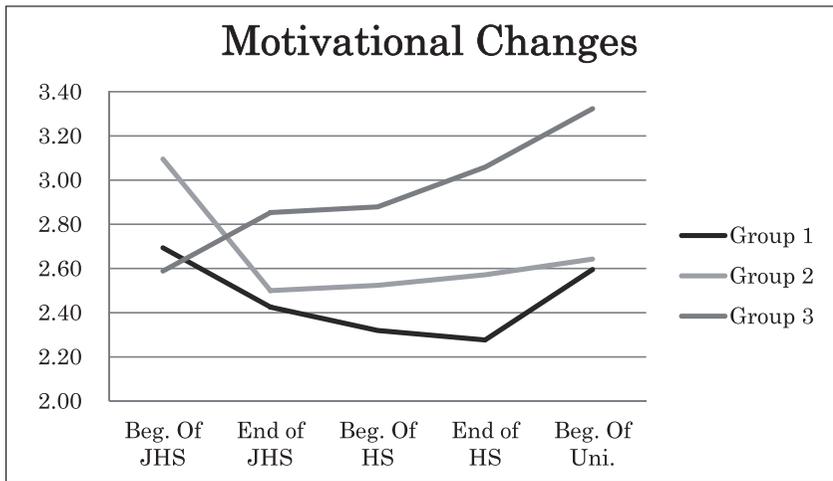


Table 2: Motivational Changes from JHS to University by Proficiency Level: Group 1

	Highly Motivated	Moderately Motivated	Poorly Motivated	Not at all Motivated	Average
Beg. JHS	20	11	13	10	2.76
End JHS	6	17	21	8	2.40
Beg. HS	3	15	28	6	2.29
End HS	4	14	24	10	2.23
Beg. Uni.	9	18	20	5	2.60

Table 3: Motivational Changes from JHS to University by Proficiency Level: Group 2

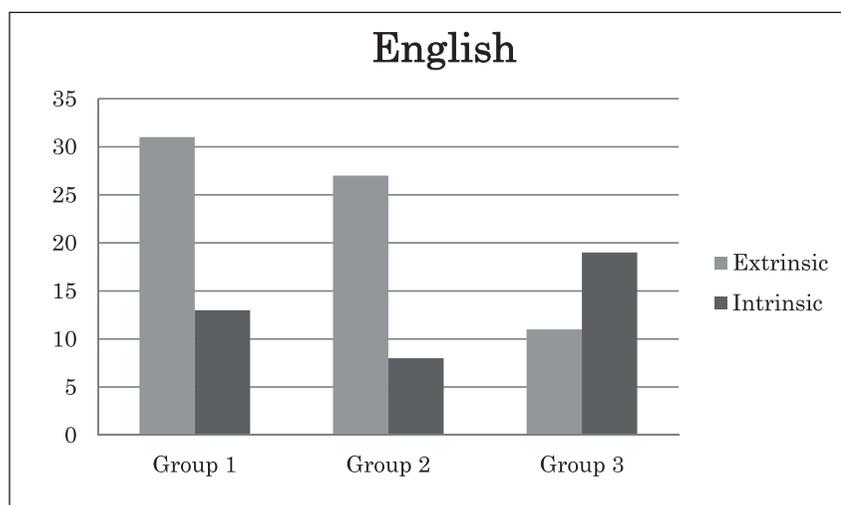
	Highly Motivated	Moderately Motivated	Poorly Motivated	Not at all Motivated	Average
Beg. JHS	18	12	10	2	3.10
End JHS	6	8	17	3	2.50
Beg. HS	8	10	20	4	2.52
End HS	3	20	17	2	2.57
Beg. Uni.	7	17	14	4	2.64

Table 4: *Motivational Changes from JHS to University by Proficiency Level: Group 3*

	Highly Motivated	Moderately Motivated	Poorly Motivated	Not at all Motivated	Average
Beg. JHS	12	3	12	7	2.59
End JHS	13	7	10	4	2.85
Beg. HS	10	12	8	3	2.88
End HS	13	12	7	2	3.06
Beg. Uni.	17	12	4	1	3.32

Next, Figures 2 and 3 show the frequencies of students' responses to the question about their primary reasons for studying English (Figure 2) and other foreign languages (Figure 3). To highlight a salient pattern in their responses, I have classified the reasons into two categories, extrinsic and intrinsic as defined by Deci and Ryan (1985). Extrinsic reasons are the ones that come from external forces and include, for the purpose of this study, items such as (a) for graduation credits, (b) for job-hunting, (c) upon recommendation from family, and (d) for other uses such as travel. Intrinsic reasons refer to the ones that come from the internal motives of the learner and include items such as (a) for personal interests and/or hobbies, and (b) because classes are perceived to be fun or interesting.

Figure 2  
*Students' reasons for studying English*

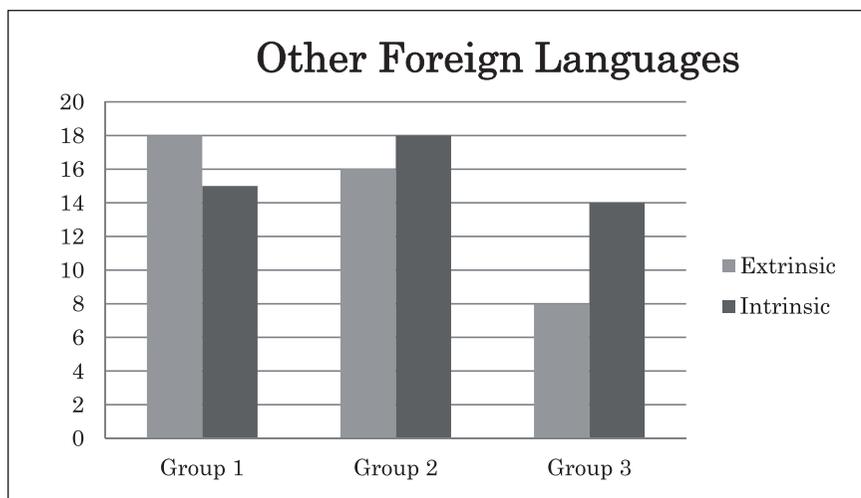


Let's first look at the reasons for taking English. As you can see in Figure 2, more students in Group 1 and 2 reported that they had extrinsic reasons for studying English. Their most frequent answer was "to get credits" and "because it is compulsory", which basically mean the same thing.

On the other hand, more students in Group 3 said that they were studying English because it was fun or they were personally interested in the language.

As for the reasons for studying other foreign languages, slightly more Group 1 students said that they were studying the language for extrinsic reasons. On the other hand, slightly over 50% of students in Group 2 referred to intrinsic reasons for studying the language, and over 60% Group 3 students said that they were studying the language out of intrinsic reasons.

Figure 3  
*Students' reasons for studying other foreign languages*

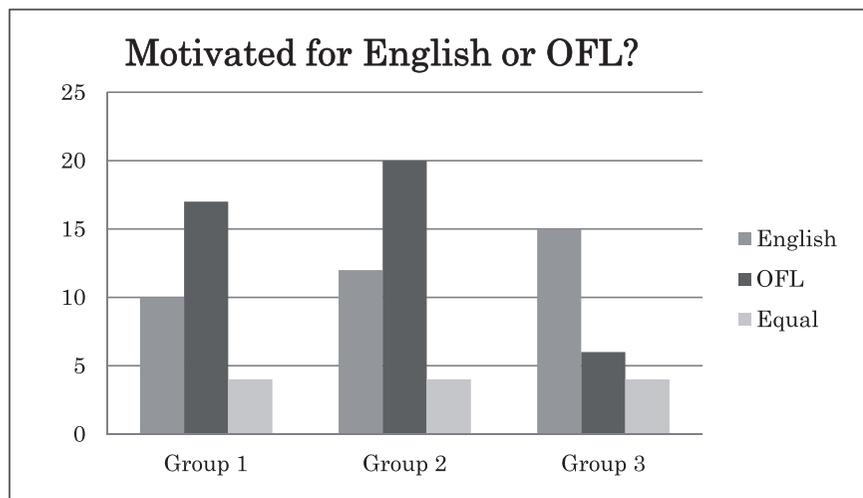


Next, the students answered which language they were more motivated to study and why. As shown in Figure 4, more students in Group 1 and Group 2 answered they were less motivated to study English; however, in Group 3, more than half of the students were more motivated to study English. Many of the students who answered that they were more motivated to study English referred to the usefulness of English as a major reason behind their motivation. Across all the levels, students said that English is useful for job hunting or it is useful because it is widely used in the world. Others also mentioned a sense of familiarity with English, saying that they could understand English better than other foreign languages.

As for those who were more motivated to study languages other than English, nearly twice as many students in Group 1 and 2 chose this answer, but only 6 out of 25 Group 3 students did so. Some popular reasons for higher motivation for other languages are (a) because it was the language of their own choice, (b) because it's a new language (perceived to be still fresh and basic), and thus no experience of failure, and (c) the language itself is perceived to be easier than English. Five students also mentioned their negative image of English as a reason for their higher motivation for other languages.

Figure 4

*Students' motivation toward English and other foreign languages*



## 5. Discussion

Next, I would like to discuss the findings by referring to the research questions.

1) Why do Japanese university students study English? And why do they study other foreign languages? Are the reasons different?

I can say that within the scope of this small-scale study, the answer to this question depends on the students' proficiency level. Of course, there was a great diversity among individual students within the same proficiency group, but the general trend shows some salient differences among the three groups, which included lower-level students' extrinsically-oriented motivation versus higher-level students' intrinsically-oriented motivation, and different types of extrinsic reasons among the three proficiency-level groups.

In my interpretation of these differences, I might claim first that the lowest-proficiency students' motivation toward English had been damaged by their negative experiences at the secondary level to the degree that they might have developed negative attitudes toward *any* foreign language by the time of their entry into college. In contrast, Group 2 students showed a more positive attitude toward their new foreign language. Possibly, they were expecting to make a fresh start in another foreign language which they were allowed to choose on their own. For many, studying English in the past might not have been a complete success. This recognition of failure might have led to a higher expectation for a new foreign language. Unlike these two groups, Group 3 students were intrinsically motivated to study both English and other foreign languages. In the

past, Falout and Maruyama (2004) also compared lower and higher proficiency learners in terms of their demotivating factors. The findings in the present study supported those in this previous study which exposed that lower-proficiency learners begin to develop negative views toward English earlier than higher-proficiency learners. In addition, the present study also highlighted the different levels of impact of negative past experiences among lower-proficiency students, suggesting that such experiences can leave an even stronger impact in the minds of the lowest-proficiency students.

Another difference of note is that, aside from the lack of intrinsic motivation among Group 1 and 2 students, the qualities of the students' extrinsic motivation were different across the three groups. For students in Group 1, for example, credit-earning was the primary extrinsic reason for taking English. On the other hand, students in Group 2 and 3 mainly gave more positive extrinsic reasons such as job hunting or other possible future uses. This also highlights the very negative and passive attitudes of Group 1 students toward learning English. To underscore this, two Group 1 students told me in our interview that they saw little point in investing any extra time and energy in English studies. They reiterated that they would not have much opportunity to use English in the future and confessed that they would probably not study English again after the compulsory English class was over. Their apparent lack of imagination for the possible benefits that English might bring in their future was striking, especially when compared with the more positive images of future selves as English users (Dörnyei, 2005, 2009) that most students in the other two proficiency groups exhibited. It has yet to be further examined where this lack of imagined future selves among the lowest-proficiency learners came from—whether it was derived from the negative attributions associated with their unsuccessful learning experiences, or from the absence of positive self images in general, or from something else. But this lack of future self images is no doubt one of the major factors behind the extremely passive attitudes that many low-proficiency students bring to their English classroom—one of the critical issues that English educators in Japanese universities must deal with with a higher level of consciousness.

2) Do factors particular to English, for example, the mandatory nature of English in school curricula and students' negative learning experiences, affect students' motivation / demotivation toward the language?

The precise answer to the second question may also depend on the proficiency level, but generally speaking, I can answer this question positively by pointing out at least three factors affecting the participants' motivation toward English in certain ways.

The first factor concerns the learning contents. Many Group 1 and 2 students answered that they were more motivated toward other foreign languages because it was a new language. More specifically, they gave reasons such as the contents are still basic, target items are concrete, and

thus, easy to study and easy to score higher on exams. This issue of the learning contents was mentioned in the interviews by some focal participants. For example, one Group 1 student said that he felt that he was lacking very basic knowledge in English and he was not ready to “use” it, so he wanted to learn more concrete basic grammar in his English classes. I observed his Korean class to see that there was one clear target grammar item of the day; the students first learned some basic rules related to the item and then used the rules in some communication practice. What students did in that particular Korean class was very limited but also very concrete compared to what my students do in my English classes. This is only a voice of one student, and there may be many other students who celebrate the liberation from grammar-oriented instruction at university. However, we should recognize that some lower-level students are not ready for a full application of communicative language teaching and they may actually be more willing to study basic grammar rules they have missed during their first six years of formal English education.

The second factor was the students’ negative experiences in past English studies. Many lower-proficiency learners, and also some higher-proficiency learners, said that they were more motivated toward other foreign languages because they had no negative associations with the new language as they did with English. As Figure 1 in the result section shows, most of the lower-proficiency learners have experienced demotivation toward English at the secondary level. For some students, that negative image was still vivid and they had already developed a very strong sense of “English-phobia,” which even had caused “foreign-language-phobia” among some low-proficiency students. Of course, this negative association can happen with any foreign language if we continue to study it seriously for a longer period of time. In fact, Dörnyei and Ushioda (2011) observed “a general pattern of demotivation among students as the initial novelty of learning a language wears off and increasing cognitive, linguistic curricular demands and social pressures set in” (pp. 142-143). However, the data from this study should remind English teachers in Japan that when English is taught at Japanese universities, the language is already laden with the legacy of the six years of compulsory education at the secondary level, which, again, often leaves a strong negative image in the minds of learners.

Finally, let me mention another unique nature of English which possibly functions as a positive factor in terms of students’ motivation. In the survey, quite a large number of students answered that they were more motivated toward English than toward other foreign languages because they believed English to be useful. In particular, several students talked about the influence of the global spread of English as the *de facto* lingua franca on their attitudes toward learning English. The usefulness of English was mentioned most frequently by the students in Group 3, but some students in Group 1 and 2 also perceived its usefulness for their future. For example, in the interview, one Group 1 student told me that he plays hockey and he sometimes goes overseas for international matches. He wants to learn to communicate in English for such occasions. Another Group 2 student

said that he wants to be a teacher of Japanese for speakers of other languages, so he thinks it will be helpful if he can speak English well. However, one item of note is that some students' perceptions of the necessity of English can be ambiguous and lack a concrete grounding. For example, one Group 2 student I interviewed explained that she felt the need to study English because she had heard the statement "English is useful" from her teachers and her parents and, as a result, that idea was deeply ingrained in her mind. At the same time, she reiterated that when she tries to articulate why English is really important and necessary for her, she has no clear answers. This student also confessed her ambivalent sense of motivation toward learning English. The case of this student seems to suggest that the "usefulness of English" can act as a motivator for students only when they have clear future images of themselves as users of the language (Dörnyei, 2005, 2009).

## **6. Implications**

Based on these findings, I can draw at least three implications for English educators at Japanese universities. The first implication is the need to provide students with more freedom and choice in their compulsory English classes. As I pointed out in the discussion, students' needs are diverse even within the same proficiency groups. Some universities already understand this problem and offer additional courses for students who are taking first-year compulsory English. Needless to say, it would benefit students if more universities offered various types of courses that focus on different aspects of English, such as basic grammar, communication, or academic use. If students can choose the class they are most interested in among these choices, the class content will better, if not perfectly, suit their needs, and also give them a sense of autonomy and thus some sense of responsibility for their own learning.

Second, the survey and the interview data show that English classes may need to have clearer learning goals in order to better motivate students. The learning contents of communicative English classes, for example, can be vague, and some students find it hard to study for assessments to achieve good grades. As the survey data show, low test scores and low grades can be a very powerful demotivator when the students' efforts are not reflected in results. To prevent this from happening, teachers need to set concrete and tangible learning goals for their students. This seems particularly important for low-proficiency students, many of whom have been demotivated through a series of negative experiences with regards to tests and grades.

The third implication suggests the importance of students' future images of themselves as English users as a means of sustaining motivation. In this study, most students reported that they recognized the need for studying English and felt a kind of social pressure to study it, but not all of them related their ideas to a clear image of themselves using the language in the future. This issue of possible selves has been attracting increasing attention in motivation literature (e.g., Dörnyei & Ushioda, 2009), and a growing number of researchers and teachers are aware of its importance on

foreign language learners' motivation. But in reality, it is not easy to help students who have already developed passive attitudes to construct clear possible future English selves. It is beyond the scope of this research project to claim any workable solutions for this. All that can be pointed out is that part of the difficulty comes from the fact that to function properly, such future self images should be internally conceived. Moreover, as long as they are internal images, their emergence is largely beyond the control of external forces such as teachers.

## **7. Limitations and future directions**

Finally, I would like to briefly mention the limitations of this study and discuss its possible future directions. The first limitation is the small sample size. This study surveyed only 128 students in one department of one private university, so its findings are limited in terms of generalizability. Second, the statistical analysis of the survey data is also limited to frequency counts. I did not use any advanced statistics to claim statistically significant differences between the two kinds of languages nor among the three proficiency levels. Finally, the qualitative data is still insufficient in terms of its depth and amount, so I need to collect more data by conducting multiple interviews with the focal participants, and visit other foreign language classrooms.

As for possible future directions of this study, first of all, it would be interesting to conduct a wider-scale survey and analyze university students' foreign language learning motivation with more advanced statistics to see if there are any statistically significant differences between English and other foreign languages. Also, the current data suggest the need to further examine differences between lower-proficiency learners and higher-proficiency learners when investigating learner demotivation toward foreign languages (Falout et al., 2009; Falout & Maruyama, 2004). Since this study has not covered a whole range of proficiency levels, adding more data from other proficiency levels could expose more interesting differences across different proficiency levels.

Second, if I extend the data collection to track the same students for a longer time span, it may lead to some interesting findings. In this study, the participants were all freshmen in their early stages of their university English courses. It is easy to imagine that their motivation toward studying English, and other foreign languages, could change as they continue to take more language classes and as their university life brings various changes in their future career goals. Therefore, it would be interesting to follow the same students to see how their perceptions of English, and other languages, change in their later years at university.

Finally, in this paper, I focused mostly on the survey data, but other data from the interviews and the observations have raised some other possibly important issues. They include the legitimacy of English as the only compulsory language within the university curriculum. In addition, some data have highlighted the fact that the global spread of English has blurred the definition of "English speaking countries," and thus has complicated the issue of learners' possible futures selves as users

of English. As I continue to work on this research project, I am planning to further investigate these outstanding issues.

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## Appendix A: The questionnaire

### 英語及びその他の外国語学習に対するモチベーションに関するアンケート

このアンケートは、皆さんの学習している外国語に対する学習する意欲（モチベーション）の度合いを、英語とそれ以外の外国語を比較して調査する研究目的で行われるものです。この研究により、外国語学習へのモチベーションに影響に与える要因を調査し、それを参考によりよい英語・外国語教育につなげることを目指しています。

回答は皆さん個人の自由意志で、回答の内容や、回答するかしないかが今後この授業における成績などに関わることは一切ありません。全体で10分程度で終わるアンケートです。英語教育などに常日頃感じていることを正直に書いていただければ嬉しいです。回収は来週の授業の際に、回収箱で行います。記入の有無や内容が見えないように一緒に配られた封筒にこのアンケートを入れて、回収箱に入れて下さい。

なお、このアンケートの結果から数名の方には、同意の上で更に個人的にお話を伺うことをお願いする予定です。

もしこのアンケートの趣旨、内容などに不明な点がある方は、遠慮なく私に質問して下さい。

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では、アンケートを始めます。

1. まずあなたに関する基本情報をお聞きします。

- 1) 名前 ( )
- 2) 性別 男 女
- 3) 学年 1年 2年 3年 4年 それ以外 ( )
- 4) 年齢 ( )歳
- 5) 英語の資格(あれば)

例) TOEIC 450点、英検準2級など

6) 海外滞在経験(あれば)

例) アメリカ合衆国に3歳から8歳まで約6年間

2. 次に、英語学習に関する質問をします。

1) 英語学習に対する意欲(モチベーション)の推移を教えてください。(当てはまるところにチェックを入れてください。

大いにあった      まああった      あまりなかった      全然なかった

中学始め \_\_\_\_\_

中学終り \_\_\_\_\_

高校始め \_\_\_\_\_

高校終り \_\_\_\_\_  
大学 \_\_\_\_\_

2) (1) で答えたモチベーションにもし変化があったら、変わった理由を思いつく限り挙げてください。

(例) 中学始めから中学終り：難しくなって成績が下がって嫌になった  
高校始めから高校終り：受験勉強ばかりで興味がもてなくなった

3) 現在、英語は何のために学習していますか？ 当てはまるものだけを選んで、度合いの強い順に並べてください。

(ア) 単位を取るため (イ) 就職のため (ウ) 趣味や個人的興味のため  
(エ) 楽しいから (オ) 家族などに勧められるから (カ) 授業が面白いから  
(キ) いいクラスメートがいるから (ク) 仕事以外にも役に立つと思うから  
(ケ) それ以外の理由 ( )

強い順 \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

3. 次に、英語以外の外国語学習について質問します。

1) 大学で履修している (いた) 英語以外の外国語を教えてください。

2) その外国語は何のために学習しています (いました) か？ 当てはまるものだけを選んで、度合いの強い順に並べてください。複数の外国語を学習している (いた) 場合、最も意欲を持って学んでいる言語について教えてください。

(ア) 単位を取るため (イ) 就職のため (ウ) 趣味や個人的興味のため  
(エ) 楽しいから (オ) 家族などに勧められるから (カ) 授業が面白いから  
(キ) いいクラスメートがいるから (ク) 仕事以外にも役に立つと思うから  
(ケ) それ以外の理由 ( )

強い順 \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

3) 英語とその外国語の授業形式や授業内容に、何か違いがありますか？

(例) 英語は人数が多いがXX語は少人数  
英語は会話中心だがXX語は基本文法中心

4) 英語とその外国語では、自分はどちらが学ぶ意欲が高いと思いますか？また、その違いの要因は何だと思いますか？

ご協力ありがとうございました。



