A Preliminary Study of Motivation
in English Students at Kochi Women's University

John THURMAN *

Introduction

Of all the reasons that account for individual differences in the second or foreign language classroom, motivation may be the most important. After all, that there is motivation at all is the reason students are there in the first place. It is motivation that is specific to learning a second or foreign language that this paper is about. In 1985, Gardner defined motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation" (p. 10). The makeup of motivation was seen to include three components, effort, want and affect, of which effort could include, according to Skehan (1989, p. 55), "compulsiveness, desire to please a teacher or parent, a high need to achieve, good study habits and social pressures," all of which relate to learning a second or foreign language.

The study being written about in this paper is the first of two, possibly three, studies on motivation. Just recently, the writer surveyed some of the same students in this study but over a half year after the original survey that is examined in this paper and the data will be used to consider the changes in the levels on motivation that might have occurred in that time in a second article. This article is to provide a basis on motivation studies and to get a preliminary glance at the subjects and their makeup. The third article, if needed, will bring everything together and suggest solutions and guidance for those interested in motivation.

Background
Early Studies on Motivation and Their Shortcomings

In 1959, and later in a book published in 1972, Gardner and Lambert suggested that there were two aspects to motivation: instrumental motivation, or a motivation that relates to an external reward, and integrative motivation, or a motivation that relates to an internal desire or an internal reward. In that study, they found that higher integrative motivation lead to higher achievement. There have been studies

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* Department of Cultural Studies, Faculty of Cultural Studies, Kochi Women's University

positively correlating higher motivation to the more varied and more successful use of language learning strategies (Oxford, 1990). In addition, the higher a student's integrative motivation is, more likely the student is to continue his or her studies in the foreign language for a longer period of time.

Later, Gardner and Lambert studied instrumental motivation; a type of motivation that was construed as having little emotional involvement with learning the second language (Gardner, 1985) and is a motivation "based on the advantages that can accrue if a language is known" (Skehan, 1989, p. 53). From the time it was first studied, it was hypothesized by Gardner and Lambert, and later assumed by many researchers, that instrumental motivation was one in which less achievement (compared with integrative motivation) could develop. However, Gardner and MacIntyre in 1991, found that if activated, instrumental motivation can be just as successful as integrative motivation. On the other hand, once the incentive was taken away or the goal had been achieved, then the motivation, and thus the higher achievement, of learning a foreign language disappeared (MacIntyre, 2000).

Perhaps because it appeared early in the specialization of researching the individual aspects of learning foreign or second languages, the Gardner and Lambert study of 1959 had a profound impact on the profession, and, like the influence of Shakespeare on the play-writing profession in subsequent dramatists, this study strongly influenced the study of motivation for two decades. From the publishing of this study on, ensuing research on the aspect of motivation was conducted within the paradigm of Gardner and Lambert's work. Research on motivation centered on two possible sources of motivation; integrative or instrumental. Recently, researchers have sought to expand the framework of motivation as set down by Gardner and Lambert to account for other possible reasons for a learner's motivation (Oxford and Shearin, 1994, Dörnyei, 1994 and Crookes and Schmidt, 1991).

In 1991, Crookes and Schmidt, commenting on the influence of Gardner and Lambert, had these words for the state of motivational research in regards to learning a foreign language up until then:

> Our claim is that this particular approach has been so dominant that alternative concepts have not been seriously considered. The failure to distinguish between social attitude and motivation has made it difficult (1) to see the connection between motivation as defined in previous SL studies and motivation as discussed in other fields, (2) to make direct links from motivation to psychological mechanisms of SL learning, and (3) to see clear implications for language pedagogy from such previous SL research. The last is at least partly because of an overly narrow set of investigative techniques (pp. 501-502).

Also, and perhaps more to the point, Kimura, Nakata and Okumura in a presentation at a recent 1999 AILA conference, suggested these five "Shortcomings and Limitations of Gardner's Social-psychological Approach:"

> (a) The vague distinctions between integrative motivation and instrumental motivation.

> (b) The researcher considered his results, conducted mostly in Canada, to be applicable universally, although there are contextual differences between ESL and EFL.

> (c) The variables covered in the research were limited to attitudes and motivation.

> (d) It (the research) did not provide a clear distinction between attitudes and motivation.

(e) It did not provide a clear picture of what integrative motivation was (p. 1).

Also, as stated by Dörnyei in 1994, the Gardner and Lambert model was, in his opinion, "grounded in the social milieu rather than in the foreign language classroom" (1994, p. 273).

Expanding the Framework

In the 1980s, social psychologists studying motivation started to have an impact on the inquiry into motivation in learning a second or foreign language. One of those having an impact was the work of Deci and Ryan (1985), who related motivation to a person's self-determination. That is, they related motivation and divided aspects of motivation to a continuum from a completely internalized motivation, called "intrinsic," to a completely external reason for doing something, called "extrinsic." Hayamizu (1997), defined four terms used in relating motivation to self-determination:

External. Doing the target activity to comply with authorities, such as teachers or parents.

Introjected. (There are) internal esteem-based pressures to act, such as avoidance of guilt and shame or concerns about approval from self or others.

Identified. When a behavior is valued by the individual and is perceived as being chosen by oneself. The activity caused by the identified (motivation) is not performed for itself but as a means to an end.

Intrinsic. Doing an activity for fun or for inherent enjoyment in a self-determined way (p. 99).

As can be seen from the above definitions, the reason for doing something has been placed almost entirely inside the individual. The role of attitudes has seemingly been removed from this outlook of motivation.

In the mid-1980s, second language acquisition researchers started to expand upon the framework set up by Gardner and Lambert so that it may be more applicable in the foreign language classroom. In 1980, Clement proposed a model of foreign language learning where, according to Gardner in 1985, motivation played a central role. Here, the learner could have a positive approach to learning the language, which is when the learner has a "desire to become an accepted member of the other culture;" or a negative approach to learning the foreign language, where the learner has a "fear that belonging to another culture might result in the loss of the first language and culture" (Clement, 1980, p. 149).

Later, with Kruidenier in 1985, Clement suggested, in addition to instrumental motivation, three components that had earlier been associated with the integrative orientation to motivation: knowledge, friendship and travel orientations. Building on this, Dörnyei in 1990, suggested three other possible orientations to motivation in learning a foreign language: (a) an interest in foreign languages, culture and people; (b) a desire to broaden one's view and avoid provincialism, and (c) a desire for new stimuli and challenges; all of which come under an "Integrative Motivational Subsystem" (p. 68). Interestingly, what was seen as a pure integrative motivation in previous studies, the desire to integrate into a new community, overlapped with the integrative motivational subsystem and the instrumental motivational subsystem.

In the early- to mid-1990s, there seems to have been a turning point in second and foreign language

learning motivational research and several articles expanding the framework of Gardner and Lambert's original work were published taking into account the different situations and different, and until-then-unexplored, aspects of motivation. One of these was Crookes and Schmidt (1991) which expanded the motivational framework into the educational area, where they thought the dichotomy of the integrative or the instrumental orientations and the intrinsic/extrinsic orientations in the motivational framework needed not to be replaced but expanded upon. Here, they suggested that there are four components to motivation, all of which describe the motivational situation: (a) interest, which is related to intrinsic motivation, (b) relevance, which can be related to instrumental motivation, (c) expectancy, or the perceived likelihood of success, which is related to the learner's self-confidence, and (d) satisfaction (with the outcomes), which can be either intrinsically or extrinsically related.

Then, in 1994, Oxford and Shearin wrote an article calling for an expansion of the motivational framework. This expansion included using theories from motivational studies in other fields, such as Maslow's Hierarchy of Needs theory, which the writer first learned about in a class on salesmanship. One of the theories that seemed to be more applicable to the classroom was the work of two industrial psychologists, Locke and Latham (1990, cited in Oxford and Shearin, 1994) and their theories of goal-setting and self-efficacy—that is, how well one perceives one is doing at a certain task to achieve a pre-ordanied task. According to Oxford and Shearin, these had not been considered before in motivational studies of learning a foreign language (p. 20). According to these theories, there must be a commitment to a goal, feedback on performance in relation to a goal, the ability of the individual to reach the goal, role modeling, and tangible incentives (pp. 20-21). In this framework, expectancy, or the belief that effort will lead to achievement, and self-efficacy are intermixed to make a highly powerful aspect to motivation. So powerful in fact that in comparing the causal model from Lalande and Gardner (1984) and the similar causal model in Tremblay and Gardner (1995), published after Oxford and Shearin's article in 1994, three additional attributes to achievement, valency, goal-setting and self-efficacy, now apper.

In Clément, et al (1994), three components to learning a foreign language; integrative motivation, linguistic self-confidence, and how the student perceives the classroom situation to be have been added. Dörnyei, in 1994, put together what he felt were the major components of older and newer motivational studies into a comprehensive framework with three major levels; the language level, the learner level, and the learning-situation level. The first includes components from more traditional research, such as from Gardner and Lambert. The learner level components are from Clement, et al's 1994 research and the learning-situation level includes components from Clement and Kruidenier, Crookes and Schmidt, Oxford and Shearin, as well as theories from motivational researches in other fields.

Language Level	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
Learner Level	Need for Achievement
	Self-Confidence
	· Language Use Anxiety
	· Perceived L2 Competence
	· Causal Attributions
	· Self-Efficacy
Learning Situation Level Course-Specific Motivational Components	Interest
	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive
	Authority Type
	Direct Socialization of Motivation
	· Modelling
	· Task Presentation
	· Feedback
Group-Specific Motivational Components	Goal-Orientedness
	Norm & Reward System
	Classroom Goal Structure

TABLE 1. Dörnyei's (1994) Components of Foreign Language Learning Motivation (p. 280).

So now the motivational framework seems to have been conceptualized into groups. This has, from the writer's viewpoint, two major advantages. The first is that with the components compartmentalized, making instruments to survey motivational components has become easier and, second, seeing how the results relate to the components becomes clearer. The survey used in this study is based on these components. Also, showing the components of motivation in such a way clears the picture for the teacher, who can now see logical breakdowns and areas that he or she may feel need strengthening much more clearly.

Motivational Studies in Japan

Researchers in Japan have been doing many studies on motivation in learning a foreign language, especially motivation concerned with learning English, since the mid-1980s. In 1987, Tsuruta, et al found;

(a) That learners with higher English ability have stronger motivational values,

(b) That the value, outlook and expectancy towards learning English have no connection with higher English ability but that the opportunity to use English, the autonomous and active use of English and interest and persistence *do* have connections with higher English ability, and

(c)　The differences between the high achievers with strong motivation and low achievers with weak motivation shows in different ways in studying English.

Two years later, Takanashi (1990) found that in addition to the above three assumptions, the understanding of the importance of learning English and motivation in the way English is studied were also important to higher English achievement. Also in 1989, Tsuruta, et al, found that there were three principal motivational factors involved with the learning of English, a sense of cultural values, a sense that they are learning and a sense that they have the ability to learn (p. 62). Interestingly, they also found that the degree of motivation was higher in non-English majors than in English majors, that males seemed to be more motivated than females students and that English major students had higher uneasiness, tension and fear of learning English than non-English majors. Sawaki in 1997 found that the strength of motivation and the desired level of English strongly correlated and in a factor analysis found that:

> Those who had a stronger motivation tended to have higher endorsement for [the] use of English for academic purposes and [a] desire for knowledge..., [a higher realization of] the significance of English proficiency for real-life communication..., [a higher] desire to pursue academic and/or career goals abroad.., and [an] [interest in pop culture (p. 93).

All is not bright, however. In the same year as Sawaki's study, Matsuura, et al published a longitudinal study of motivation in learning English by high school students and found, disturbingly, that where there had been high scores on a motivational survey in 1966 for factors such as an interest in learning English, learning English is enjoyable, learning English is interesting, and liking to learn English, all these factors had received lower scores in 1996 (Matsuura, et al, 1997, pp. 61-63). For some good news however, Takeda in 1998 found that students generally had higher intrinsic motivation after a three-and-a-half month overseas stay.

In a 1999 study from which the instrument for this study was used, Nakata, Kimura and Okumura (1999) in their research of a broad cross-section of junior-high, high school, junior college and university students, came to these eight conclusions:

1. The intrinsic/instrumental/integrative motivational component was the motivational component containing the most students within the Japanese context.

2. The extrinsic/instrumental motivational component was the second most populous within the Japanese context.

3. English majors had higher language learning motivational levels.

4. Participants expecting satisfactory results and who exhibit clearer goal-setting tend to have higher levels of language learning motivation.

5. Learners in language schools (i.e., Nova, GEOS private language schools which hold their classes after 5pm) are clearly more motivated than learners in other institutions, probably because they have clearer goals and most of them have paid their own tuition.[1]

6. There were clear differences in English language learning motivation with regard to gender and overseas experiences.

7. [University] entrance exams may affect learner's motivation in the process of their learning English. This is more obvious when we compare their motivation before the university entrance exams and after the entrance exams.

8. The motivational components for this population should not be interpreted merely by the social-psychological approach (pp. 14-15).

In his own study of the same year, Kimura found that anxiety and how the class is run have an effect on motivation and that the teacher can greatly effect a student's motivation (1999, pp. 9-10).

To take into account the internationalization of the Japanese learner of foreign languages, Nakata (1999) proposed a motivational model that combines previous studies on motivation done in Japan as well as abroad, and adds a component unique to the Japanese learner which, in addition to the integrative and instrumental motivations, is comprised of a new category that includes such topics as; "international understanding and service, and wanting to use English to make friends in other parts of the world" (p. 53-55). However unique this may be, this new category may relate to a previously mentioned study, that of the friendship and travel orientations in Clement and Kruidenier (1985). (Nakata's "The Internationalization Model," can be seen in Appendix 1.)

The Study

For this study, first and second year students at Kochi Women's University were surveyed. In doing this study, the writer hopes not only to learn more about my students but also how he may be able to create better classes and better lessons, for motivation effects other aspects of second or foreign language learning and what the students put individually into their studies. Also, the writer would like to examine the differences between the first year students, those newly arrived, and the second year students to see if there are any major differences between them. There is the assumption that the averages will be high but that those averages for the first-year students will be higher than for those of the second-year students, for the simple reason that the first year students may be more eager to start learning in their new situation. Also, there may be higher extrinsic/instrumental scores for the second year students. In this, these students may be looking more towards just finishing to complete the required units.

Method

Participants

For this study, 53 first-year students and 33 second-year students of Kochi Women's University were surveyed.

Apparatus

The instrument used in this survey was an instrument adopted by Kimura (1999), who based his instrument on the models proposed by Clément, et al (1994), Crookes and Schmidt (1991) and item questions by Dörnyei (1990), Schmidt et al (1996), Tremblay and Gardner (1995) and by Miyahara (1997). In this survey, there are 50 questions comprising 10 categories answered on a six-point scale:

1. Intrinsic Motivation: Questions 1-5;

2．Extrinsic Motivation: Questions 6-11;

3．Extrinsic/Instrumental Motivation: Questions 12-15;

4．Instrumental Motivation: Questions 16-18;

5．Situation Specific Motivation (Anxiety): Questions 19-23;

6．Teacher-Specific Motivation: Questions 24-27;

7．Activity Specific Motivation: Questions 28-37;

8．Attitudes Towards Anglofonic Culture: Questions 38-40;

9．Integrative Motivation: Questions 41-42;

10．Attribution:[2] Questions 43-50．

Procedure

This survey was conducted within two weeks after the spring semester (the start of the new school year in Japan) had begun. The students were asked for their participation (Appendix 2) in the survey (conducted during class time) and the answer sheets (Appendices 3A and 3B), on which they were asked to write their ages, were passed out. After the students had finished writing their ages on the answer sheet, the survey questionnaires (Appendices 4A and 4B) were passed out. When they finished, they were asked to turn their papers over and to wait quietly.[3]

Results

In Figure 1 below are the averages for all the students who took the survey at Kochi Women's University. As can be seen, the averages parallel each other except for a few places. It should be noted that Items 27 and 42 are reverse-coded items in that the lower score is more desirable. A table showing all the

Comparison of the Averages between Kochi Women's University 1st and 2nd Year Students
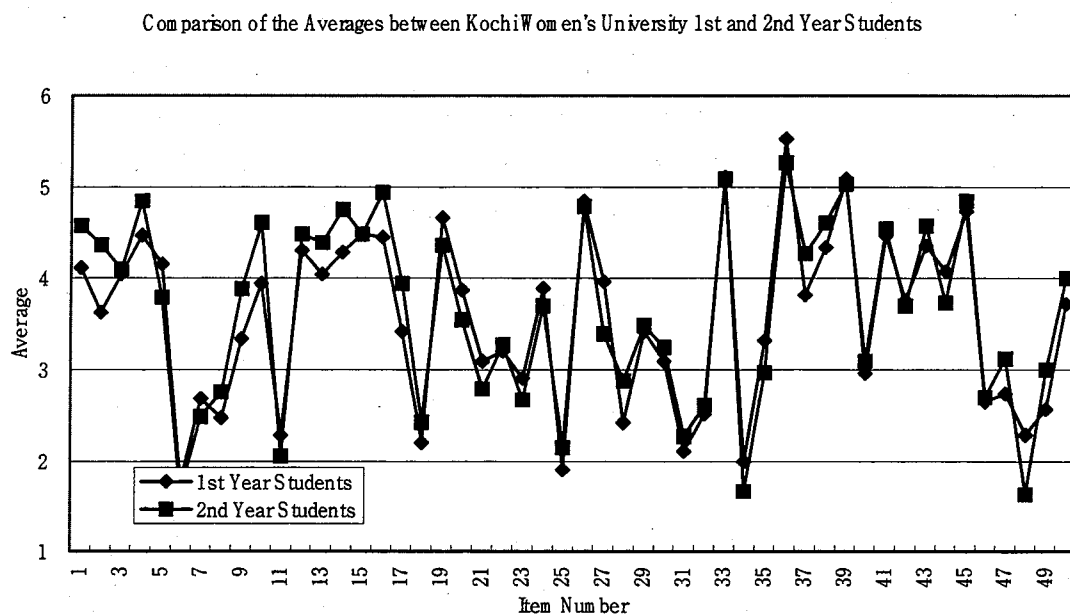
Figure 1. Averages of 1st year and 2nd year students.

results can be found in Appendix 5. To calculate the reliability of the survey, using Excel 98 for the Macintosh, a split-half method of reliability was done by correlating all of the odd responses against all the even responses using the Pearson-Product Moment Correlation. The resulting figure was a lukewarm 0.76. In Appendix 6, there is a graph showing the same calculations between the responses in each category.

In Figure 2, below, can be seen the averages for all the responses of each item in the survey. As they will be mentioned later, the averages from the results of the Kimura (1999) study are included as well.

Averages Between Students From This Study and Students From the Kimura Study
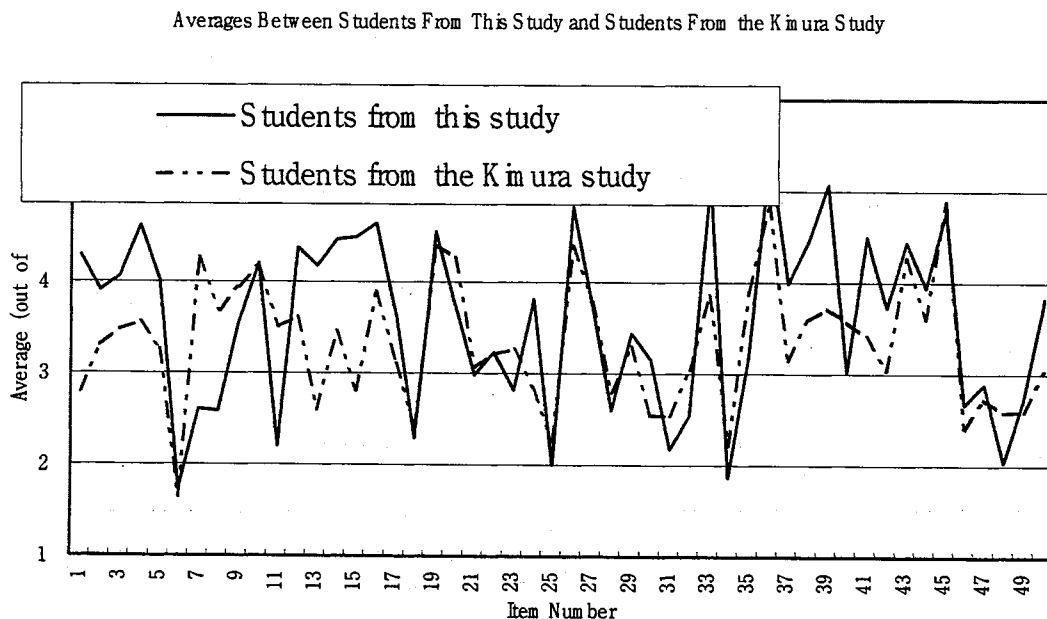
Figure 2. Averages for all respondents

Discussion

In the Kimura survey, items 6 to 11 were items concerned with extrinsic motivation; 12 to 15 with extrinsic and instrumental motivation; and 16 to 18 with instrumental motivation. Looking closely at Figure 1, it can be seen that in these areas, the second-year students are higher. Below, in Table 3, is a comparison of these averages between the first- and second-year students. Here, only three of the twelve items have the first-year students scoring higher than the second-year students. Obviously, there is a lack of integrative motivation or possible interest in English learning by second year students. With this survey, it has been shown that making the class more interesting for the students would help, in the meantime possibly increasing learning, as has been shown by many of the previously mentioned studies.

Item #	1st	2nd	Item #	1st	2nd
6	1.774	1.667	13	4.038	4.394
7	2.679	2.485	14	4.283	4.758
8	2.472	2.758	15	4.491	4.485
9	3.340	3.879	16	4.453	4.939
10	3.943	4.606	17	3.415	3.939
11	2.283	2.061	18	2.208	2.424
12	4.302	4.485			

Table 2. A Comparison Between 1st Year and 2nd Year Students For Items 6 to 18.

Kimura's instrument has been divided into ten categories and with these categories it becomes easier to see the differences in the types of motivations that are at work in the second or foreign language classroom. A comparison of the averages for each of these categories between the first- and second-year students can be seen in Figure 4:

Averages between Categories, Kochi Women's University Students

1=Intrinsic Motivation (1-5)
2=Extrinsic Motivation (6-11)
3=Extrinsic/Instrumental Motivation (12-15)
4=Instrumental Motivation (16-18)
5=Situation Specific Motivation (19-23)

6=Teacher Specific Motivation (24-27)
7=Activity Specific Motivation (28-37)
8=Attitudes towards Anglofonic Culture
                                    (38-40)
9=Integrative Motivation (41-42)
10=Attribution (43-50)

Figure 4. The averages between categories of the responses.

Although the second-year students are slightly higher in the intrinsic motivation category, they are also higher in the categories mentioned above, that is the extrinsic motivation, extrinsic and instrumental motivation, instrumental motivation categories. Since the subjects were English majors, it is hoped that they would have high marks in this area, but perhaps this may also reflect when the survey was given, early in the term when they were starting a new class. Re-doing this survey later in the school year may show different results. What is interesting as well is the very large gap in the last category, attribution. This category has questions like; "When I receive a poor grade in this class, it is

mainly due to the teaching." Also, here are question pairs such as; "When I receive a good grade in this class, it is because of the effort I have made." Why is this gap so large? It may be that having had the writer as a teacher the previous semester, the second-year students know better of what is expected of them while the first-year students may not. That is, the first-year students may have high hopes but the second-year students are grounded in reality. What the first-year students may be showing more is anxiety. Looking again at Category 5 in Figure 4, it can be seen that this is true, but only slightly. With newess comes apprehension but how do these results compare with those in the Kimura study? In Figure 5, below, the average for Kochi Women's University students was lower, 3.46 compared with a slightly higher 3.64 for the respondents in the Kimura study.

Comparison of Category Averages Between the Kochi Study and the Kimura Study

1=Intrinsic Motivation
2=Extrinsic Motivation
3=Extrinsic/Instrumental Motivation
4=Instrumental Motivation
5=Situation Specific Motivation

6=Teacher Specific Motivation
7=Activity Specific Motivation
8=Attitudes towards Anglofonic Culture
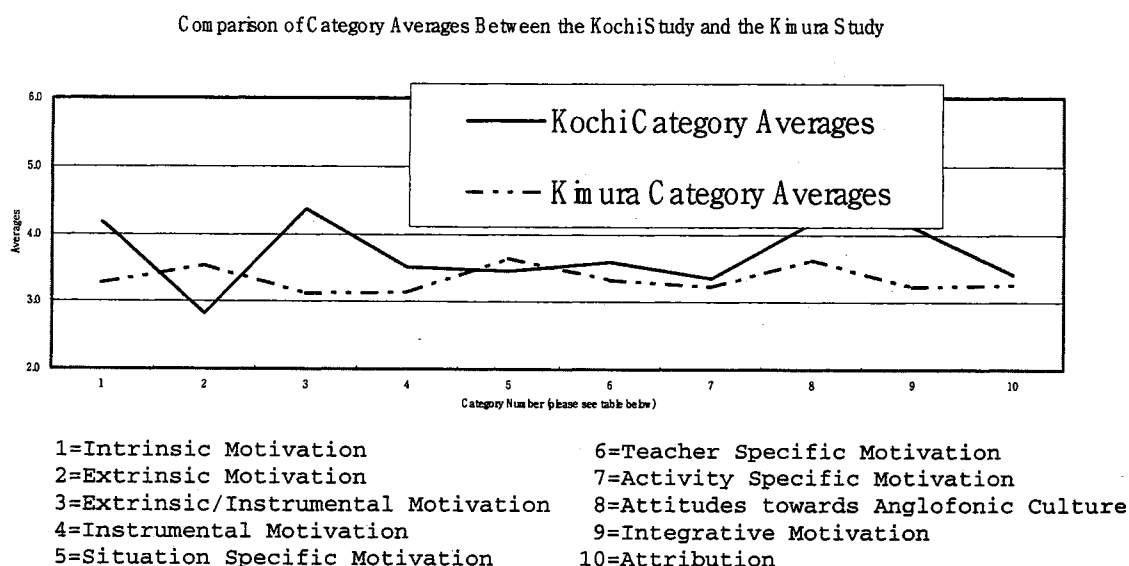9=Integrative Motivation
10=Attribution

Figure 5. Category average comparison between the respondents in this study and Kimura's (1999) study.

Granted, Kimura studied many more students from a national university, but one aspect of the classroom that the writer has worked to create is an anxiety-free classroom. It is hoped that his efforts have worked. Looking especially at Item 21, this item, "I am afraid other students will laugh at me when I speak English in class," shows an anxiety that is widely held by language learners. In this item, however, the second-year students are lower (2.788) than the first-year students (3.094). Perhaps this may show that the writer may be doing something right in his goal to have little anxiety in the class—or perhaps it could be that the students may be feeling more confident in their use of English. The score for the second year students was also lower than that which Kimura's subjects responded (3.067).

Lastly, the writer would like to mention Item 4, "I wish to learn other foreign languages, not only English." This response had a very high average, 4.61. This is interesting in that this shows a great interest in learning foreign languages, but it also shows a great shortcoming in the Japanese educational system. Here in Japan, throughout the system, English is just about the only foreign

language offered. There is very little offered in the way of French, much less Italian or Spanish. When the students take a comprehensive exam, there is a "Foreign Language" section—English, that is. In this question, a dissatisfaction with a lack of the languages that are offered for study at this university comes to light.

Conclusion

Thus is the study of students at Kochi Women's University and their motivation. Perhaps because it was done so early in the year, especially for the first-year students, there is as yet no reflection on the writer's teaching. But looking at some of the results, it can be seen in which areas he should try to keep at high levels, such as the integrative and the intrinsic areas of motivation, and areas in which he should be more aware, such as the above-stated anxiety areas. By doing this study the writer has come to know his students much better and can see with a better light now how they feel and their motivations in class. Some of the previous studies mentioned in this paper on the motivation of the English as a foreign language learner in Japan used factor analysis and the writer will in the near future use this analytical method to understand better the aspect of motivation at this university.

Notes

1　Since this study was done only with enrolled students, it seems that the authors are referring to those junior college and university students who attend a private English language conversation school after regular classes. Those who are more highly motivated will seek out other opportunities to use English.

2　Surveying what students attribute success or failure to.

3　The writer would like to thank Kaori Taoka for her help in administering the survey. She read the instructions for him and wrote the answer categories on the board.

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Appendix 1: Nakata's (1999) "Internationalization Model"

Motivation

(Primary Motivational Process)

Aptitude   Lack of Aptitude

    Positive Influence of Parents   Negative Influence of Parents

    Pleasant Cultural Experience   Unpleasant Cultural Experience

Pleasant Language Learning Experience   Unpleasant Language Learning Experience

Comfort   Anxiety

(Second Motivational Process)

Integrativenss ··························▶   ◀······························ Fear of Assimilation

(Third Motivational Process)

Integrative Motivation ··········▶ Internationalism ◀········· Instrumental Motivation

Knowledge-about America   -about international issuse   -about Japan

Interest-in America   -in international issues   -in Japan

Love of America   Love of the world   Love of Japan

Possess-less clear L1 identity   -his/her own identity   -strong L1 identity

Consider him/herself to be

-an American   -an internationalist   -a Japanese

Effort-to be native-like   -for overall proficiency   -for specific goal

Like to learn through

-informal language teaching   both   -formal language teaching(classroom

    (TV, movie)

    GROUP A   NEW GROUP   GROUP B

    Fluency   Overall Proficiency   Grammatical Competence

American Accent   His/Her Own English   Japanese Accent

+····························· continuum ·····························+

Appendix 2: What Was Said Before The Survey Was Passed Out, Japanese and English

指　示

このアンケートは、第二言語または外国語としての英語学習者を対象とした、言語学習の動機を調査するものです。中に英語学習に関する様々な文が表記されているので、注意して読んで下さい。そして、別紙の回答用紙にその文の内容が回答（1．2．3．4．5．6．）のどれに当てはまるかを記入して下さい。

1　全く当てはまらない

2　ほとんど当てはまらない

3　どちらと言えば当てはまらない

4　どちらと言えば当てはまる

5　ほぼ当てはまる

6　全くその通り

ここに表記された文の内容がどれだけ自分を正確に述べているかという観点から答えて下さい。決してどうすべきかとか他の人々がどうするかという点から答えてはいけません。どの場合も正解や間違った答えはありません。記入にミスがない様注意して、できるだけ早く回答して下さい。使用時間は約20分から30分以内です。

注意事項

・アンケート用紙の上に書かないでください。

・名前を書かずに、年齢だけを書いてください。

・このアンケートは授業評価には関係ありません。

・回答が終わったら回答用紙と問題用紙をうらがえしてください。

This is a survey of language learning motivation for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On a separate answer sheet, please write the response that tells how true of you the statement is.

1．Not true of me.

2．Usually not true of me.

3．Somewhat not true of me.

4．Somewhat true of me.

5．Usually true of me.

6．Always true of me.

Answer in terms of how well the statement describes you. Please do not answer how you think you should be or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to respond.

NOTE:

1．Please do not write on the survey questionnaire.

2．Please do not write you name on the answer sheet, only your age.

3．This survey has no connection with your grade in this class.

4．Please turn over the papers when you have finished.

Appendix 3A: The Answer Sheet in Japanese

(　　オ)

回答に際しては、本当のことを正直に答えて下さい。回答はすべて回答用紙に記入して下さい。回答用紙では、当てはまる番号を下の例のように〇でかこんでください.

例　　　　　1. ②. 3. 4. 5. 6.

〇以外で印をつける、数字の間に印をつける、二つ以上〇をつけるなど、以下のような回答は認められません。

1. 2. 3. 4. 5. 6. // 1. 〇 2. 3. 4. 5. 6. // ①. 2. 3. ④. 5. 6.

(1) 1.	2.	3.	4.	5.	6.	(26) 1.	2.	3.	4.	5.	6.
(2) 1.	2.	3.	4.	5.	6.	(27) 1.	2.	3.	4.	5.	6.
(3) 1.	2.	3.	4.	5.	6.	(28) 1.	2.	3.	4.	5.	6.
(4) 1.	2.	3.	4.	5.	6.	(29) 1.	2.	3.	4.	5.	6.
(5) 1.	2.	3.	4.	5.	6.	(30) 1.	2.	3.	4.	5.	6.
(6) 1.	2.	3.	4.	5.	6.	(31) 1.	2.	3.	4.	5.	6.
(7) 1.	2.	3.	4.	5.	6.	(32) 1.	2.	3.	4.	5.	6.
(8) 1.	2.	3.	4.	5.	6.	(33) 1.	2.	3.	4.	5.	6.
(9) 1.	2.	3.	4.	5.	6.	(34) 1.	2.	3.	4.	5.	6.
(10) 1.	2.	3.	4.	5.	6.	(35) 1.	2.	3.	4.	5.	6.
(11) 1.	2.	3.	4.	5.	6.	(36) 1.	2.	3.	4.	5.	6.
(12) 1.	2.	3.	4.	5.	6.	(37) 1.	2.	3.	4.	5.	6.
(13) 1.	2.	3.	4.	5.	6.	(38) 1.	2.	3.	4.	5.	6.
(14) 1.	2.	3.	4.	5.	6.	(39) 1.	2.	3.	4.	5.	6.
(15) 1.	2.	3.	4.	5.	6.	(40) 1.	2.	3.	4.	5.	6.
(16) 1.	2.	3.	4.	5.	6.	(41) 1.	2.	3.	4.	5.	6.
(17) 1.	2.	3.	4.	5.	6.	(42) 1.	2.	3.	4.	5.	6.
(18) 1.	2.	3.	4.	5.	6.	(43) 1.	2.	3.	4.	5.	6.
(19) 1.	2.	3.	4.	5.	6.	(44) 1.	2.	3.	4.	5.	6.
(20) 1.	2.	3.	4.	5.	6.	(45) 1.	2.	3.	4.	5.	6.
(21) 1.	2.	3.	4.	5.	6.	(46) 1.	2.	3.	4.	5.	6.
(22) 1.	2.	3.	4.	5.	6.	(47) 1.	2.	3.	4.	5.	6.
(23) 1.	2.	3.	4.	5.	6.	(48) 1.	2.	3.	4.	5.	6.
(24) 1.	2.	3.	4.	5.	6.	(49) 1.	2.	3.	4.	5.	6.
(25) 1.	2.	3.	4.	5.	6.	(50) 1.	2.	3.	4.	5.	6.

Appendix 3B: The Answer Sheet in English

When answering, please answer truthfully. Please put all your answers on this answer sheet. Please write the answers for the appropriate questions in this way:

Example　　　1. ②. 3. 4. 5. 6.

Please do not answer using anything other than circles, answers between two numbers nor more than one response per question, such as below:

1. 2̲. 3. 4. 5. 6. // 1. ◯ 2. 3. 4. 5. 6. // ①. 2. 3. ④. 5. 6.

	1.	2.	3.	4.	5.	6.		1.	2.	3.	4.	5.	6.
(1)	1.	2.	3.	4.	5.	6.	(26)	1.	2.	3.	4.	5.	6.
(2)	1.	2.	3.	4.	5.	6.	(27)	1.	2.	3.	4.	5.	6.
(3)	1.	2.	3.	4.	5.	6.	(28)	1.	2.	3.	4.	5.	6.
(4)	1.	2.	3.	4.	5.	6.	(29)	1.	2.	3.	4.	5.	6.
(5)	1.	2.	3.	4.	5.	6.	(30)	1.	2.	3.	4.	5.	6.
(6)	1.	2.	3.	4.	5.	6.	(31)	1.	2.	3.	4.	5.	6.
(7)	1.	2.	3.	4.	5.	6.	(32)	1.	2.	3.	4.	5.	6.
(8)	1.	2.	3.	4.	5.	6.	(33)	1.	2.	3.	4.	5.	6.
(9)	1.	2.	3.	4.	5.	6.	(34)	1.	2.	3.	4.	5.	6.
(10)	1.	2.	3.	4.	5.	6.	(35)	1.	2.	3.	4.	5.	6.
(11)	1.	2.	3.	4.	5.	6.	(36)	1.	2.	3.	4.	5.	6.
(12)	1.	2.	3.	4.	5.	6.	(37)	1.	2.	3.	4.	5.	6.
(13)	1.	2.	3.	4.	5.	6.	(38)	1.	2.	3.	4.	5.	6.
(14)	1.	2.	3.	4.	5.	6.	(39)	1.	2.	3.	4.	5.	6.
(15)	1.	2.	3.	4.	5.	6.	(40)	1.	2.	3.	4.	5.	6.
(16)	1.	2.	3.	4.	5.	6.	(41)	1.	2.	3.	4.	5.	6.
(17)	1.	2.	3.	4.	5.	6.	(42)	1.	2.	3.	4.	5.	6.
(18)	1.	2.	3.	4.	5.	6.	(43)	1.	2.	3.	4.	5.	6.
(19)	1.	2.	3.	4.	5.	6.	(44)	1.	2.	3.	4.	5.	6.
(20)	1.	2.	3.	4.	5.	6.	(45)	1.	2.	3.	4.	5.	6.
(21)	1.	2.	3.	4.	5.	6.	(46)	1.	2.	3.	4.	5.	6.
(22)	1.	2.	3.	4.	5.	6.	(47)	1.	2.	3.	4.	5.	6.
(23)	1.	2.	3.	4.	5.	6.	(48)	1.	2.	3.	4.	5.	6.
(24)	1.	2.	3.	4.	5.	6.	(49)	1.	2.	3.	4.	5.	6.
(25)	1.	2.	3.	4.	5.	6.	(50)	1.	2.	3.	4.	5.	6.

Appendix 4A: The Survey in Japanese

(Used and printed by permission.)

以下に上げる英語学習に関する50の文は、あなたの英語学習にどの程度あてはまりますか。次の１から６までの尺度を使い、それぞれのあてはまる度合いを示しなさい。

１：全く当てはまらない 。

２：ほとんど当てはまらない

３：どちらと言えば当てはまらない

４：どちらと言えば当てはまる

５：ほぼ当てはまる

６：全くその通り

回答に際しては、本当のことを正直に答えて下さい。回答はすべて回答用紙に記入して下さい。回答用紙では、当てはまる番号を下の例のように○でかこんでください.

例   1. ②. 3. 4. 5. 6.

○以外で印をつける、数字の間に印をつける、二つ以上○をつけるなど、以下のような回答は認められません。

1. 2. 3. 4. 5. 6. // 1. ○ 2. 3. 4. 5. 6. // ①. 2. 3. ④. 5. 6.

1 私が英語を勉強するのは英語が純粋に好きだからだ。

2 英語を勉強していると、とても満足感がある。

3 学校に行かずに自ら進んで英語が勉強できればいいのにと思う。

4 英語に限らず外国語なら出来るだけたくさんの言葉を習いたいと思う。

5 英語を勉強すると世界の出来事がよくわかり、世界が広がるから勉強する。

6 私が英語を勉強するのは、親や先生など自分以外の人に喜んでもらうためだ。

7 私が英語を勉強するのは、英語が必修科目だからだ。

8 私が英語を勉強するのは、試験（入試、英検など）に合格するためだ。

9 英語が出来ることくらい今では常識だから英語を勉強する。

10 国際社会をになう日本人として将来英語は必要だから勉強する。

11 英語を勉強しなくてもいいのなら、私は英語を勉強したくない。

12 英語は海外旅行をするときに役立つから勉強する。

13 英語は将来留学したいから勉強する。

14 英語は将来私が考えている職業に必要だから勉強する。

15 英語を勉強するのは、英語で外国人の人と文通したり友達になったりしたいからだ。

16 私が英語を勉強するのは英語が将来の仕事に有利だからだ。

17 英語でよい成績を取れば、おもしろい職業につきやすくなる。

18 英語が出来ればお金がもうかるから英語を勉強する。

19 英語の授業で当てられて答えて答えなければならないのは緊張する。

20 英語の授業で先生に「誰か答えてもらえませんか」と言われると不安になる。

21 授業で英語を話すと、クラスメートが自分の英語を笑わないかと心配する。

22 授業では英語が理解できても、定期試験や小テストではその成果が出せない。

23 誰かとペアやグループで活動しなければならなくなるとプレッシャーを感じる。

24 授業を英語で行ってくれる先生だと英語を勉強する気が起きる。

25 外国人の英語の先生は金髪で青い目をした先生の方が英語を勉強する気が起こる。

26 難しいポイントを日本語でていねいに説明してくれると英語を勉強する気になる。

27 一人一人を指名して音読や英語の意味を答えさせる先生はやる気をそぐ。

28 文法の説明や日本語訳を重要視する授業だと英語のやる気がおこる。

29 グループ活動やペア活動だと英語のやる気が起こる。

30 英語の授業では英語だけを使って勉強したい。

31 英語の授業ではひたすら教師が説明し、生徒は質問に答えるという形式がよい。

32 英語の授業ではグループやペア活動をするのではなく、一人で勉強する授業がいい。

33 英語の授業は英語を使ってコミュニケーションできるような授業であってほしい。

34 英語の授業ではゲームやペア、グループ活動は時間の無駄だと思う。

35 英語の授業は原書の小説や海外の雑誌を読むくらいの授業であってほしい。

36 英語の授業では、映画や音楽を取り入れた楽しい授業であってほしい。

37 英語の授業では、英検などの資格試験に合格する対策をしてほしい。

38 私はアメリカやイギリスなど英語圏の文化に憧れを感じる。

39 アメリカ人やイギリス人など英語圏の国の友達を作りたい。

40 私の好きな俳優や歌手はそのほとんどがアメリカ人かイギリス人だ。

41 英語を勉強すれば、英語圏の文化に接することが出来るから勉強する。

42 東南アジアやアフリカの人と接することが出来るから英語を勉強する。

43 今受けている英語の授業でいい成績がとれたとすれば、自分自身が努力したからだ。

44 今受けている英語の授業でいい成績が取れたとすれば、先生のおかげだ。

45 今受けている英語の授業でいい成績がとれなかったとすれば、私の努力不足だ。

46 今受けている英語の授業でいい成績がとれなかったとすれば、それは先生のせいだ。

47 今受けている英語の授業でいい成績が取れなかったら、英語の授業内容のせいだ。

48 英語が好きになれないのは、昔英語の先生で好きになれない先生がいたからだ。

49 英語が好きなのは、昔英語の授業でほめられたことがあったからだ。

50 英語が好きなのは、英語の先生がとてもいい先生だったからだ。

Appendix 4B: The Survey in English

How appropriate to your English studies are the 50 questions below? Please indicate the range of the appropriateness to you in increments between 1 and 6.

1. Not true of me.

2. Usually not true of me.

3. Somewhat not true of me.

4. Somewhat true of me.

5. Usually true of me.

6. Always true of me.

When answering, please answer truthfully. Please put all your answers on this answer sheet. Please write the answers for the appropriate questions in this way:

Example: 1. ②. 3. 4. 5. 6.

Please do not answer using anything other than circles, answers between two numbers nor more than one response per question, such as below:

1. ②. 3. 4. 5. 6. // 1. ○ 2. 3. 4. 5. 6. // ①. 2. 3. ④. 5. 6.

(NOTE: Those questions with an asterisk were translated by me. The others were translated in Nakata, Kimura and Okumura, 1999, with some corrections in some questions for clarity's sake by me.)

*1. The reason I study English is because I honestly like it.

*2. I feel satisfied when I study English.

3. I wish I could learn English without going to school.

*4. I wish to learn other foreign languages, not only English.

*5. When I study English, I understand world events better and because my world-view becomes bigger.

*6. I study English so I may please others besides myself, such as my parents or my teacher.

7. I am learning English because English is a compulsory subject.

8. The main reason I need to learn English is to pass examinations.

9. I am learning English because everybody in Japan should be able to English nowadays.

*10. I study English because as a Japanese in the international area, English will be needed in the future.

11. I wouldn't like to learn English if I don't have to. (reverse-coded)

12. I want to learn English because it is useful when travelling in many countries.

13. I want to learn English because I want to study abroad in the future.

14. The main reason I learn English is that my future job requires English skills.

15. One reason I learn English is that I can make friends or correspond with people in foreign countries.

*16. The reason I learn English is because it may become useful at my future career.

17. The better marks I can achieve in English class, the more chance I will get to find an exciting job.

18. Increasing my English proficiency will have a financial benefit for me.

19. I feel uncomfortable if I am named and have to answer questions in my English class.

*20. I feel uneasy when the teacher asks for volunteers to answer questions.

21. I am afraid other students will laugh at me when I speak English.

22. I think I can learn English well, but I don't perform well on tests and examinations.

*23. I feel pressure when we have to do pair- or group-work in class.

*24. I feel like studying English more when the teacher conducts the class in English.

*25. I feel like studying English more when the teacher is a blond-haired and blue-eyed foreigner.

*26. I feel like studying English more when the teacher explains well the difficult points in Japanese.

*27. I feel a decline in studying English when the teacher asks students one-by-one to read out loud or for the meanings of words. (reverse-coded)

*28. I feel like studying English when the class centers on grammatical explanations or translating into Japanese.

29. I like English learning activities in which students work together in pairs or small groups.

30. I would like to have the class only in English.

31. In English class, the teacher should do most of the talking while the students only answer when they are called upon.

32. I prefer to work by myself in English class, not with other students.

33. Activities in the class should be designed to help the students improve their abilities to communicate in English.

*34. I think it is a waste of time to use pair- or group-work in English class.

*35. I want to have an English class where we read novels in the original English and magazines from overseas.

*36. I want to have an English class where it is made more enjoyable by using movies or music.

37. I want to practice the questions for the proficiency tests such as the TOEFL.

38. I have an admiration for American or British culture.

39. I would like to make American or British friends.

40. Most of my favorite actors and musicians are either British or American.

41. I am learning English because I can come in contact with the cultures of English-speaking countries.

42. I am learning English because I can communicate with people in South-East Asia or Africa. (reverse-coded)

*43. If I receive a good grade in English class, it is because of the effort I have made.

44. My accomplishments in English class are mainly due to the quality of the teacher.

*45. If I receive a poor grade in English class, it is due to a lack of effort on my part.

46. If I receive a poor grade in English class, it is mainly due to the teaching.

*47. If I receive a poor grade in English class, it is mainly due to the content of the course.

*48. The reason I don't like English is because there was a once an English teacher I had whom I didn't like.

49. The main reason I like English is because I was praised by my English teacher in the past.

50. The main reason I like English is because I was taught by a good English teacher.

APPENDIX 5: The Averages of the First-Year Students and Second-Year Students at Kochi Women's University (KWU) and a comparison with the averages of the subjects in Kimura (1999). Below this table is another that shows the standard deviations of each item for the Kochi Women's University subjects.

Item #	KWU-1st	KWU-2nd	KWU-all	Kimura (1999)
1	4.113	4.576	4.291	2.787
2	3.623	4.364	3.907	3.303
3	4.038	4.091	4.058	3.472
4	4.472	4.848	4.616	3.554
5	4.151	3.788	4.012	3.256
6	1.774	1.667	1.733	1.646
7	2.679	2.485	2.605	4.262
8	2.472	2.758	2.581	3.682
9	3.340	3.879	3.547	3.946
10	3.943	4.606	4.198	4.169
11	2.283	2.061	2.198	3.508
12	4.302	4.485	4.372	3.612
13	4.038	4.394	4.174	2.597
14	4.283	4.758	4.465	3.462
15	4.491	4.485	4.488	2.800
16	4.453	4.939	4.640	3.897
17	3.415	3.939	3.616	3.103
18	2.208	2.424	2.291	2.400
19	4.660	4.364	4.547	4.405
20	3.868	3.545	3.744	4.264
21	3.094	2.788	2.977	3.067
22	3.208	3.273	3.233	3.213
23	2.906	2.667	2.814	3.264
24	3.887	3.697	3.814	2.844
25	1.906	2.152	2.000	2.262
26	4.849	4.788	4.826	4.395
27	3.962	3.394	3.744	3.790
28	2.415	2.879	2.593	2.787
29	3.415	3.485	3.442	3.297
30	3.094	3.242	3.151	2.546
31	2.113	2.273	2.174	2.536
32	2.509	2.606	2.547	3.041
33	5.113	5.091	5.105	3.864
34	2.000	1.667	1.872	2.218
35	3.321	2.970	3.186	3.918

36	5.528	5.273	5.430	4.867
37	3.811	4.273	3.988	3.141
38	4.340	4.606	4.442	3.595
39	5.094	5.030	5.070	3.726
40	2.962	3.091	3.012	3.574
41	4.472	4.545	4.500	3.408
42	3.755	3.697	3.733	3.038
43	4.358	4.576	4.442	4.269
44	4.075	3.727	3.942	3.597
45	4.736	4.848	4.779	4.887
46	2.642	2.697	2.663	2.410
47	2.736	3.121	2.884	2.728
48	2.283	1.636	2.035	2.585
49	2.566	3.000	2.733	2.590
50	3.717	4.000	3.826	3.031
All	3.549	3.631		3.332
Correlation between Kimura (1999) & This Study				.0649

1 ＝1.327	2 ＝1.261	3 ＝1.498	4 ＝1.473	5 ＝1.324
6 ＝1.172	7 ＝1.528	8 ＝1.451	9 ＝1.516	10＝1.396
11＝1.362	12＝1.208	13＝1.551	14＝1.554	15＝1.395
16＝1.319	17＝1.535	18＝1.379	19＝1.289	20＝1.535
21＝1.638	22＝1.334	23＝1.475	24＝1.297	25＝1.455
26＝1.219	27＝1.528	28＝1.221	29＝1.343	30＝1.324
31＝1.020	32＝1.262	33＝0.994	34＝1.125	35＝1.475
36＝0.834	37＝1.359	38＝1.289	39＝1.176	40＝1.576
41＝1.290	42＝1.332	43＝1.204	44＝1.078	45＝1.231
46＝1.280	47＝1.250	48＝1.568	49＝1.612	50＝1.661

The standard deviation results for each item in the Kochi Women's University survey.

Appendix 6: The reliability coefficient between responses in each category.

Pearson Value between categories (except Integrative Motivation which had only one question)
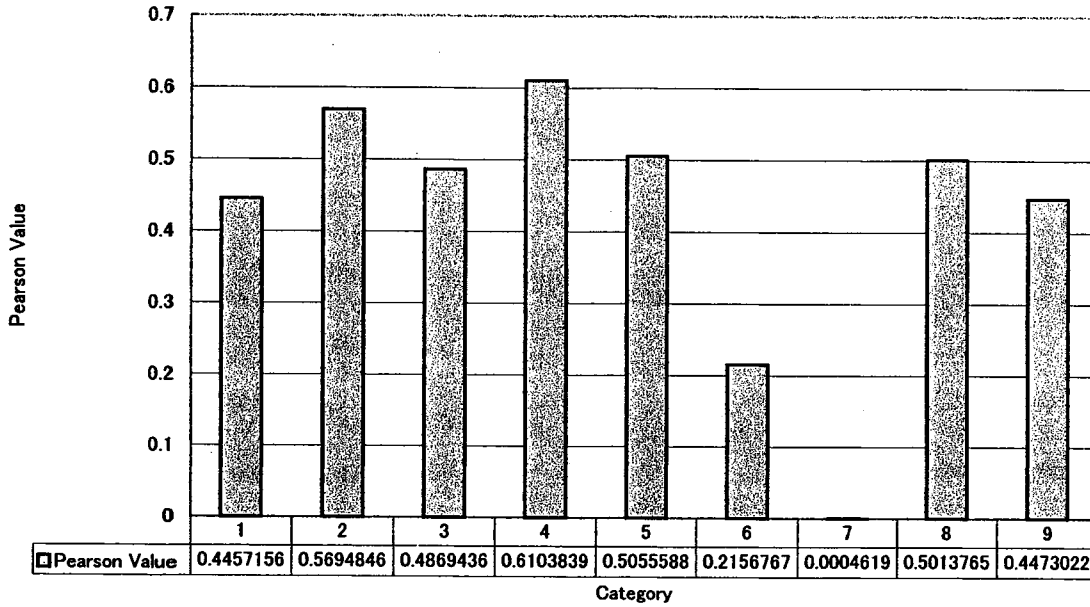
Pearson Value	1	2	3	4	5	6	7	8	9
	0.4457156	0.5694846	0.4869436	0.6103839	0.5055588	0.2156767	0.0004619	0.5013765	0.4473022

Category

1= Intrinsic Motivation
2= Extrinsic Motivation
3= Extrinsic/Instrumental Motivation
4= Instrumental Motivation

5= Situation Specific Motivation (Anxiety)
6= Teacher-Specific Motivation
7= Activity Specific Motivation
8= Attitudes towards Anglofonic-culture
9= Attribution