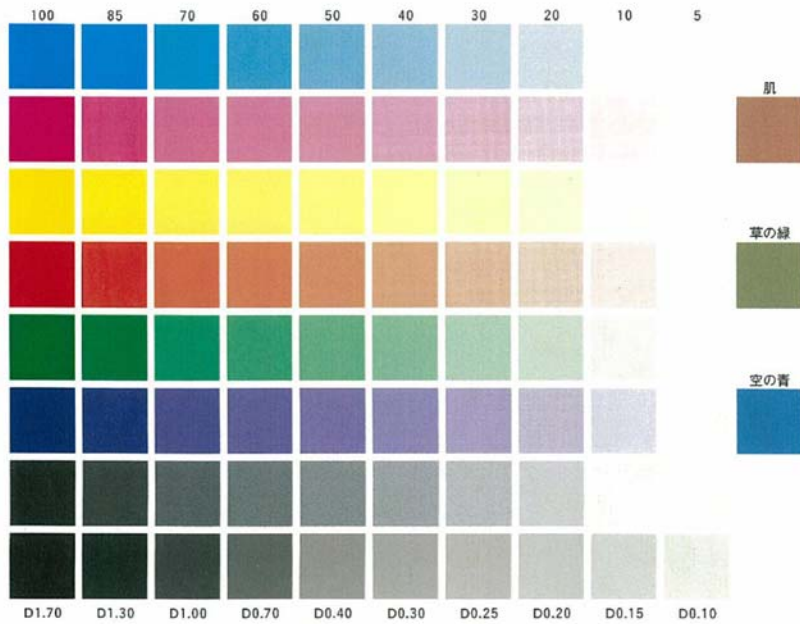


“I don’t like English.”
A Comprehensive Study of Motivating EFL Students
in the Japanese Secondary School Context



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 Doctor of Philosophy in Foreign Language Education and Research

 by
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論文要旨（概要）

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外国語教育における動機づけの研究は、1950年代から現在に至るまで、さまざまな理論やモデルを生みだしてきた。中でも、学習者の動機づけの構成(Construct)に焦点を当てた研究が特に多く、動機づけの構成要素とさまざまな変数（たとえば、外国語能力や学習環境）との関係性などが詳しく研究されてきた。しかし、外国語教員が生徒をどのように動機づけるのか、また、動機がどのような要因により高められるのかを中学校のレベルで具体的に調査した研究は決して多いとはいえない。昨今、日本の教育現場では、小学校に英語が導入され、楽しいアクティビティを中心とする小学校の外国語（英語）活動と、学習要素が含まれる中学校の英語教育の間に落差を感じることで、中学生が英語学習動機を高い水準で維持できなくなりつつあることが指摘されている。また、英語力の向上と関係するといわれる教室外での自主学習の時間が、学習者の動機減退に伴い著しく減少していることも強く危惧されている。このような状況下で、筆者は、日本の中学校における（外国語としての）英語学習に対する動機づけ方法を実証的に探ることが急務であると考え、5つの実証研究をおこない、これを博士論文としてまとめた。

本論文は、全9章から構成されている。第1章では、筆者の教育経験や日本の中学校の現状などを踏まえ、本研究を実施するに至った背景を述べた。続く第2章では、この分野の先行研究（約130編）を精査し、今後の研究で解き明かすべき課題を以下の4つにまとめた。

- 1) 日本の中学校の英語授業というコンテキストで利用されている動機づけ方略はどのようなものか、
- 2) これらの動機づけ方略の有効性はどの程度あるのか、
- 3) 授業外での英語学習に対する動機づけ要因にはどのようなものがあるのか、
- 4) 英語教員は動機づけ方法に関して正しい認識を持っているのか。

これらの課題を受けて、第3章では、5つの実証研究の目的とリサーチ・デザインを示した。個々の研究の具体的な目的は以下のとおりである。

- ア) 研究1: 英語授業において教員が必要と感じている動機づけ方略を記述し、それらの使用方法(の感じ方)が教員の経験年数、指導学年、性差により影響を受けるのかを検証する。
- イ) 研究2: 研究1で記述された動機づけ方略の教室における使用実態と生徒の動機づけへの実際の影響(生徒の動機づけをどの程度高めるのか)について検証する。
- ウ) 研究3: 授業外での英語学習の動機づけに影響する要因を質的に解明し、それらの影響度の変化を時系列に沿って検証する。
- エ) 研究4: 研究3で得られた授業外の英語学習の動機に影響する要因を量的に分析し、生徒の英語力(Proficiency)との関係を解明する。

- オ) 研究5: (上述の4つの研究で明らかにされた)動機づけの方法に関する知見を、教員がどの程度認識できているのかを検証する。加えて、教員がより効果的に動機づけ方法を駆使するためには、どのような支援が必要であるのかも明らかにする。

第4章から8章では、5つの実証研究について詳しく報告している。第4章(研究1)では、英語授業中に必要であると教員が感じている動機づけ方略を明らかにし、その感じ方が教員の経験年数、指導学年、性差により異なるのかを調査した。研究の参加者は中学校英語教員124名で、データ収集には質問紙を用いた。質問紙の項目は、Dörnyei(2001a)の動機づけ方略を基にしつつも、その中から、日本の中学校に適したもののみを選出することにした。得られたデータは、記述統計、MANOVA、*t*検定などを利用して分析したが、その結果として、英語教員から必要性が高いと判断された動機づけ方略は合計15種類となった。また、その必要性に対する教員の感じ方は、教員の経験年数、指導学年、性差による影響をほとんど受けないことも明らかになった。

第5章(研究2)では、研究1で得られた15種類の動機づけ方略を、i)その教室での使用実態、ii)生徒の動機づけに対する実際の影響、そしてiii)その影響と生徒の英語力の関係に焦点を当てて調査した。研究への参加者は、英語教員5名とその生徒190名であった。データ収集の方法は質問紙であり、英語の授業終了後に質問紙を配布し、教員は15種類の動機づけ方略の(その授業での)使用頻度を、一方、生徒は15種類の動機づけ方略によって引き起こされた動機の高さを5段階で記入す

るという形式がとられた。その結果、いくつかの動機づけ方略には、教員の使用頻度と生徒の反応（動機の高さ）の間に相関があることや、生徒の英語力により、反応（動機）の高まる動機づけ方略の種類が違う、ということなどが明らかになった。

第 6 章（研究 3）では、授業外における英語学習に対する動機に影響を与える要因（これを **motivational influences** と呼ぶ:以下 MI）は何かを調査した研究を報告する。研究の参加者は、中学生 120 名であった。ここでいう MI とは、学校場面を意識し提唱された動機づけモデル（プロセスモデル）の中で、学習者の動機に影響を与えるものと定義されており、これらの中には、動機づけ方略として教員が利用できるものも含まれていた。またこれら影響は、時間の経過に伴いダイナミックに変化する可能性や、学習者の英語力の影響を強く受ける可能性があると考えられるため、研究 3 では、Ⅰ) MI の構成、Ⅱ) MI の影響度の（時間経過にともなう）変化、そして、Ⅲ) 生徒の英語力の差による MI の影響度の感じ方の違い、などに焦点が当てられた。その結果、生徒の教室外での英語学習の動機づけを高める要因として、a) 学校で行われる「テスト」と「他者（特に教員）」が特に重要であり、b) 生徒の英語力にあまり関係なく、「他者」の影響力が「テスト」の影響力とトレード・オフ（一方が上昇すれば他方が下降する）の関係を持つことなどがわかった。

前述の研究 3 で得られた結果は、1 つの中学校のみをフィールドとして得られたものであるため、中学校全般への一般化が難しい。そこで第 7 章（研究 4）では、研究参加者を 1,141 名に増やし、結果の一般化を図るために質問紙を用いた調査を実施した。結果として、日本人中学生の MI は 6 つの因子より構成されていることが判明し、前述の質的調査で得ら

れた知見と同様のものであることが確認された。また、すべての MI に関して、上位群がより強く影響を受ける、ということもわかった。

第 8 章（研究 5）では、前述の 4 つの実証研究の結果に関して、教員が正確な認識をどの程度持ち合せているのか、および、教員がより効果的に動機づけ方法を駆使するためにはどのような支援が必要であるのか、などを明らかにすることを目的とし、中学校の英語教員 7 名に対して行ったインタビュー調査の結果を報告する。分析の結果、教員は、i) 自分自身より、（生徒の）両親や友達が、生徒の動機づけに強く影響していると考えており、また、ii) 動機づけ方略に関しては、ごく少数の方略のみが影響力を持つと感じていた。さらに、iii) すべての教員が、動機づけの際には、生徒の英語力の違いを意識しなければならないと考えているものの、その具体的な方法に関しては、あまり多くの知識を持っていないことなどもわかった。

最終章（第 9 章）では、上述した 5 つの実証研究をふまえて、以下のような教育的示唆が示された。

- 1) 研究 1、2 の結果から、教員は、生徒の英語力の違いを意識して動機づけ方略の種類を変える必要がある。
- 2) 研究 3、4 から判明した MI は、授業外での学習に対する動機に影響を及ぼすものであるにも関わらず、教室内で直接的、もしくは間接的に教員が利用できるものもある。また、MI の影響に関しては、a) テストなどの英語授業関連の行事（**academic event**）の前後でその強さの度合いが変わるため、利用するタイミングを適切に選び、さらに、b) 生徒の英語

力の違いを意識し、下位群に対してはその活用を質・量ともに高める必要がある。

- 3) 動機づけ方法に関する英語教員の認識と実証研究の結果にずれがあるため、教員研修等でこのずれを埋めるように努める必要がある。

以上の教育的示唆に加えて、最終章では、本博士論文で報告した研究の限界点についても言及されており、A) 主として自己申告に頼ってデータが収集されていること、B) 参加者のサンプルリングが比較的限定されていること、C) 学習者変数に関しては、英語力だけしか考慮に入れることができなかったこと、などが指摘された。

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***There are only three things of importance to successful learning:
motivation, motivation, and motivation. (Ball, 1995, p.5)***

1. Introduction

“*I don't like (learning) English!*” is what EFL teachers in Japanese secondary schools¹ often hear from their students. Even faced with such harsh words, they still encourage their students to keep learning English, sometimes, in vain.

The greatest concern that many EFL practitioners in Japan have faced in recent years is how to motivate their students to learn English. For the three years in which the author worked as an EFL teacher at a public secondary school, she found it extremely difficult to make her students realize the necessity of learning English and keep them motivated to learn it. She was frequently asked by her students, “Why do I have to learn it? I don't like (learning) English!” She was unable to provide a good answer to the question at that time. And still now, after leaving the secondary school for her post-graduate study, she is struggling to find a good answer.

In her three-year teaching experience, the author noticed that not only she but also many other EFL teachers had spent a lot of time thinking about how they could motivate their students to learn English. She also found that teachers had consciously or unconsciously discussed the issue on various occasions. One of the teachers who had worked with the author said in a casual conversation with her;

We bear responsibility for motivating our students. Because they have just started learning English and must keep on learning it until they are at the university level. They will have to study English during many years to come even, like it or not. There is no way to

avoid it. So we bear full responsibility for motivating our students to study English intensely at this early stage of learning...

(Translation mine)

While many practitioners are, as described above, constantly thinking about their students' level of motivation, some researchers (e.g., Koizumi & Matsuo, 1993; Nakata, 2001) have observed that the level of students' motivation declines gradually during the course of the three years in secondary school. Despite the tireless efforts made by the practitioners, we thus can say that the necessity of finding effective ways to motivate students to learn English has not diminished at all in Japan. It has remained the same. Furthermore, as Cheng and Dörnyei (2007, p.154) argue, empirical data concerning the ways to motivate EFL students are scarce. Much more data should therefore be provided so that we can have a solid foundation on which our teaching practice can stand.

In the following chapters, the efforts made by the author to provide the much-needed empirical data concerning how to motivate Japanese secondary school students to learn English are to be reported. Before getting down to the empirical studies, however, a literature review is in order. In the next chapter, the author will thus review some 130 studies on language learning motivation and formulate the research questions to be treated in the ensuing chapters.

Note

1. Generally speaking, secondary schools include both upper and lower secondary schools. In this dissertation, however, the author would like to limit this term to include lower secondary (i.e., junior high) schools only.

2. Literature Review

Researchers and teachers believe that “motivation” has a great influence on how much learners like learning languages, how well they perform in various activities, how high their proficiency/achievement levels may become, and how long they can keep learning languages (e.g., Dörnyei, 2006; Oxford & Shearin, 1994). In a sense, motivation is a major factor for success in language learning (e.g., Dörnyei, 2001c; Gardner & Lambert, 1972). Over the course of many decades, an enormous amount of research on motivation in language learning has been conducted and extensive knowledge has been accumulated. In this chapter, in order to determine what remains to be investigated in future research, the author reviews major studies on language learning motivation, considering its theories, nature, research methodologies, and recent trends.

2.1 Review on Major Motivation Theories

During the past few decades, many theories concerning motivation have been proposed. Until the beginning of the 1990s, these theories aimed to clarify the construct of motivation. Table 2-1 shows a summary of the major theories and models that have been proposed to identify the construct of motivation in the field of psychology, while Table 2-2 shows those in the L2 field (for the detailed reviews, see Dörnyei, 2001a, 2001c; Oxford & Shearin, 1994).

Table 2-1. Major Language Learning Motivation Theories in Psychology

Author (s) (Year)	Theory/ Model	Principles	Construct of motivation
Atkinson (1964)	Expectancy Value Theory	<ul style="list-style-type: none"> - Engagement in achievement-oriented behavior is a function not only of the motivation for success but also of the probability of success (expectancy) and the incentive value of success - Learners are positively motivated when they meet with success and appreciate the value of goals. 	<ul style="list-style-type: none"> -Expectancy of success in a task -The value the individual attaches to success
Bandura (1977, 1997)	Self-Efficacy Theory	<ul style="list-style-type: none"> - Learners' perceived efficacy will influence their performance and determine their choice of the activities. 	<ul style="list-style-type: none"> -Previous performance -Vicarious learning -Verbal encouragement by others -One's psychological reactions
Deci & Ryan (1985)	Self- Determination Theory	<ul style="list-style-type: none"> - Learners' motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation. - People are motivated more by their own will (intrinsic) than by something that they are forced to do (extrinsic). 	<ul style="list-style-type: none"> -Intrinsic motivation -Extrinsic motivation, which is divided into three levels: a) external regulation; b) introjected regulation; and c) identified regulation)
Locke & Latham (1990)	Goal Setting Theory	<ul style="list-style-type: none"> - Performance is closely related to an individual's accepted goals. - Concerning goals, a) goal-setting and performance are related; b) goals affect task performance; and c) specific goals produce higher performance levels, etc. 	<ul style="list-style-type: none"> -Goal-settings

Table 2-2. Major Language Learning Motivation Theories in L2

Author (s) (Year)	Theory/ Model	Principles	Construct of motivation
Dörnyei (1990)	"No name assigned"	<ul style="list-style-type: none"> - There are few opportunities for EFL learners to meet the target language community. Therefore, in EFL situations, they are integratively rather than instrumentally motivated. 	<ul style="list-style-type: none"> -Instrumental motivation -Integrative motivation -Need for achievement -Attribution of past failure
Gardner & Lambert (1972)	Socio- Educational Model	- L2 speakers and the L2 affect learners' desire to learn the language.	<ul style="list-style-type: none"> -Integrative motivation -Instrumental motivation
Gardner (1985)			<ul style="list-style-type: none"> -Reasons for learning -Desire to attain a learning goal -Attitude toward learning situation -Motivational intensity

Many of the L2 motivation studies have been strongly affected by the Gardner and Lambert's theory (1972), which was formulated from a social psychological perspective (Figure 2-1). Gardner, along with his associates, focused on motivation (reasons for language learning) among English-speaking students in a Canadian ESL context (e.g., Clément & Gardner, 2001; Gardner & Lambert, 1972; Gardner & MacIntyre, 1991, 1993; Masgoret & Gardner, 2003; Temblay & Gardner, 1995).

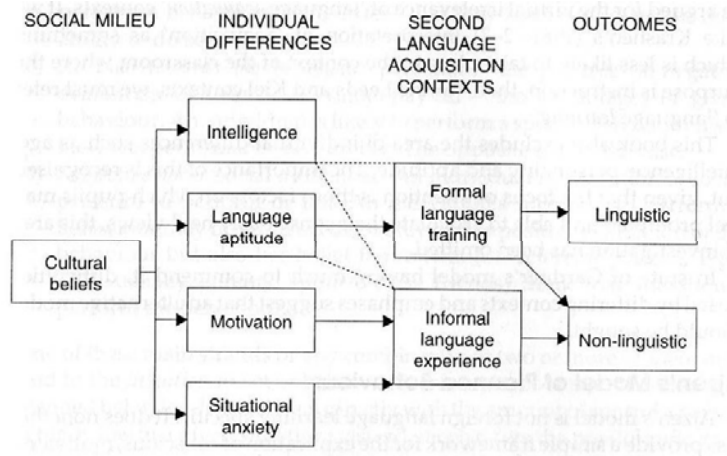


Figure 2-1. Gardner's socio-educational model in 1985 (cited in Chamber, 1999).

In their study, language learning motivation was divided into two types: a) integrative motivation; and b) instrumental motivation. Integrative motivation refers to “a desire to learn the L2 in order to have contact with, and perhaps to identify with, members from the L2 community” and reflects a genuine interest in learning the second language in order to come closer to the other language community (Gardner, 2001a, p.5). In contrast, instrumental motivation refers to “a desire to learn the L2 to achieve some practical goal, such as job advancement or course credit” (Noels, Pelletier, Clément, & Vallerand, 2000). For many years, several surveys using this dichotomy were conducted and researchers focused mainly on “integrative motivation” (e.g., Dörnyei, 1994; Gardner, 1985; Yashima, 2000; among others). Nakata (2007, p.53) mentioned that the importance of integrative motivation in language learning received worldwide attention and

became a primary focus of subsequent research (e.g., Clément, 1980; Giles & Byrne, 1982).

Although focusing on integrative motivation had been mainstream in language learning motivation research up until the end of 1980s, several problems appeared when the social psychological approach was applied to other contexts. Some researchers (e.g., Au, 1988; Oller, 1981) criticized the concept of “integrative motivation” as not being applicable to non-bilingual contexts. At the beginning of the 1990s, studies on motivation thus shifted their focus to differences in motivation between second language (SL) and foreign language (FL) situation, and paid more attention to instrumental motivation in FL contexts (e.g., Clément, Dörnyei & Noels, 1994; Dörnyei, 1990; Crookes & Schmidt, 1991; Samimy & Tabuse, 1992). For example, Oxford (1996) suggested that EFL is a different context from ESL and that instrumental motivation should thus be a main focus of research on motivation in that context. In addition, Dörnyei (1990) argued that as learners in EFL contexts do not have enough experience working in the target language community, special attention should be paid to instrumental motivation. He also suggested that instrumental goals indeed play a prominent role in the learning of English up to an intermediate level.

These studies have so far discussed which motivation (i.e., integrative/instrumental) has affected learning behavior and which motivation has worked effectively to influence language learning achievement or proficiency in each cultural context.¹ Another influential line of research was introduced to this field from educational psychology by Deci and Ryan (1985); Noels later applied their ideas to L2 learning (Figure 2-2). Deci and Ryan divided motivation into two types: “intrinsic”² and “extrinsic.” Intrinsic motivation refers to “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" (Noels, 2001, p.45), while extrinsic motivation refers to "reasons that are instrumental to some consequence apart from inherent interest in the activity" (Noels, 2001, p.46).

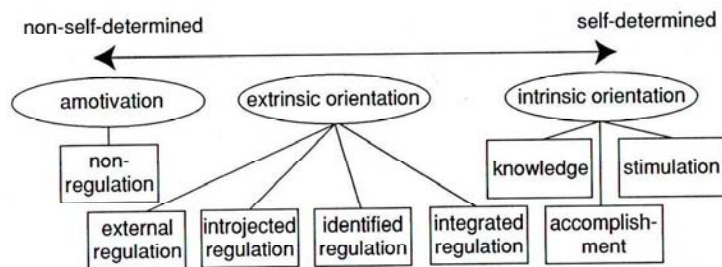


Figure 2-2. Orientation subtypes along the self-determination continuum (Ryan & Deci, 2000).

Some researchers (e.g., Deci, 1971, 1972; Lepper, Greene, & Nisbett, 1973) found that learners decreased their intrinsic interest in a given task if they met some extrinsic requirements. On the other hand, there were some studies (e.g., Harackiewicz, 1979; Iwawaki, 1996; Ryan, 1982) that did not support the trade-off relationship between the two types of motivation. As is the case with the integrative and instrumental distinction, they argued that extrinsic and intrinsic motivations are different and not related constructs.

These theories have provided us with a lot of information regarding what

components language learning motivation includes. However, they focused on the motivational construct among adult learners. Some researchers have argued that among younger learners, these factors of motivation might not be distinguishable³ (e.g., Hayamizu, 1997; Koizumi & Matsuo, 1993; Olshtain, Shohamy, Kemp, & Chatow, 1990; Sugita & Takeuchi, 2008). Empirical data on the motivational construct among young learners, however, are still scarce and thus need to be accumulated in future studies.

In this sense, the previous studies did not concentrate on how the teachers could apply these theories to their actual instructional settings and also never explicitly addressed classroom implications. Admitting this inadequacy at around the end of the 1990s, many researchers (e.g., Chambers, 1999; Dörnyei, 2001c; Dörnyei & Csizér, 1998) began to shift their focus from, "the construct of motivation," to, "the way to enhance the motivation in the language classroom."

2.2 Three Characteristics of Motivation

As was explained above, many theories and models were developed until the end of the 1990s. In them, researchers often referred to the following three characteristics of motivation: 1) it is a multi-faceted concept; 2) it is inconstant; and 3) it is unobservable. When it comes to motivation research, these three characteristics need to be kept in the researchers' minds. The author thus explains these characteristics one by one.

1) Motivation is a multi-faceted concept (e.g., Dörnyei, 2001c; Gardner, 1985; Nakata, Kimura, & Yashima, 2003).

The term of “motivation” includes: 1) why do people decide to do something?; 2) how long are they willing to sustain the activity?; 3) how hard are they going to pursue it?

(Dörnyei, 2001c, p.8)

That the motivation includes three components: 1) motivational intensity; 2) desire to learn the language; 3) attitudes towards learning the language.

(Gardner, 1985)

Dörnyei mentioned that motivation is best seen as a board of umbrella terms that cover a variety of meanings. He also claimed that motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do. Boekaerts (1995, p.2) also described motivation as a blanket term that refers to a variety of cognitions and affects (e.g., self-efficacy, expectancy). Thus, it is responsible for all researchers to define “what motivation is” in their research.

2) Motivation is inconstant (e.g., Dörnyei, 2001c; Nakata, et al, 2003).

Motivation is not a relatively constant state but rather more dynamic entity that changes over time, with the level of effort

invested in the pursuit of a particular goal oscillating between regular ups and downs. (Dörnyei, 2001c, p. 41)

Most of the studies on motivation have touched on the temporal nature of motivation. Dörnyei (2001c, p. 195) claimed;

“as the relative absence of longitudinal studies in L2 motivation research indicates, few researchers have the necessary resources or choose to accept the long waiting period associated with longitudinal designs. On the other hand, most scholars would agree that longitudinal studies can offer far more meaningful insights into motivational matters than cross-sectional ones.”

Researchers therefore should focus on the dynamic (i.e., changing) nature⁴ of motivation in future research.

3) Motivation is unobservable (e.g., Dörnyei, 2001c).

Motivation is an abstract that refers to various mental (i.e., internal) processes and states. It is therefore not subject to direct observation but must be inferred from some indirect indicator, such as the individual’s self-report’s accounts, overt behaviors or psychological responses. (Dörnyei, 2001c, p. 185)

Dörnyei (2001c, p. 207) also claimed that, “while no one would deny that self-report instruments are vulnerable to extraneous influences, we must recognize that there is no better alternative of measuring the unobservable construct of motivation.”

These three characteristics are so important that, when it comes to research on motivation, every researcher needs to keep them in mind.

2.3 Methodological Issues in Language Learning Motivation Research

Researchers conducted not only theoretical studies but also empirical studies on motivation research. Regarding empirical research, various methodologies have been introduced to collect data. Nakata (2006) explained the methodologies used in language learning motivation research from four perspectives: 1) cross-sectional quantitative studies; 2) longitudinal quantitative studies; 3) cross-sectional qualitative studies; and 4) longitudinal qualitative studies. Cross-sectional studies typically sample the participants’ thoughts, behaviors, or emotional stances at one particular point in time, while longitudinal studies observe the participants for an extended period in order to detect changes and patterns of development over time. Based on these distinctions, the author categorizes the empirical studies published in major journals (including treatises) and explains the details of methodologies in Table 2-3.

Among the four categories described above, “cross-sectional quantitative studies” have been the most frequently employed for language learning motivation research. A questionnaire with a Likert scale has so far been one main instrument used in this category, and “factor analysis” has been the most often-used method of analysis.

Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
	Ely (1986)	1) 75 first year university students in California, USA 2) To investigate the relationship between motivational construct and intensity	a) Questionnaire b) Factor analysis/Multiple regression analysis
	Dörnyei (1990)	1) 134 young adult learners of English in a language school in Hungary 2) To understand the construct of motivation in an EFL context	a) Questionnaire b) Factor analysis/Correlation analysis
Cross-sectional quantitative studies	Koizumi (1992)	1) 130 ninth grade students from a public school system in Japan 2) To investigate the relationship between a) perceived attainment and optimism; and b) academic achievement and motivation	a) Questionnaire b) Factor analysis/Multivariate analysis of variance (MANOVA)
	Clément, Dörnyei, & Noels (1994)	1) 301 secondary school students from 11 different schools in Budapest. 2) To investigate the motivational construct in Hungarian settings from social psychological perspectives	a) Questionnaire b) Factor analysis/Correlation analysis
	Tachibana, Matsukawa, & Shong (1996)	1) 359 Japanese high school students and 442 Chinese high school students 2) To gain the construct of motivation	a) Questionnaire b) Factor analysis
	Warden & Lin (2000)	1) 442 non-English major students at universities in Taiwan 2) To gain the motivational construct in EFL students	a) Questionnaire b) Factor analysis

Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
	Dörnyei & Kormos (2000)	1) 46 Hungarian students studying English in two secondary schools 2) To investigate the relationship between motivational/attitudinal constructs and task performance.	a) Questionnaire b) Descriptive statistics/Correlation analysis
	Noels, Pelletier, Clément, & Vallemmand (2000)	1) 159 students at a French-English Bilingual university 2) To examine the motivational construct from a self-determination perspective	a) Questionnaire b) Factor analysis/Correlation analysis
Cross-sectional quantitative studies	Yashima (2000)	1) 389 Japanese university students 2) To gain motivational construct and examine the relationship between motivation and proficiency	a) Questionnaire b) Structural equation model (SEM) ⁵
	Brown, Cunha, Frola, & Ferreira (2001)	1) 89 university students in Rio, Brazil 2) To create a Portuguese questionnaire to probe motivated strategies for learning and investigate differences in terms of these strategies between private and public school students.	a) Questionnaire b) Correlation analysis/Factor analysis/Multivariate analysis of variance (MANOVA)
	Brown, Robson, & Rosenkjar (2001)	1) 320 students in a Japanese university 2) To examine the relationships between personality, motivation, anxiety, learning strategies, and language proficiency	a) Questionnaire b) Descriptive statistics/Factor analysis/Multivariate analysis of variance (MANOVA)
	Dörnyei & Clément (2001)	1) 4,765 eighth grade primary school students in Hungary 2) To investigate motivational characteristics of learning different target languages	a) Questionnaire b) Factor analysis/-test/Correlation analysis/ Multiple regression analysis

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
	Jacques (2001)	1) 21 teachers and 828 students at a University in Hawaii 2) To investigate teachers' and learners' motivation (preferences) in different instructional activities	a) Questionnaire b) Descriptive statistics/Correlation analysis/ Factor analysis/Multivariate analysis of variance (MANOVA)
	Kassabgy, Boraie, & Schmidt (2001)	1) 107 experienced ESL/EFL teachers from Egypt and Hawaii, USA 2) To investigate teachers' motivational character (i.e., values and satisfaction) in ESL/EFL instruction	a) Questionnaire (both Likert- scale and open-ended questions) b) Factor analysis/Correlation analysis
Cross-sectional quantitative studies	Kimura, Nakata, & Okumura (2001)	1) 1,027 Japanese EFL students from 12 different learning contexts that varied from junior high school to university 2) To gain the construct of motivation for EFL learners	a) Questionnaire b) Factor analysis/Multivariate analysis of variance (MANOVA)
	MacIntyre, MacMaster, & Baker (2001)	1) 153 high school students (ages 14 - 19) 2) To examine the major models of motivation	a) Questionnaire b) Structural equation model (SEM)
	Masgoret, Bernaus, & Gardner (2001)	1) 499 Spanish children ranging from ages 10-15 2) To examine the relationship between attitudes, motivation, anxiety, and self-perceptions of foreign language achievement in children	a) Questionnaire b) Factor analysis/Correlation analysis

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	Data collection methods ; Major analyses
	Schmidt & Watanabe (2001)	1) 2,089 learners of five different foreign languages 2) To identify the combination of factors that define motivation and to identify relationships among those motivational factors, language learning strategies, and preferences for classroom activities	a) Questionnaire b) Factor analysis/Correlation analysis/Analysis of variance (ANOVA)
	Yashima (2002)	1) 389 Japanese University students 2) To investigate the relationship among L2 learning and communication variables using a WTC model ¹ and a socio-educational model	a) Questionnaire b) Structural equation model (SEM)
Cross-sectional quantitative studies	Yamamori, Isoda, Hiromori, & Oxford (2003)	1) 81 Junior high school students in Japan 2) To investigate the relationship between the will to learn (motivation), achievement, and learning strategies	a) Questionnaire b) Cluster analysis
	Kormos & Dörnyei (2004)	1) 44 Hungarian students at secondary schools 2) To examine how motivational factors affect the quality and quantity of students' performance in an L2 communicative task performed in dyads.	a) Observation (recorded) and Questionnaire b) Descriptive statistics/Correlation analysis
	Schmidt, Inbar, & Shohamy (2004)	1) 692 Jewish elementary school students and 362 parents 2) To investigate the effects of teaching Arabic on students' attitudes and motivation	a) Questionnaire (both Likert-scale and open-ended questions) b) Factor analysis/Multivariate analysis of variance (MANOVA)
	Chen, Warden, & Chang (2005)	1) 567 EFL learners in Taiwan 2) To examine the relationship between the motivational construct, self-evaluation, and expectancy	a) Questionnaire on Web b) Factor analysis/Structural equation model (SEM)

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	Data collection methods ; Major analyses
Cross-sectional quantitative studies	Nakata (2007)	1) 103 second-year university students in Japan 2) To gain the construct of motivation	a) Questionnaire b) Factor analysis
	Dörnyei & Tseng (2008)	1) 259 Mandarin-speaking learners of English at universities 2) To validate the general task processing system and to examine expert learners' motivational processing	a) Questionnaire b) Structural equation model (SEM)
	Csizér & Dörnyei (2005a)	1) 8,593 students from the Hungarian primary school system (13 or 14 years old) 2) To investigate the relationship between motivation and learning behavior	a) Questionnaire b) Cluster analysis
Cross-sectional quantitative studies (Repeated) ⁷	Csizér & Dörnyei (2005b)	1) 8,593 students from the Hungarian primary school system (13 or 14 years old) 2) To examine the relationship between motivation, language choice, and effort 3) Data were gathered on two separate occasions (in 1993 and 1999). Two data sets were compared in terms of a time changed perspective.	a) Questionnaire b) Structural equation model (SEM)

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
Cross-sectional quantitative studies (Repeated)	Dörnyei & Csizér (2002)	1) 8,593 students from the Hungarian primary school system (13 or 14 years old) 2) To investigate how the significant sociocultural changes that took place in Hungary in the 1990s affected school children's language-related attitudes and language learning motivation concerning five target languages 3) Data were gathered on two separate occasions (in 1993 and 1999). Two data sets were compared in terms of a time changed perspective.	a) Questionnaire b) Correlation analysis/Analysis of variance (ANOVA)
	Inbar, Schmidt, & Shohamy (2001)	1) 1,690 seventh grade students from nine heterogeneous junior high schools 2) To examine how the study of Arabic is related to motivation to learn the Arabic language and culture 3) Data were gathered twice using a pre-test/treatment/ post-test design	a) Questionnaire b) Factor analysis/Multivariate analysis of variance (MANOVA)
Longitudinal quantitative studies	Koizumi & Matsuo (1993)	1) 296 Japanese 7 th grade students learning English 2) To examine attitudinal motivational changes	a) Questionnaire b) Factor analysis/Analysis of variance (ANOVA)
	Yashima & Zenk-Nishide (2008)	1) 165 High school students in Japan 2) To investigate the change in international posture and communicative tendencies	a) Questionnaire b) Analysis of variance (ANOVA)/ Cluster analysis

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
Cross-sectional qualitative studies	Niokolv (2001)	1) 94 low-achieving young Hungarian adults (ages 19-27) 2) To investigate how unsuccessful young Hungarian adult language learners who started to study a foreign language between the ages of 6 and 9 evaluate their own language learning experiences and development	a) Structured interview b) Descriptive analysis
	Williams, Burden, & Al-Baharna (2001)	1) To explore the reasons given by students for their perceived successes and failures, and to compare these with the reasons given by teachers for their students' successes and failures	a) Open questionnaire for teachers/ Interview for students b) Grounded theory approach ⁸
Longitudinal qualitative studies	Nakata (2003)	1) 288 first-year university students in Japan 2) To investigate the history of the motivational changes relating to the students' language learning experience	a) Open-ended questionnaire b) Grounded theory approach
	Nikolov (1999)	1) 84 Hungarian school children between 6 and 14 years old 2) To examine attitudes and motivation for 8 years	a) Open-ended questionnaire b) Descriptive analysis/Coding
Longitudinal qualitative studies	Syed (2001)	1) 12 students between 21 and 34 years old 2) To investigate patterns of thinking and belief regarding why students engage in foreign/heritage language studies	a) Classroom observation/Interviews b) Descriptive analysis

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Table 2-3. Methodologies in Major Empirical Studies on Language Learning Motivation (Continued)

Categories	Authors (Year)	1) Participants; 2) Major purposes; 3) Others	a) Data collection methods ; b) Major analyses
Longitudinal qualitative studies (Continued)	Ushioda (2001)	1) 20 university students in Ireland 2) To explore the subjects' own working conceptions of the factors motivating them to learn French and to analyze their thinking in relation to the aspects of motivational evolution and experience over time	a) Structured interview and follow-up interview b) Coding
	Nakata (2007)	1) 5 first-year university students in Japan 2) To investigate how learning experience affects motivation	a) Open-ended and closed questionnaire b) Descriptive analysis
Combination of quantitative and qualitative approaches	Chambers (1998)	1) 1,481 students in Leeds and 1,251 students in Kiel between 11 to 17 years old 2) To investigate the students' motivational perception 3) Data were obtained in two phases (in 1992 and 1994)	a) Questionnaire with open-questions and closed questions b) Descriptive statistics/Descriptive analysis
	Guilloteaux & Dörnyei (2008)	1) More than 1,300 learners and 27 teachers in secondary schools in Korea 2) To investigate the effect of motivational teaching practice on students' motivation	a) Classroom research with self-report questionnaire, observation instrument b) Correlation analysis

Dörnyei (2001c) mentioned that factor analysis has been the key technique in motivation research since the pioneering work of Gardner and Lambert (1959) was conducted. In order to uncover the latent structure that underlies large data sets, it reduces the number of variables submitted to the analysis to a few values that will contain most of the information found in the original variables (Hatch & Lazaraton, 1991). However, most of these studies have explained only temporary dimensions of motivation. Recently, some researchers (Dörnyei, 2001c; Nakata, 2003, 2007) pointed out the lack of change-oriented perspectives in the previous motivation literature. To illustrate the changes in motivation, the importance of longitudinal research using a qualitative approach has thus been emphasized. Major techniques for data collection in this type of study are interviews, open-ended questionnaires, observations, and so forth. However, these techniques require an investment of time and energy before any meaningful results can be obtained (Dörnyei, 2001c). Empirical studies using a longitudinal qualitative approach are therefore still scarce. In connection, Dörnyei (2001c) mentioned that the combination of qualitative and quantitative approaches might be a particularly fruitful direction for future motivation research.

2.4 An Emerging Trend in Motivation Research in L2

2.4.1 Criticisms against Existing Theories

As was mentioned in section 2.1, during the past few decades, many theories on motivation have been rendered, and empirical studies have been conducted. These theories and studies have so far discussed the construct of motivation and the question of which component of the construct might affect EFL/ESL English proficiency/achievement. Some researchers, however, criticized these studies as

follows:

When teachers say that students are motivated, they are not usually concerned with the students' reason for studying (i.e., motivation orientation), but that the students do study, or at least are engaged in teacher-desired behavior in the classroom and possibly outside of it. (Crookes & Schmidt, 1991, p. 480)

From a practicing teachers' point of view, the most pressing question related to motivation is not what motivation is but rather how it can be increased. (Dörnyei, 2001b, p. 51)

Although famous constructs of integrative and instrumental motivation are useful in understanding the language learners' positioning of the target language in their social world, they do not answer the language practitioners' questions such as "How can teachers motivate their students to learn and continue to learn the target language?"

(Namura, Ikeda, & Yashima, 2007, p. 170)

As is shown in the quotations above, we can see that two important issues, how to motivate language learners and how to maintain their high motivation, have not been fully investigated in the L2 field. Studies concerning motivation thus contain a gap between theory and practice. Taking this gap seriously, the subsequent research focus has been gradually changed from being "for research purposes" to

being "for pedagogical purposes."

2.4.2 Motivation Research for Pedagogical Purposes

As was discussed in the previous sections, many studies that were previously conducted aimed at elucidating what motivation is. The motivational constructs obtained from these studies were investigated in terms of cross-cultural perspectives, ESL/EFL contextual differences, and so forth. These studies were, however, criticized for the absence of practitioners' points of view. Thus, studies have recently begun to be conducted to investigate motivational constructs that have a direct relevance to actual classroom teaching/learning. In Table 2-4, the motivational constructs that are relevant to language classroom are summarized.

In the table, Dörnyei and Ottó's model (1998) is a good example of the educational approach, as it specifically focuses on motivation from a classroom perspective (Figure 2-3). This model is called the "process-model" and, in this model, motivation is perceived as a dynamic process.⁹

Dörnyei and Ottó divided motivation changes into three main phases. The first phase is called the *preactional phase* and deals with motivation concerning the process of choosing a course of action (i.e., learning) to be carried out. In the second phase (the *actional phase*), motivation that occurs in the certain period where learners are confronted with tasks they have to complete is explained. The third phase (the *postactional phase*) concerns motivation along with critical retrospection after an action has been completed or terminated (Dörnyei, 2001c).

Table 2-4. Major Language Learning Motivation Research for Language Classroom

Author (s) (Year)	Construct of motivation among learners in school context	Framework/Data upon which the study is based
Crookes & Schmidt (1991)	<ul style="list-style-type: none"> - Three levels are established: Micro; Classroom; and Syllabus - Micro-level deals with motivational effects of SL stimuli on the cognitive processing - Classroom level deals with techniques and activities in motivational terms - Syllabus level deals with the level where content decisions come into play 	Based on the review of previous research such as that conducted by Keller (1983). ¹⁰
Dörnyei (1994)	<ul style="list-style-type: none"> - Language level (e.g., integrative motivation subsystem, instrumental motivation subsystem) - Learner level (e.g., need for achievement, self-efficacy, casual attribution) - Learning situation level (course-specific motivational components, teacher-specific motivational components, group-specific motivational components) 	Based on Crookes & Schmidt (1991)
Williams & Burden (1997)	<ul style="list-style-type: none"> - Internal factors (e.g., intrinsic interest of activity, self concept, attitude, sense of agency, mastery, perceived value of activity, other affective states) - External factors (e.g., significant others such as teachers and parents, the nature of interaction with significant others, the learning environment, the broader context) 	Based on the overview of psychological studies

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Table 2-4. Major Language Learning Motivation Research for Language Classroom (Continued)

Author (s) (Year)	Construct of motivation among learners in school context	Framework/Data upon which the study is based
Dörnyei & Ottó (1998)	<ul style="list-style-type: none"> - Process-model 1) Choice motivation (e.g., setting goals, formulating intentions) with motivational influences such as goal properties, value associated with the learning process, attitudes towards the L2, learners' beliefs, environment support or hindrance 2) Executive motivation (e.g., generating and carrying out subtasks) with motivational influences such as teachers' and parents' influence, the influence of the learner group, knowledge and use of self-regulatory strategies 3) Motivation retrospection (e.g., forming causal attribution) with motivational influences such as attribution factors, self-concept beliefs, received feedback, praise, grades 	Based on a synthesis of the research concerning motivational strategies for the purpose of classroom intervention.
Chambers (1999)	<ul style="list-style-type: none"> - Motivational influences surrounding young learners (e.g., parent(s), teacher, textbook, equipment, classroom, penpals etc.) - Motivational influences affecting the language learning process 1) Affective/ Integrative dimension 2) Instrumental dimension 3) Self-concept related dimension 4) Goal-oriented dimension 5) Educational context related dimension 6) Significant other related dimension 7) Host environment related dimension 	Based on empirical data obtained from students
Shoab & Dörnyei (2005)	<ul style="list-style-type: none"> 1) Affective/ Integrative dimension 2) Instrumental dimension 3) Self-concept related dimension 4) Goal-oriented dimension 5) Educational context related dimension 6) Significant other related dimension 7) Host environment related dimension 	Based on empirical data obtained from students

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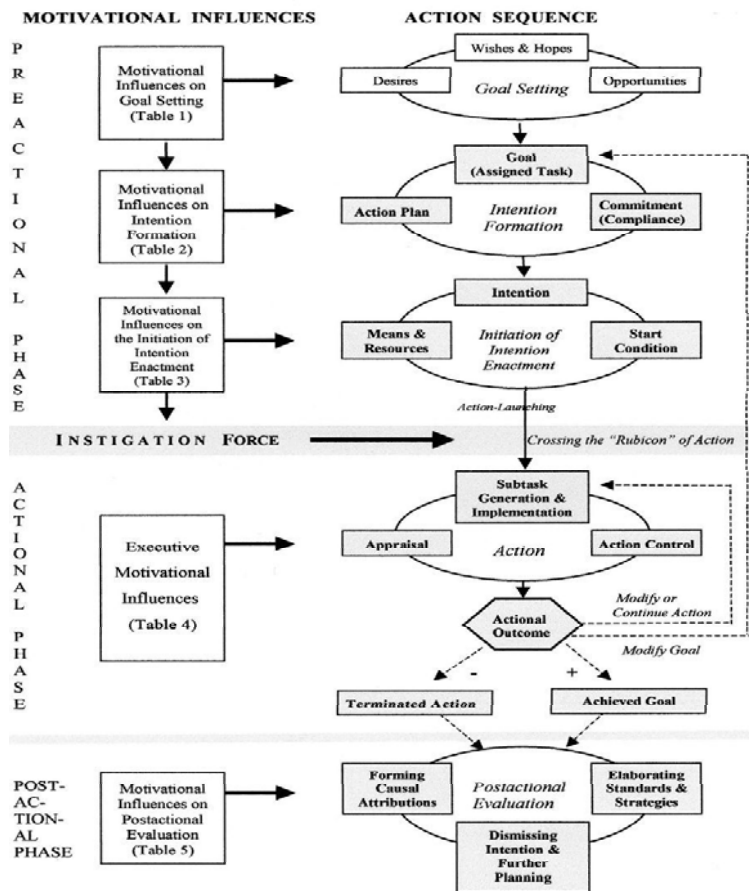


Figure 2-3. "Process-model" proposed by Dörnyei and Ott (1998, p. 48).

Each phase has several different *motivational influences*, which include the energy sources or motivational driving forces that underline and fuel the behavioral process (Figure 2-4). These influences encompass many aspects of motivational teaching practice for language teachers (i.e., motivational strategy). Motivational influences in *actional phase* especially seem to be important for practical settings because they affect motivation for "ongoing learning." Namura et al. (2007) mentioned that the quality of the learning experience, sense of autonomy, and teachers' influence (instruction style, performance appraisal, task presentation, and feedback) are most relevant during this phase. A better understanding of these motivational influences in this phase thus makes motivation research more teacher-friendly. In fact, ESL/EFL practitioners await the outcome of this line of research, which might provide clear implications on how to (help) motivate students in classroom settings.

2.4.3 Studies on Motivational Strategies

In the previous section, the author summarized the studies investigating the motivational constructs that were relevant to language classrooms. Based on these studies, some researchers attempted to develop instructional methods (e.g., motivational teaching practice: Dörnyei, 2001a) for teachers to motivate their students.

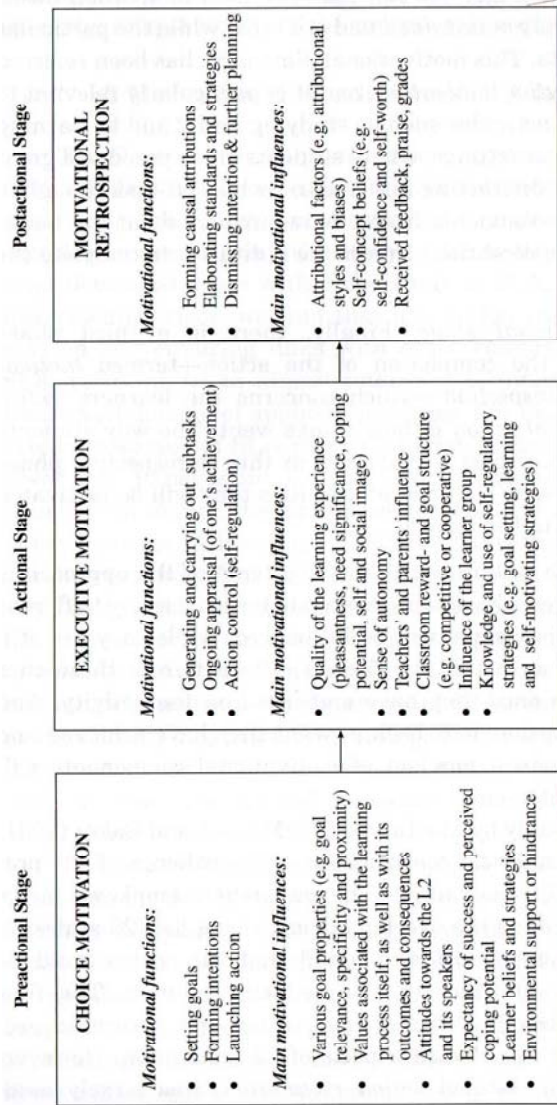


Figure 2-4. Three phases and motivational influences in "Process-model" proposed by Dörnyei and Ottó (Dörnyei, 2001a, p. 22).

As is shown in Table 2-5, a handful of studies (e.g., Chambers,1999; Dörnyei, 2001a; Dörnyei & Csizér, 1998) have focused on teachers' techniques for motivating language learners and keeping them motivated (i.e., motivational strategies) in motivational teaching practice.

Among them, one of the most influential studies based on empirical data is the research conducted by Dörnyei and Csizér (1998). They identified ten motivational strategies for language teachers, the so-called "Ten Commandments of Motivation." The ten strategies were selected based on a questionnaire involving a total of 200 English teachers at various schools in Hungary, an EFL environment. Furthermore, Dörnyei (2001a) reported a total of 102 motivational strategies¹¹ based on the process model (Figure 2-5). These motivational strategies were then divided into the following four phases:

- a) **Creating basic motivational conditions** by establishing a good teacher-student relationship, a pleasant and supportive classroom atmosphere,¹² and a cohesive learner group with appropriate group norms.

- b) **Generating initial motivation** by enhancing the learners' language-related values and attitudes, the learners' expectation of success, and the learners' goal-orientedness.

Table 2-5. Motivational Strategies for Motivational Teaching Practice

Author (s) (Year)	Major motivational strategies	Framework upon which the study is based
Oxford & Shearin (1994)	<p>-Practical suggestions for teachers</p> <ol style="list-style-type: none"> 1) Identify why students are studying the new language 2) Help shape students' beliefs about success or failure in L2 learning 3) Help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle for cultural awareness and friendship, and a key to world peace 4) Make the L2 classroom a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum 5) Help students built their own intrinsic reward system by emphasizing the mastery of specific goals, not comparison with other students, and so on 	Based on a synthesis of theories of motivation (e.g., goal-setting theory, need theory, expectancy value theory, and so on)
Williams & Burden (1997)	<p>-12 suggestions for teachers</p> <ol style="list-style-type: none"> 1) Recognize the complexity of motivation 2) Be aware of both initiating and sustaining motivation 3) Discuss with learners why they are carrying out activities 4) Involve learners in making decisions related to learning the language 5) Involve learners in setting language-learning goals. 6) Recognize people as individuals 7) Build up individuals' beliefs in themselves 8) Develop internal beliefs 9) Help to move towards a mastery-oriented style 10) Enhance intrinsic motivation 11) Build up a supportive learning environment 12) Give feedback that is informational 	Based on a larger overview of psychology for language teachers

Table 2-5. Motivational Strategies for Motivational Teaching Practice (Continued)

Author (s) (Year)	Major motivational strategies	Framework upon which the study is based
Dömyei & Csizér (1998)	<p>-Ten important motivational strategies</p> <ol style="list-style-type: none"> 1) Set a personal example with your behavior 2) Create a pleasant and supportive atmosphere (for studying English) in the classroom 3) Present the tasks properly 4) Develop a good relationship with the learners 5) Increase the learners' linguistic self-confidence 6) Make language classes interesting 7) Promote learner autonomy 8) Personalize the learning process 9) Increase the learners' goal-orientedness 10) Familiarize learners with the target language culture 	Based on the empirical data obtained from the 200 Hungarian teachers of English
Chambers (1999)	<p>-Motivational strategies for young learners:</p> <ol style="list-style-type: none"> 1) Parental encouragement 2) Teachers' assessment 3) Recording students' achievement 4) Communication between teachers and students, etc. 	Based on the findings obtained from the empirical data

Table 2-5. Motivational Strategies for Motivational Teaching Practice (Continued)

Author (s) (Year)	Major motivational strategies	Framework upon which the study is based
Dörnyei (2001a)	<p>-102 motivational strategies for EFL classrooms with four phases:</p> <ol style="list-style-type: none"> 1) Creating the basic motivational conditions 2) Generating initial motivation 3) Maintaining and protecting motivation 4) Encouraging positive retrospective self-evaluation 	<p>Based on a synthesis of the Dörnyei's previous research and other works concerning "how to motivate learners." such as Brophy (1998), Brown (1994), Convington (1998), Gallow, Rogers, Armstrong, & Leo (1998), Good & Brophy (1994), Keller (1983), McCombs & Pope (1994), Pihunk & Schunk (1996), Raffini (1993, 1996), Wlodkowski (1986), among others</p>
Ushioda (2001)	<p>-Self-motivational strategies</p> <ol style="list-style-type: none"> 1) Focus on incentives/pressures 2) Focus on L2 study 3) Seek temporary relief from L2 study 4) Talk over motivational problems 	<p>Based on the empirical data obtained from the 20 students' self-report</p>

- c) **Maintaining and protecting motivation** by making learning stimulating and enjoyable, presenting tasks in a motivating way, protecting the learners' self-esteem and increasing their self-confidence.
- d) **Encouraging positive retrospective self-evaluation** by promoting motivational attributions, providing motivational feedback, and increasing learners' satisfaction. (Dörnyei, 2001a)

These motivational strategies seem to include motivational influences that can come into play both inside and outside the classroom. They are also not limited to teachers' techniques; others, such as parents and peers, can also use them. Indeed, when the 102 motivational strategies were presented in 2001, the definition of motivational strategies (Dörnyei, 2001a, p.28) was written in vague language, as is shown below:

Techniques that promote the individual's goal-related behavior. (...) motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects.

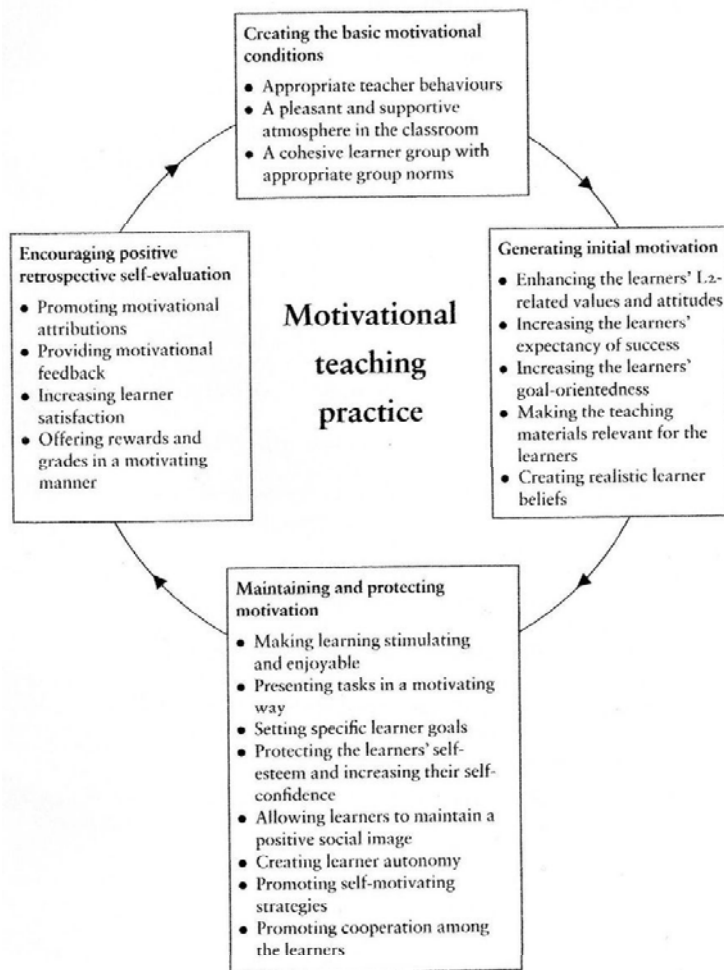


Figure 2-5. Motivational teaching practice proposed by Dörnyei (2001a, p. 29).

In the most recent research (Guilloteaux & Dörnyei, 2008, p. 57), however, motivational strategies are more specifically defined as follows:

- a) instructional interventions applied by the teacher to elicit and stimulate students' sense of motivation; and
- b) self-regulating strategies that are used purposefully by individual students to manage their own levels of motivation.

As described above, only a handful of studies have focused on the use of motivational strategies. Researchers thus have yet to describe the details of motivational strategy use. Moreover, little research has been conducted to answer a crucial question: Are these motivational strategies actually effective in language classrooms?¹³ We thus need to conduct various types of research that examine the effect of motivational strategies.

As was explained above, some researchers (e.g., Dörnyei, 2001c; Nakata, 2003) have maintained that motivation is dynamic and thus changes over time. Learners tend to demonstrate a fluctuating level of commitment even within a single lesson, and the fluctuation in their motivation over a longer period can be dramatic (Dörnyei, 2003). In order to understand this fluctuation, researchers need to adopt *process-oriented approaches* that take into account the “ups and downs” of motivation over time (Dörnyei, 2006).

One more thing that should be mentioned is that most of the recent studies attempting to examine motivational strategies focused on data obtained only from

one side of the classroom (i.e., from either teachers or students). To depict these strategies' effectiveness, surveys including both teachers' and students' viewpoints are indispensable. To the best of the author's knowledge, only one study so far (Guilloteaux & Dörnyei, 2008) has aimed at reporting the effectiveness of motivational strategies from both teachers' and students' perspectives. These researchers conducted a classroom survey in 40 classroom contexts focusing on 27 teachers and more than 1,300 students in South Korea. In their study, significant positive correlations were found between the teachers' motivational strategies and the students' motivation. The study, however, looked at the teachers' motivational teaching practices as a whole without focusing on an individual strategy. More empirical data on each motivational strategy is thus needed to describe the effectiveness of motivational strategies in the actual school context. In this vein, Dörnyei (2001a, p. 30) also pointed out that differences amongst the students, such as their culture, age, proficiency level, and relationship to the target language may render some strategies completely useless/meaningless. Therefore, it is important to collect data from specified students situated in a context upon which the researchers really want to focus.

2.5 What Could be Investigated in the Japanese EFL Context?

Learners in Japan have few opportunities to communicate in English with native speakers of English in their daily lives, and they therefore hardly use the language for communicative purposes outside the classroom. Nakata (2007) thus argued that the concept of integrative and instrumental motivations is not necessarily applicable to the Japanese context. Actually, several original factors were found to explain the Japanese learners' motivation, such as "international

orientation" (Nakata, 2007) and "intercultural friendship orientation" (Yashima, 2000). These studies have already provided us with sufficient knowledge of the original motivational construct among Japanese EFL learners. However, as is the case with other countries, there has been little research concerning the question of how to motivate language learners. (Takeuchi, 2004).

In Japan, English has just begun to be taught at elementary schools (MEXT, 2008a, 2008b).¹⁴ English classes in Japanese elementary schools mostly consist of fun activities. On the other hand, English classes at secondary schools in Japan often force students to study. There has developed a huge gap between English learning in elementary schools and in secondary schools. Accordingly, most Japanese secondary school students are initially motivated to learn English, but their level of motivation gradually declines during the course of the three years.¹⁵ In other words, many students in secondary schools tend to become "demotivated" toward learning English in the context to which they are exposed. It is, therefore, extremely important to investigate motivational strategies for secondary school students of EFL (MEXT, 2008a, 2008b).

In addition, some researchers (Takeuchi, 2007; Warden & Lin, 2000; among others) claimed that the class time for English was so limited that many students could hardly acquire an ability in English from the classroom alone. Takeuchi (2007) pointed out that a strong factor for success in foreign language learning at secondary schools in Japan is the students' learning outside the classroom. With regard to learning outside the classroom, however, not only are teachers' motivational strategies expected to affect students' leaning but other motivational influences (e.g., peers, parents, materials, assignments) are also expected to have an effect. To explore better ways to motivate EFL students, therefore, we also need

to examine in detail what motivational influences affect motivation for EFL learning outside the classroom.

2.6 Summary

In this chapter, the author reviewed major studies on language learning motivation in terms of its theories, nature, methodologies, and recent trends. The review provides us with four directions for future research. First, in future studies, paying attention to the three characteristics of motivation (i.e., it is multi-faceted, inconstant, and unobservable) is indispensable. Second, the future studies on motivation should employ longitudinal qualitative approaches. Third, researchers are recommended to shift their focus from a “for researchers” perspective to a “for practitioners” one. Fourth, since research concerning “how to motivate language learners” is still scarce, especially in the Japanese EFL context, motivational strategy and influences can be important topics for future motivation research in Japan.

Notes

1. See Gardner (1985) for an example of investigating the relationship between motivation and achievement.
2. Vallerand (1997) has explained three types of intrinsic motivation: a) to learn (for the pleasure and satisfaction of understanding something new); b) towards achievement (for the satisfaction of surpassing oneself); and c) to experience stimulation (to experience pleasant feelings and satisfaction). See Vallerand, Blais, Briere, and Pelletier (1989), as well as Vallerand, Pelletier, Blais, Briere, Senecal, and Vallières (1992, 1993), for further information.
3. Kimura, Nakata, and Okumura (2001) pointed out that 1) among secondary school students, it is difficult to divide language learning motivation into distinct types, such as integrative-instrumental motivation or intrinsic-extrinsic motivation, and that therefore, 2) there seem to be some areas where these types overlap.
4. See Koizumi and Matsuo (1993), and Nakata (2003) for examples of investigating the dynamic features of motivation.
5. Structural Equation Modeling (SEM) usually consists of two parts: the measurement model and the structural model (Tremblay, 2001). It is a relatively recent procedure that allows researchers to test cause-effect relationships based on correlational data (Dörnyei, 2001c). See Dörnyei, Csizér, and Nemeth (2006), Gardner, Tremblay, and Masgoret (1997), Laine (1995), and Tremblay and Gardner (1995) for examples of the use of SEM.
6. Willingness to communicate (WTC) was originally developed in the L1 context by McCroskey (1992) and his associates. MacIntyre and Charos (1996) first applied the WTC concept to L2 communication. See MacIntyre, Clément,

- Dörnyei, and Noels (1998) for an example of the study on the WTC Model.
7. 'Repeated cross-sectional studies' refers to the ways of obtaining information about change by administering repeated questionnaire surveys to different samples of respondents (Dörnyei, 2007b).
 8. The grounded theory approach (Strauss & Corbin, 1990) is often employed to code self-reported data. The coding procedure is divided into three steps: open coding, axial coding, and selective coding. See Dörnyei (2007b) for more information on the grounded theory approach, and see Konishi (2007) and Nakata (2003) for examples employing the grounded theory approach in SLA research.
 9. Dörnyei (2006) pointed out that when motivation is examined in relation to specific learner behaviors and classroom processes, there is a need to investigate the daily ups-and-downs of motivation to learn, that is, the ongoing changes in motivation over time.
 10. The ARCS model, which had been developed by Keller (1983), was adapted by Crookes and Schmidt to make their motivational system more educational. In this model, there are four components: interest, relevance, expectancy, and satisfaction. The model was originally developed for use in designing CAI programs. See Keller (1987, 2004) for more detailed information on the ARCS model. Also, see Namura et al. (2007) and Newby (1991) for an application of the model to an actual classroom context.
 11. These 102 strategies were obtained from the synthesis of Dörnyei's previous research and other theories concerning motivational teaching practice. In other words, not all strategies were based on empirical data.
 12. Concerning how to create a motivating classroom environment, see Dörnyei

- (2007a), Dörnyei and Malderez (1999), Dörnyei and Murohey (2003), Ehrman and Dörnyei (1998), and Senior (1997, 2002).
13. Dörnyei (2001a) mentioned that not every strategy works in every context, and that its effectiveness could be affected by culture, age, proficiency level, or one's relationship to the target language.
 14. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) establishes curriculum standards as the "Course of Study" for elementary, junior high, and senior high schools. All public schools have to follow the guidelines explained in the Course of Study (MEXT, 2008a, 2008b).
 15. Concerning how motivation loses its intensity in a school context, see Chambers (1999), Gardner, Masgoret, Tennant, and Mihic (2004), and Williams, Burden, and Lanvers (2002).

3. Research Design

In the Japanese EFL context, many studies have been conducted to answer the question of what is the construct of motivation among the Japanese EFL learners. However, research concerning “how to motivate language learners” is still scarce. Also, studies aiming at secondary school students of EFL are limited not only in Japan but also all over the world. The way to enhance secondary school students’ motivation both inside and outside the Japanese EFL classroom context, therefore, becomes the main theme of this dissertation.

In order to conduct an in-depth investigation of how to motivate secondary school students “in” and “outside” the classroom in the Japanese EFL context, the author decided to divide the present dissertation into three phases: 1) how to motivate students toward EFL learning inside the classroom; 2) how to motivate students toward EFL learning outside the classroom; and 3) how much average Japanese EFL teachers know about ways to motivate their students.

In the first phase, two studies were conducted to examine the ways to motivate EFL students inside the classroom. Since the main influence on the students’ motivation inside the classroom is considered to be teachers (e.g., Chambers, 1999; Dörnyei, 2001a), the author focused on the teachers’ motivational strategies during class. In the first two studies (Studies 1 and 2), the teachers’ motivational strategies were examined in terms of their perceived necessity, actual use, effectiveness, and relationship with students’ English proficiency levels.

In the second phase, two studies (Studies 3 and 4) were conducted to investigate ways to motivate secondary school students to learn English outside the classroom. For the outside-the-classroom context, however, teachers were not

the only influence considered; other factors such as parents, assignments, learning environments, materials, and so forth were expected to have a great influence on the students’ motivation. These factors, together with the teachers’ influence, are called “motivational influences,” as explained in the process-model proposed by Dörnyei & Ottó (1998). To explore better ways to motivate Japanese EFL students to learn outside the classroom, therefore, the author examined what kind of motivational influences affected students’ motivation for EFL learning outside the classroom. Since motivation is an inconstant variable in the process-model (e.g., Dörnyei, 2001c; Dörnyei & Ottó, 1998; Shoaib & Dörnyei, 2005), the author examined motivational influences and reactions to them in terms of their dynamics, perceived effectiveness, and relationship with the students’ English proficiency levels.

In the last phase, a study was conducted to confirm whether the findings and implications obtained from the four preceding studies were actually shared by the ordinary EFL teachers at secondary schools. The study also intended to ascertain the discrepancy, if any, between the teachers’ knowledge and the realities found in Studies 1, 2, 3, and 4.

As was elaborated on in the literature review, the use of a longitudinal approach has been called for in motivational studies. The author thus employed the approach in two studies out of five (Studies 2 and 3). In addition, many of the empirical studies in the relevant area have so far focused on the data obtained only from one side (i.e., either teachers’ or students’) of the parties concerned. The author accordingly attempted to collect well-balanced data from both sides in this dissertation. Moreover, the data collected through quantitative methods were supplemented by the qualitative data as much as possible to achieve triangulation

in the data collection, as recommended by many researchers (Dörnyei, 2001c, 2007b; Nunan, 1992). The following figure (Figure 3-1) is a graphical summary of the studies reported in this dissertation.



Figure 3-1. A graphical summary of the studies reported in this dissertation.

4. Study 1

4.1 Purposes

The first study investigates the teachers' perception of motivational strategies in terms of the necessity for classroom instruction. The differences in teachers' perception according to their teaching experience, the grades they have taught, and their gender are also examined.

4.2 Definition of Motivational Strategies

In a recent study (Guilloteaux & Dörnyei, 2008, p. 57), motivational strategies are defined as follows:

- a) instructional interventions applied by the teacher to elicit and stimulate students' motivation; and*
- b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation.*

In this study, the author focuses only on teachers' motivational teaching techniques, i.e., the former type of motivational strategies.

4.3 Method

4.3.1 Participants

The participants of this study were 124 EFL teachers from 57 Japanese secondary schools in cities located in the western part of Japan (Tables 4-1 and 4-2 for the details). Their teaching experience varied from one year to 38 years (Table 4-3).

Table 4-1. Gender of the Participants

Male	Female	Unknown
37	86	1

N=124

Table 4-2. Grades the Participants Taught

1st	2nd	3rd	Unknown
35	31	37	21

N=124

Table 4-3. Teaching Experience of the Participants

4 years below	5 to 18 years	19 years over	Unknown
44	34	38	19

N=124

4.3.2 Data Collection

A questionnaire was used to obtain the data. The 102 motivational strategies described in Dörnyei (2001a) were carefully translated into Japanese, the participants' native language. Some of the items were adapted so that they could better fit the Japanese EFL situation. For easier understanding, similar items were grouped together, and items that asked two or more things at a time were separated. The process of selecting the items was carried out by the author and four English teachers in a secondary school. Consequently, a total of 65 motivational strategies considered appropriate for secondary school use were selected for the questionnaire (See Appendix C). They were then evaluated on a five-point Likert scale in terms of their necessity in English classes for the participants. A Cronbach's alpha was computed for 65 items, and a satisfactory value of .928 was obtained. It was administered to the participants during the period from July to September of 2005 with the permission of the local board of education.

4.3.3 Data Analysis

To identify the most and least necessary strategies, respectively, the top and bottom strategies were selected based on the mean \pm 0.4SD, where there were large gaps in the average scores.

In this study, conducting factor analysis was not appropriate because the number of samples was rather small.¹ The differences in perception according to the gender, grades, and teaching experience were therefore investigated item-wise. *t*-tests² and Multivariate Analysis of Variance (MANOVA) were employed for the analysis.

In order to investigate the influence of teachers' gender, a total of 30

teachers for each gender were randomly chosen to make the sample size even. As for the teaching experience, the participants were divided into three groups based on the mean \pm 0.7SD to make them distributed relatively evenly (Table 4-3).

4.4 Results and Discussion

4.4.1 Most and Least Necessary Motivational Strategies

The average score as a whole in terms of necessity in the classroom as perceived by the teachers is presented below.

Table 4-4. Mean and SD

Mean	SD
3.86	0.82

N=124

The 15 strategies in Table 4-5 were chosen as most necessary for classroom instruction, while the 13 motivational strategies shown in Table 4-6 were recognized as the least necessary out of 65 strategies.

Table 4-5. Most Necessary Motivational Strategies in the English Classrooms

Strategy #	Descriptions	Mean	SD
Strategy-1	Indicate your mental and physical availability for all things academic.	4.64	.577
Strategy-2	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.	4.61	.677
Strategy-3	Provide multiple opportunities for success in the language class.	4.55	.620
Strategy-4	Focus on the motivational flow in your lesson.	4.53	.607
Strategy-5	Regularly include tasks that involve the public display of students' skills.	4.53	.621
Strategy-6	Share your own personal interest in the L2 learning (e.g., in learning strategies or target culture) with your students.	4.50	.661
Strategy-7	Vary the learning tasks and other aspects of your teaching as much as you can.	4.43	.718
Strategy-8	Help your students accept the fact that they (will) make mistakes as part of the learning process.	4.36	.858
Strategy-9	Bring in and encourage humor in the classroom.	4.30	.740
Strategy-10	Tell your students that you need to make efforts to improve your English abilities.	4.26	.750
Strategy-11	Keep the class goals achievable.	4.23	.667
Strategy-12	Provide regular feedback about the areas on which your students should particularly concentrate.	4.21	.744
Strategy-13	Make assessment completely transparent.	4.18	.778
Strategy-14	Assess each student's achievement (improvement) not by comparing with other students but by its own virtue.	4.18	.767
Strategy-15	Create a pleasant and supportive atmosphere (for studying English) in the classroom.	4.18	.796

Table 4-6. Least Necessary Motivational Strategies in the English Classrooms

Strategy #	Descriptions	Mean	SD
Strategy-16	Promote competition.	3.13	.865
Strategy-17	Quote positive views about language learning made by influential public figures.	3.13	.888
Strategy-18	Avoid putting students in the spotlight unexpectedly.	3.19	.882
Strategy-19	Make sure that your students receive sufficient assistance.	3.22	.891
Strategy-20	Take team products and not just individual products into account in your assessment.	3.28	.963
Strategy-21	Make sure that even non-material rewards have some kind of lasting visual representation.	3.31	1.019
Strategy-22	Encourage your students to apply their L2 proficiency in real-life situations.	3.33	.842
Strategy-23	Encourage your students to explain their failures by lack of effort and appropriate strategies applied rather than by their insufficient ability.	3.35	.976
Strategy-24	Hand over as much as you can of the various leadership/ teaching roles and functions to your students.	3.40	.956
Strategy-25	Regularly remind your students that the successful mastery of the L2 is instrumental to the accomplishment of the valued goals.	3.41	.912
Strategy-26	Offer tangible rewards to your students.	3.42	1.017
Strategy-27	Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy.	3.43	.785
Strategy-28	Encourage your students to select specific, short-term goals for themselves.	3.48	.889

As shown in Table 4-5, the mean scores for necessity for the top 15 strategies were surprisingly high. The author thus maintains that these 15 motivational strategies were perceived as very important motivational teaching techniques by the EFL teachers in the Japanese lower secondary school context. As for the bottom 13 strategies shown in Table 4-6, the mean scores were not so low, which means that these motivational strategies cannot be considered to be unimportant or unnecessary in “motivational teaching practice” (Dörnyei, 2001a, p. 29).

As explained in Chapter 2, Dörnyei and Csizér (1998) investigated similar motivational strategies. They administered a questionnaire to a total of 200 English teachers at various schools in Hungary, an EFL environment, and identified ten motivational strategies for language teachers (see “*Ten Commandments*” in Table 2-5 on Page 32). Comparing their *Ten Commandments* with the top 15 strategies in the present study, one can see that two strategies were the same: “create a pleasant and supportive atmosphere (for studying English) in the classroom” and “bring in and encourage humor in the classroom.” These strategies were thus recognized as very important regardless of the environmental difference. The other 13 strategies among the top 15 strategies found in this study were not included in ten important strategies in the Hungarian context. Moreover, one of the bottom 13 strategies (Table 4-6), “encourage your students to select specific, short-term goals for themselves” was found in Dörnyei and Csizér’s *Ten Commandments*. This means that the teachers’ perception regarding a strategy in Japan was different from that of teachers in Hungary. As Dörnyei (2001a, p. 29–30) mentions, not every strategy works in every context. The learning context is very important when we investigate motivational strategies.

4.4.2 Effect of Teaching Experience, Grade, and Gender on Teachers’ Perception

The effects of the teachers’ teaching experience and the grades they taught were examined using the multivariate analysis of variance (MANOVA).² As shown in Table 4-7, the results of MANOVA (Wilks’ lambda) found no significant difference according to the two variables.

Table 4-7. Results of MANOVA (Wilks’ lambda)

	<i>F</i>	<i>DF</i>	<i>p</i>
Teaching experience × the grades they taught	1.087	260	.319
Teaching experience	.958	130	.586
The grades they taught	1.303	130	.148

N=124

Table 4-8 shows the results of *t*-tests³ that examined the effect of teachers’ gender. In the present study, to avoid Type I error, the author adopted a Bonferroni’s correction and set the critical value at .0007 (.05 divided by the number of items). No significant effect of the teachers’ gender was found as a result.

Table 4-8. Differences in Teachers' Perception According to Gender

Motivational Strategy Item	Male (n=30)		Female (n=30)		t	p
	Mean	SD	Mean	SD		
MS Item 1	4.53	0.63	4.43	0.57	0.646	0.521
MS Item 2	4.17	0.91	3.87	0.86	1.310	0.195
MS Item 3	3.97	0.85	3.83	0.83	0.613	0.542
MS Item 4	4.60	0.62	4.70	0.53	-0.668	0.507
MS Item 5	3.83	0.83	4.17	0.65	-1.729	0.089
MS Item 6	4.33	1.03	4.40	0.77	-0.284	0.777
MS Item 7	4.37	0.76	4.23	0.82	0.652	0.517
MS Item 8	4.07	0.98	4.30	0.60	-1.114	0.270
MS Item 9	3.73	1.01	3.77	0.90	-0.135	0.893
MS Item 10	3.63	1.00	3.93	0.78	-1.293	0.201
MS Item 11	3.90	0.88	3.90	0.84	0.000	1.000
MS Item 12	4.00	0.95	4.00	0.91	0.000	1.000
MS Item 13	3.73	1.05	3.73	0.98	0.000	1.000
MS Item 14	3.33	0.84	3.47	0.86	-0.606	0.547
MS Item 15	4.07	0.87	3.93	0.91	0.582	0.563
MS Item 16	3.00	0.87	3.00	0.98	0.000	1.000
MS Item 17	3.53	0.97	3.07	0.87	1.960	0.055
MS Item 18	3.70	0.84	3.53	0.90	0.743	0.460
MS Item 19	3.57	0.90	3.20	0.61	1.850	0.070
MS Item 20	3.77	0.94	3.80	0.81	-0.148	0.883
MS Item 21	3.27	0.98	3.27	0.74	0.000	1.000
MS Item 22	3.67	0.88	3.67	0.84	0.000	1.000
MS Item 23	4.10	0.76	4.27	0.52	-0.992	0.325
MS Item 24	4.00	0.79	4.10	0.71	-0.516	0.608
MS Item 25	4.17	0.87	4.13	0.73	0.160	0.873

Table 4-8. Differences in Teachers' Perception According to Gender (Continued)

Motivational Strategy Item	Male (n=30)		Female (n=30)		t	p
	Mean	SD	Mean	SD		
MS Item 26	3.50	0.78	3.83	0.87	-1.561	0.124
MS Item 27	3.87	0.68	3.87	0.97	0.000	1.000
MS Item 28	4.50	0.68	4.47	0.63	0.197	0.845
MS Item 29	4.63	0.56	4.53	0.51	0.728	0.470
MS Item 30	4.03	0.81	3.67	0.84	1.718	0.091
MS Item 31	3.57	0.90	3.57	0.97	0.000	1.000
MS Item 32	3.70	0.75	3.90	0.96	-0.900	0.372
MS Item 33	3.17	0.75	3.17	0.83	0.000	1.000
MS Item 34	3.50	0.86	3.60	0.81	-0.462	0.646
MS Item 35	3.70	0.84	3.63	0.93	0.292	0.771
MS Item 36	4.03	0.67	4.03	0.72	0.000	1.000
MS Item 37	4.53	0.68	4.67	0.55	-0.836	0.407
MS Item 38	4.30	0.60	4.13	0.51	1.166	0.248
MS Item 39	3.90	0.88	3.63	0.76	1.249	0.217
MS Item 40	3.90	0.88	3.90	0.71	0.000	1.000
MS Item 41	4.23	0.77	4.17	0.70	0.350	0.727
MS Item 42	4.00	0.83	4.33	0.61	-1.775	0.081
MS Item 43	3.20	0.96	3.23	0.86	-0.142	0.888
MS Item 44	4.13	0.68	4.17	0.59	-0.202	0.840
MS Item 45	4.23	0.63	4.23	0.73	0.000	1.000
MS Item 46	4.10	0.76	3.97	0.89	0.624	0.535
MS Item 47	4.40	0.67	4.57	0.57	-1.035	0.305
MS Item 48	3.93	0.94	4.20	0.85	-1.151	0.254
MS Item 49	3.03	0.85	3.07	0.64	-0.172	0.864
MS Item 50	3.77	0.82	3.90	0.61	-0.717	0.476

Table 4-8. Differences in Teachers' Perception According to Gender (Continued)

Motivational Strategy Item	Male (n=30)		Female (n=30)		t	P
	Mean	SD	Mean	SD		
MS Item 51	3.30	0.92	3.07	1.01	0.935	0.354
MS Item 52	3.73	0.91	3.67	0.96	0.277	0.783
MS Item 53	3.47	1.01	3.43	0.94	0.133	0.895
MS Item 54	3.77	0.77	3.67	0.88	0.466	0.643
MS Item 55	4.10	0.71	3.97	0.76	0.699	0.487
MS Item 56	3.50	0.94	3.63	0.72	-0.618	0.539
MS Item 57	3.67	0.84	3.57	1.10	0.394	0.695
MS Item 58	3.27	1.01	3.43	0.94	-0.661	0.511
MS Item 59	4.20	0.66	4.37	0.67	-0.968	0.337
MS Item 60	3.37	1.13	3.13	0.86	0.900	0.372
MS Item 61	3.87	0.78	4.13	0.90	-1.229	0.224
MS Item 62	3.73	1.11	3.30	0.79	1.737	0.088
MS Item 63	3.83	0.70	3.90	0.88	-0.324	0.747
MS Item 64	4.60	0.50	4.47	1.01	0.649	0.520
MS Item 65	4.07	0.78	4.07	0.94	0.000	1.000

4.5 Summary

This study presents the results of a survey aiming at investigating EFL teachers' perception of the necessity of motivational strategies in Japanese secondary school classrooms. The major findings are summarized as follows:

- 1) A total of 15 strategies were found to be most necessary, while 13 strategies were identified as least necessary for motivational teaching practice. These strategies were discussed in comparison with those reported by Dörnyei and Csizér (1998), and it was found that there were some similarities and differences in teachers' perception between the Japanese and Hungarian EFL settings.
- 2) According to the results of the statistical analyses, no significant difference in the teachers' perception was found according to their teaching experience, the grades they taught, or their gender.

Based on these results, some implications can be made. First, comparing the results of the present study with those reported by Dörnyei and Csizér (1998), the author concludes that the differences in the learning environment have a great influence on teachers' perception of the necessity of motivational strategy use. Specifying the learning context is thus essential for research on motivational strategies.

Secondly, there were no strategies that showed significant differences with

respect to the teaching experience, the grades the teachers taught, or their gender. In a specified context, such as in Japanese secondary schools that teach EFL, the effect of these variables on the use of motivational strategies can therefore be disregarded.

In this study, the author examined the teachers' perception of motivational strategies in terms of the necessity of their use in classroom instruction. To investigate *actual* motivational strategy use and its effect on students' motivation, as detailed in the following chapter, the author conducted a classroom study using the top 15 motivational strategies found in this chapter.

Notes

1. For factor analysis, it is recommended that one's sample size be more than five times the number of the items in the questionnaire (Matsuo & Nakamura, 2002), which means at least some 310 participants are needed for the factor analysis in this study.
2. The assumptions underlying the procedure (e.g., data normality, homoscedasticity) were confirmed before conducting the analysis. See Stevens (1986) for the assumptions.
3. The underlying assumptions for *t*-tests (e.g., data normality, even distribution, and equality of variances) were confirmed before running the analysis. See Hatch and Lazaraton (1991) for the assumptions.

5. Study 2

5.1 Introduction

In Study 1, the author selected a total of 15 motivational strategies that were considered to be most necessary in the Japanese secondary school EFL setting. In this chapter, she attempts to investigate 1) how teachers use these strategies, and 2) how effectively these strategies work in enhancing students' motivation.

5.2 Purposes

The purposes of this study are: 1) to describe the teachers' actual use (in terms of frequency) of the 15 motivational strategies in secondary school EFL classes, based on data obtained over a two-month period; 2) to examine the relationships between the frequency of use for these 15 motivational strategies and the strength of students' motivation (as induced by these strategies); and 3) to investigate the differences in these relationships according to students' proficiency levels.

5.3 The 15 motivational strategies

In the previous study, a total of 65 motivational strategies were evaluated by 124 EFL teachers from 57 lower secondary schools on a five-point Likert-scale in terms of their necessity in English classes.¹ The use of the top 15 strategies selected is to be examined in detail in this chapter. These 15 strategies (Table 5-1) were chosen as most "necessary," based on the mean of the Japanese EFL teachers' evaluations + 0.4 SD, where a huge gap between the 15th and 16th strategies was found.

Table 5-1. The 15 Motivational Strategies Selected

Motivational Strategy #	Descriptions
MS-1	Indicate your mental and physical availability for all things academic.
MS -2	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.
MS -3	Provide multiple opportunities for success in the language class.
MS -4	Focus on the motivational flow in your lesson.
MS -5	Regularly include tasks that involve the public display of students' skills.
MS -6	Share your own personal interest in the L2 learning (e.g., in learning strategies or target culture) with your students.
MS -7	Vary the learning tasks and other aspects of your teaching as much as you can.
MS-8	Help your students accept the fact that they (will) make mistakes as part of the learning process.
MS -9	Bring in and encourage humor in the classroom.
MS -10	Tell your students that you need to make efforts to improve your English abilities.
MS -11	Keep the class goals achievable.
MS -12	Provide regular feedback about the areas on which your students should particularly concentrate.
MS -13	Make assessment completely transparent.
MS -14	Assess each student's achievement (improvement) not by comparing with other students but by its own virtue.
MS -15	Create a pleasant and supportive atmosphere (for studying English) in the classroom.

5.4 Method

5.4.1 Participants

The participants of this study were: 1) five Japanese English teachers from the 8th and 9th grades (Tables 5-2 and 5-3) in an ordinary public secondary school located in the western part of Japan; and 2) their students (190 in total) from nine classes (Table 5-3). The author also participated in the data collection as one of the

teachers. All the teachers were non-native speakers of English. Four of them were female, and one was male. Their teaching experience varied such that they had between one and 27 years of experience, and the grades they were teaching also varied. These differences among the participants, however, were confirmed to have almost no influence on the use of strategies in Study 1.

According to Dörnyei (2001a, p.25), whatever forms the motivational strategies take, the motivating process is usually a long-term one, building “one grain of trust and caring at a time.” The author therefore excluded the data obtained for 7th grade because teachers in the 7th grade, which is the initial year in Japanese secondary schools, have yet to construct a rapport with their students.

Table 5-2. Details of the Teachers, Classes, and Lessons

Teacher(s)	Teaching Experience (years)	Grade	Number of Classes Examined	Number of Lessons where Questionnaire Administered	
Teacher A	F	4	8	1	5
Teacher B	M	1	8	1	5
Teacher C	F	14	8	1	5
			9	1	4
Teacher D	F	1	9	1	5
				1	5
			9	1	4
				1	4
Teacher E	F	20	9	1	3
Total			9		40

M: male, F: female

Table 5-3. Number of Students in the Nine Classes

Teachers in the 8 th grade	A	B	C	D	D
Number of the 8 th graders	20	15	20	20	28
Teachers in the 9 th graders	D	D	C	E	--
Number of the 9 th graders	18	22	20	27	--

5.4.2 A Questionnaire for Teachers

Many researchers (Allwright & Bailey, 1991; Chandron, 1988; Mackey & Gass (2005); Nunan, 1992; among others) have noted that one of the most common methods of classroom research is observing/recording. It is, however, true that most of the 15 motivational strategies shown in Table 2 are unobservable. In addition, Dörnyei (2001a) mentioned that motivational strategies are “consciously” exerted to achieve some systematic and enduring positive effect, yet that this consciousness also cannot be measured through observation. Allwright and Bailey (1991, p.4) argued that an obvious alternative to observation is simply to give people an opportunity to report their experiences and thoughts. A traditional way of obtaining such self-reported data is to conduct surveys, usually through interviews or written questionnaires. To obtain data in this way, all the teachers in Study 2 were asked to report on the frequency of their strategy use just after the class. According to Dörnyei (2001a, p.25), in the classroom context, it is rare to find dramatic motivational events that reshape the students’ mindsets from one moment to another. Rather, it is typically a series of minor events that might eventually culminate in a long-lasting effect. The author, with the consent of the teachers, thus decided to administer the questionnaire several times over the two-month period from October to December of 2005 (Table 5-2).

None of the teachers, except for the author of this dissertation, were informed beforehand of the schedule for the questionnaire’s administration. Before data collection, instructions for the questionnaire (Appendix E) were given to all of the teachers. In the instructions, they were asked: 1) to confirm the meaning of each motivational strategy; and 2) to recognize that a “frequently used” strategy or one used in a “large number” of instances does not necessarily mean that “good

strategy use” is occurring; this was done in order to avoid overly inflated self-evaluations on the part of the teachers.

In the questionnaire, the use of each motivational strategy was reported by the five teachers on a five-point Likert-scale ranging from (4) “used four times in this lesson” to (0) “not used in this lesson”. Before the questionnaire was administered, some teachers pointed out that there were quite a few cases in which one strategy was used over four times in one lesson. They also maintained that it was extremely difficult for them to keep a large number of uses (i.e., over four times) in their minds until the end of a lesson. Based on these suggestions, teachers were asked to write (4) even if they used the strategy over four times.

5.4.3 A Questionnaire for Students

To investigate the strength of students’ motivation as induced by the 15 motivational strategies, a 15-item questionnaire was administered (Appendix G). The perceived strength of motivation was evaluated by the students on a five-point Likert-scale ranging from (4) “well motivated by the strategy” to (0) “never motivated by the strategy.” Teachers were requested to finish lessons five minutes earlier than usual to administer the questionnaire. The questionnaire was administered a total of 40 times (three to five times for each class) over the two-month period. Teachers were instructed to confirm the meaning of each item with their students before administering the questionnaire. To avoid affecting students’ responses, teachers were asked not to reveal which strategies they had used in each lesson.

To investigate the relationships between teachers’ reported use and students’

perception, Pearson’s correlation analysis was employed. The analysis was performed with SPSS Ver 13.0.

5.5 Results and Discussion

5.5.1 Findings in Frequency Count

Table 5-4 shows the average frequency of each strategy used per lesson. The teachers used each strategy on average once per lesson, with the exception of MSs-2, 6, 8, 13 and 14. The lowest frequency was 0.25 for MS-13, while the highest was 1.47 for MS-4. There was no strategy that was never used throughout any of the 40 lessons.

Table 5-4. Mean and SD of Each Motivational Strategy

Strategy #	Mean	SD
MS-1	1.32	1.49
MS-2	0.35	0.92
MS-3	1.27	1.08
MS-4	1.47	1.03
MS-5	1.12	1.43
MS-6	0.60	1.03
MS-7	1.15	1.05
MS-8	0.75	1.08
MS-9	1.15	1.05
MS-10	1.02	0.94
MS-11	1.27	0.71
MS-12	1.05	1.01
MS-13	0.25	0.74
MS-14	0.92	1.11
MS-15	1.40	1.17
All Combined	1.00	1.05

Among the 15 strategies, the three shown in Table 5-5 were chosen as “frequently used” strategies based on the mean + 0.3SD. Teachers used these three

motivational strategies more than once in each lesson.

Table 5-5. Strategies Frequently Used in One Lesson

Motivational Strategy #	Descriptions
MS-4 (M=1.47)	Focus on the motivational flow in your lesson.
MS-15 (M=1.40)	Create a pleasant and supportive atmosphere in the classroom.
MS-1 (M=1.32)	Indicate your mental and physical availability for all things academic.

On the other hand, the three strategies shown in Table 5-6 were recognized as “not frequently used” in one lesson on the basis of the mean $-0.3SD$. The least frequently used strategy is to “make tests and assessment completely transparent (MS-13),” which was used about once out of every four lessons. Infrequent use of MS-13 and MS-2 might sound only natural to some readers. However, according to the regulations set by the Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2000), Japanese secondary school teachers have to assess their students’ English abilities frequently in various situations.² Many teachers thus recognized these two strategies as highly necessary, but the teachers in this study did not actually use them frequently.

Table 5-6. Strategies Not Frequently Used in One Lesson

Motivational Strategy #	Descriptions
MS-13 (M=0.25)	Make tests and assessment completely transparent.
MS-2 (M=0.35)	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.
MS-6 (M=0.60)	Share your own personal interest in the L2 (e.g., in learning strategies or target culture) with your students.

Table 5-7 shows the average number of different strategies (i.e., variety) used in one lesson. The teachers used approximately nine different strategies on average in one lesson.

Table 5-7. Average Number of Strategies Used in One Lesson

Mean	SD
8.72	2.79

The average number of lessons in which one of these 15 strategies was used at least once in one class over the two-month period is 23 (Table 5-8). The top four “consistently used” strategies are shown in Table 5-9, while Table 5-10 shows the bottom three strategies. These top and bottom items were calculated on the basis of the mean $\pm 0.5SD$.

Table 5-8. Number of Lessons where Each Strategy was Used

Motivational Strategy #	Number of Lessons (out of 40)
MS-1	23
MS-2	8
MS-3	30
MS-4	36
MS-5	20
MS-6	14
MS-7	28
MS-8	17
MS-9	27
MS-10	27
MS-11	38
MS-12	26
MS-13	5
MS-14	20
MS-15	30
Average	23 (SD=9.41)

The same two strategies (MS-4 and MS-15) were found in both Tables 5-5 and 5-9. These strategies were thus frequently and consistently used in the lessons. MS-1 appeared only in Table 5-5, which means it was used many times in a limited number of lessons. Both MS-3 and MS-11 appeared only in Table 5-9, which means they were used less frequently but were still widely used in many lessons. MS-3 was found to be “very important” but “infrequently used” in Dörnyei and Csizér (1998). In this study, MS-3 was considered “highly necessary” but was not frequently used. It was also found to be consistently used. In Tables 5-6 and 5-10, the same strategies (MSs-2, 6, 13) were listed. These strategies thus were used infrequently and inconsistently in the lessons.

Table 5-9. Top Four “Consistently Used” Motivational Strategies

Motivational Strategy #	Description
MS-11 (M=38)	Keep the class goal achievable by re-negotiating if necessary.
MS-4 (M=36)	Focus on the motivational flow in your lesson.
MS-15 (M=30)	Create a pleasant and supportive atmosphere (for studying English) in the classroom.
MS-3 (M=30)	Provide multiple opportunities for success in the language class.

Table 5-10. Bottom Three “Consistently Used” Motivational Strategies

Motivational Strategy #	Description
MS-13 (M=5)	Make tests and assessment completely ‘transparent.’
MS-2 (M=8)	Apply continuous assessment that also relies on measurement tools other than paper-and-pencil tests.
MS-6 (M=14)	Share your own personal interest in the L2 (e.g., in learning strategies or target culture) with your students.

5.5.2 Relationships Between Strategy Use and Motivation

This section discusses the relationship between the frequency of use for these 15 motivational strategies and the strength of students’ motivation as induced by them. Pearson’s correlation analyses show that frequency of use for four out of the 15 motivational strategies were weakly correlated with the perceived strength of students’ motivation (Table 5-11) measured by the questionnaire for students.

Based on the coefficients,³ effect sizes, and scattergrams, two out of four (Table 5-11) were judged to be strongly correlated with the strength of students’ motivation: MS-2 ($r=.596, p<.01, r^2=.355$) and MS-6 ($r=.492, p<.01, r^2=.242$). The other two showed weak correlations: MS-8 ($r=.324, p<.05, r^2=.165$) and MS-12 ($r=.344, p<.05, r^2=.118$).

To further investigate these relationships, the author examined the differences created by students’ English proficiency levels. For this purpose, the test scores of the 8th graders (n=103), all of whom had taken an English proficiency test (*GTEC for Students Core*⁴), were utilized. Based on the mean of the proficiency test $\pm 0.5SD$, the top 34 students and bottom 24 students were selected for the analysis. The difference between the two groups in terms of proficiency was confirmed to be significant in a *t*-test ($df=58, t=18.7, p<.0001, r=.93$).

Table 5-12 shows the strategy-motivation relationships for the higher proficiency group. As is shown in this table, four strategies out of 15 were satisfactorily correlated with students’ motivation: MS-2 ($r=.719, p<.01, r^2=.517$), MS-5 ($r=.559, p<.01, r^2=.312$), MS-10 ($r=.530, p<.01, r^2=.281$), and MS-14 ($r=.662, p<.01, r^2=.438$).

Table 5-11. Motivational Strategies that Showed a Correlation with Students' Motivation

Frequency of MS	MS-2	MS-6	MS-8	MS-12
Strength of motivation	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.	Share your own personal interest in the L2 learning (e.g., in learning strategies or target culture) with your students.	Help your students accept the fact that they (will) make mistakes as part of the learning process.	Provide regular feedback about the areas on which your students should particularly concentrate.
MS-2	.596**	--	--	--
MS-6	--	.492**	--	--
MS-8	--	--	.324*	--
MS-12	--	--	--	.344*

Note ** $p < .01$ * $p < .05$ MS: Motivational strategy N=4

The relationships in the lower proficiency group are shown in Table 5-13. In this group, five motivational strategies showed a significant correlation with students' motivation: MS-1 ($r=.435$, $p<.05$, $r^2=.189$), MS-2 ($r=.591$, $p<.01$, $r^2=.349$), MS-3 ($r=.397$, $p<.05$, $r^2=.158$), MS-8 ($r=.547$, $p<.01$, $r^2=.299$), and MS-12 ($r=.619$, $p<.01$, $r^2=.383$).

Comparing the relationships in the higher proficiency group with those in the lower proficiency group, we can see that the two proficiency groups did not exhibit a similar trend in terms of the relationship examined except with one motivational strategy (MS-2). In other words, the students' perception of effective motivational strategies was different depending on their English proficiency levels. Dörnyei (2001a, p.30) points out that motivational strategies do not always work effectively and argues that many factors (e.g., contexts, gender, proficiency) influence their effectiveness. These results confirm that students' English proficiency is a factor influencing the perceived effectiveness of motivational strategies.

Another important point is that there were several motivational strategies (MS-4, MS-7, MS-9, MS-11, MS-13, and MS-15) that showed no correlation with students' motivation even though they were used frequently. Concerning these motivational strategies, we can say that frequent use does not necessarily mean a strategy is "effective."

Table 5-12. Correlations in the Higher Proficiency Group

Frequency of MS	MS-2	MS-5	MS-10	MS-14
Strength of motivation	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.	Regularly include tasks that involve the public display of students' skills.	Tell your students that you need to make efforts to improve your English abilities.	Assess each student's achievement (improvement) not by comparing with other students but by its own virtue.
MS-2	.719**	--	--	--
MS-5	--	.559**	--	--
MS-10	--	--	.530**	--
MS-14	--	--	--	.662**

Note ** $p < .01$ * $p < .05$ MS: Motivational strategy N=34

Table 5-13. Correlations in the Lower Proficiency Group

Frequency of MS	MS-1	MS-2	MS-3	MS-8	MS-12
Strength of motivation	Indicate your mental and physical availability for all things academic.	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests.	Provide multiple opportunities for success in the language class.	Help your students accept the fact that they (will) make mistakes as part of the learning process.	Provide regular feedback about the areas on which your students should particularly concentrate.
MS-1	.435*	--	--	--	--
MS-2	--	.591**	--	--	--
MS-3	--	--	.397*	--	--
MS-8	--	--	--	.547**	--
MS-12	--	--	--	--	.619**

Note ** $p < .01$ * $p < .05$ MS: Motivational strategy N=24

5.6 Summary

Study 2, as reported in this chapter, was a study on motivational strategies based on the empirical data obtained from both teachers and students in Japanese secondary school EFL classes. Its major focuses were: 1) the frequency of motivational strategy use; 2) the relationships between the reported frequency of teachers' use of motivational strategies and the perceived strength of students' motivation; and 3) differences in strategy-motivation relationships depending on students' English proficiency levels. As a result, we found that a) teachers used motivational strategies in a variety of ways; but that b) only four out of 15 strategies showed a significant correlation with students' motivation. We also found that c) the effectiveness of some strategies varied according to students' English proficiency levels.

The present research was limited, however, in that it was conducted only in one school, although the school is a typical one in the Japanese EFL context. Further research, therefore, will be needed in other schools.

Another limitation emerges in terms of the data collection method. In this study, one method (i.e., self-reporting) was used. Self-reporting, however, has its own limitations and might not necessarily provide a full picture of the teachers' use of the motivational strategies. Future studies, therefore, need to adopt "triangulation," using multiple methods in collecting the data.

Lastly, the author would like to point out some pedagogical implications of the findings. In this study, some of the strategies showed a significant correlation with students' motivation in terms of their frequency. "Frequent use" is thus important when teachers use these types of motivational strategies. Concerning other strategies, ones that did not show a significant correlation with students'

motivation, the idea of "frequent use" is not so important when motivating students. Besides, since the effectiveness of motivational strategies differed according to students' English proficiency levels, more attention should be paid to differences in proficiency levels when teachers attempt to motivate their students.

In Studies 1 and 2 (Chapters 4 and 5), the author examined the ways to motivate students (i.e., motivational strategies) inside the classroom, with a particular focus on: 1) teachers' perception; 2) actual use in the classroom; and 3) strategy effectiveness. The findings in the two studies strongly indicate that we need to think carefully about the manners in which motivational strategies are used in the classroom, so that they will work effectively on students' motivation.

Notes

1. The alpha coefficient of the questionnaire used was .928.
2. In the assessment system used at Japanese public schools, teachers must abide by the cumulative guidance records established by MEXT. English teachers in all public schools thus have to frequently administer many kinds of tests (e.g., interview tests, vocabulary quizzes, read-aloud tests) to assess students' achievement from the criteria listed in the guidance (MEXT, 2000).
3. In L2 motivation studies, the usual strength of the meaningful relationships detected is between .30 and .50 (Dörnyei, 2001c, p.224). Concerning the strength of correlations, see also Dörnyei (2007b) for more information.
4. *GTEC for Students Test (Core)* is an English proficiency test developed by the Benesse Corporation for measuring English proficiency at the secondary school level in Japan. The alpha coefficient of *GTEC for students* was between .79 and .87.

6. Study 3

6.1 Introduction

Studies 1 and 2 (Chapters 4 and 5) were conducted with a particular focus on the ways to motivate students (i.e., motivational strategies) in EFL learning “inside” the classroom. This chapter, in turn, discusses ways to motivate students in EFL learning “outside” the classroom. As the author explained in Chapter 3, the motivational strategies are techniques that “teachers” can use “in” the classroom. For the outside-the-classroom context, not only teachers but also other factors such as parents, assignments, learning environments, materials, and so forth were expected to have a great influence on students' motivation. These factors, together with teachers' influence, are called “motivational influences,” as is explained in the process-model proposed by Dörnyei & Ottó (1998). In this chapter, the effect of the motivational influences on EFL learning at the secondary school level is to be examined.

6.2 Purposes

The purpose of this study is three-fold: 1) to find out what motivational influences work effectively on EFL learners' motivation to learn outside the classroom at the secondary school level; 2) to examine how students' perception of these motivational influences changes according to the academic events at school; and 3) to investigate the differences in the effect of each motivational influence according to the students' proficiency levels in English.

6.3 Definition of Motivational influences

In this study, the author defines “motivational influences” as follows based on Dörnyei & Ottó (1998):

Motivational influences are the influences that positively affect learner’s motivation at the moment learners are confronted with English learning outside the classroom (the actional phase of the process model). They include all the internal factors (e.g., goal-setting, beliefs) as well as the external factors surrounding the FL learners (e.g., people surrounding them, tasks, and environment.)

6.4 Participants

A total of 120 Japanese secondary school students participated in this study. They were all 9th grade, seniors, at a public secondary school located in the western part of Japan. The 9th graders were chosen as participants because, according to their teachers’ observations,¹ they were able to report reliable information in their journals. To analyze the effect of students’ English proficiency on the differences in motivational influences, the top and bottom students (30 for each) were also selected based on the results of a proficiency test (i.e., *GTEC for Student Core*). The difference between the two groups in terms of their proficiency was confirmed to be significant using a *t*-test ($df = 58$, $t = -13.132$, $p < .0001$, $r = .87$).

6.5 Instruments and Procedure

A journal survey was conducted to gather the data concerning the motivational influences and the changes in their effect on students’ motivation according to the academic events occurring at school. Dörnyei (2007b, p.107) claimed that open-ended questions could provide “far greater richness” than fully quantitative data, since open responses could offer graphic examples and illustrative quotes and also could lead us to identify issues not previously anticipated. However, since the participants in this study were relatively young, a semi-open format (Appendix I) was considered to be appropriate for the journal, as this would avoid irrelevant responses. The journal entries were registered every Friday for six weeks. In the journals, students were asked to write the following three points: 1) During the week, what did they study for English outside the classroom?; 2) What caused the studying reported in 1)?; and 3) How many hours did they spend on studying English for the week? These descriptions were written in Japanese, their native language. In addition to the data, the strength of the participants’ motivation was self-evaluated on a five-point Likert scale, ranging from 1) “*having a very negative attitude toward English learning this week*” to 5) “*having a very positive attitude toward English learning this week*” in terms of both “inside” and “outside” learning.

The journal survey was conducted with the consent of the students and with the permission of their teachers and the principal of the school. Since the participants were all in the 9th grade, they would take the entrance examinations for high schools at the end of the academic year. Therefore, the journal survey was conducted during the early months of the year (June to July, 2006) in order to avoid an extra burden on the students during the last moments of their preparation

for the entrance examinations. Completing their weekly journal generally required 15-20 minutes. The author conducted the survey during a period when there were both normal class activities and several academic events going on that might influence their English learning outside the classroom (Table 6-1).

The students were from 6 classes, and all the teachers were asked to teach English using the same procedure and materials to avoid the influence of instructional differences. In addition, the students were informed by their teachers that any descriptions they wrote in their journals would not affect their final grades.

Table 6-1. Major Academic Events during the Data Collection Period

	1 st week*	2 nd week	3 rd week	4 th week	5 th week	6 th week
<i>Academic events</i>	<i>Proficiency test</i>	<i>Normal activities</i>	<i>Mid-term examination</i>	<i>Reading-aloud test</i>	<i>Normal activities</i>	<i>Reading-aloud test</i>

*each class meets four times per week

6.6 Data Analysis

To find out the construct of the motivational influences from the data culled from the journals, the Grounded Theory Approach (GTA: Straus & Corbin, 1990) was employed. First, the author browsed through all the descriptions and identified those descriptions that were considered to indicate motivational influences according to the definition described in section 6.3. The descriptions identified were then categorized as the micro-components (i.e., open coding). Each micro-component was named by the author based on the content of the description in the component. The author next searched for relationships and contrasts among

the components (i.e., axial coding). For the final step of GTA, the links among the components and core categories were described (i.e., selective coding). To illustrate the changes in motivational influences according to the academic events at the school, quantitative counts were also conducted by the date when the data were collected. To minimize the effects of subjectivity in categorization, a portion of the sample (20%)² was randomly selected and checked by a second coder. The inter-rater reliability was 84%.³

6.7 Results

6.7.1 Categories Obtained from Journal Entries

A total of 1,191 descriptions were obtained from the journals. Through the GTA analysis, the author found that these descriptions consisted of 13 micro-components and that they could be grouped together in the following four core categories: 1) motivational influences that were associated with other people such as teachers, parents, and (cram school/private) tutors (henceforth, “other people”); 2) motivational influences students used to motivate themselves (henceforth, “self-motivating strategy”); 3) motivational influence that was brought about by the daily tests (e.g., term exams/proficiency tests/ read-aloud tests; hence forth, “tests”); and 4) motivational influence brought about by the teaching materials (e.g., worksheets, textbooks; henceforth, “materials”). In order to better explain the features of the core categories, “other people,” “tests,” and “materials” were identified as the “external” factors in the students’ learning, while the “self-motivating strategy” was identified as an “internal” factor. Figure 6-1 illustrates the construct of the motivational influences perceived by the secondary school students of EFL in this study.

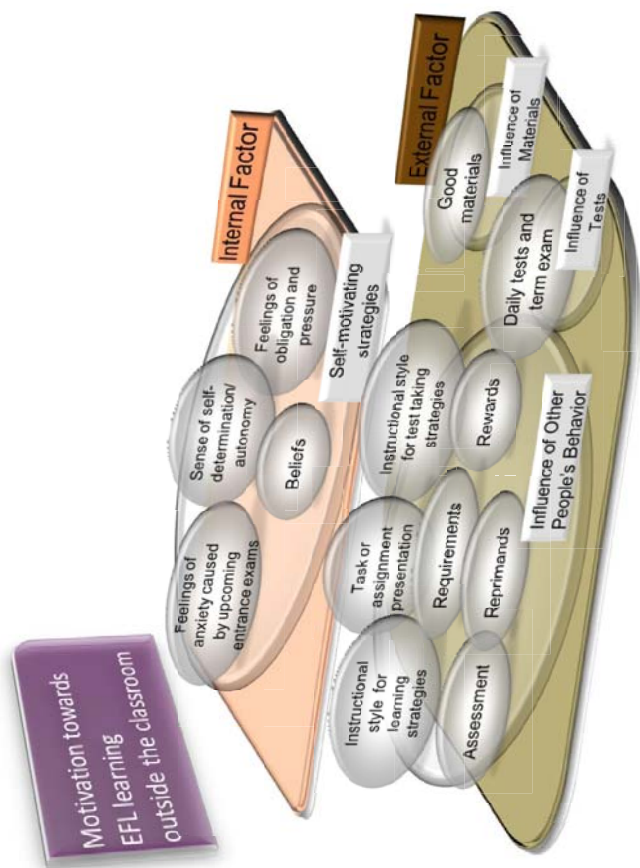


Figure 6-1. Motivational influences perceived by secondary school students of EFL.

In Table 6-2, the author provided the quantitative data for each core category and micro-component described above (see also Appendixes M and N for a graphical representation of the results).

Table 6-2. Results of Categorization

Factor	Core-category	%	Micro-component	Number (%)
External factors	Tests	32.1	Daily Tests and term exam	404 (32.1)
			Task or assignment presentation	248 (22.8)
	Other people	48.9	Reprimands	10 (0.8)
			Assessment	84 (7.3)
			Requirements	17 (1.4)
			Rewards	51 (4.4)
			Instructional style for learning strategies	8 (0.6)
Materials	1.4	Instructional style for test taking strategies	10 (0.8)	
		Good materials	20 (1.7)	
Internal factor	Self-motivating strategy	13.1	Feelings of obligation and pressure	137 (11.6)
			Feelings of anxiety caused by upcoming entrance examinations	14 (1.2)
			Beliefs	32 (2.5)
			Sense of self-determination/autonomy	108 (9.4)
			Others	
All			1,191 (100)	

As for the core categories, “other people” accounted for almost 50% of all the descriptions. In this core category, the descriptions relating to teachers at the secondary school/cram schools, private tutors, parents, brothers/sisters, and friends were found. Among them, however, the descriptions related to the teachers at the secondary school and at cram schools appeared most. The next major core category was “tests,” which accounted for about 32%. These two core-categories

accounted for more than 80% of all the motivational influences. As for the micro-components, the most often observed category, with the exception of “daily tests and term exam,” was the “task or assignment presentation” category, which accounted for about 22% of all the descriptions. The percentage for the “instructional style for learning strategies” category was the smallest of all and amounted to less than 1%.

Table 6-3 shows the summary of the descriptions obtained from the students’ self-reported data.

Table 6-3. Summary of Descriptions in Students’ Self-Reported Data

Core-category	Micro-component	Typical descriptions
Tests	Daily tests and term exam	1) I have to take quizzes (reading/ vocabulary).
		2) I have to take term examinations.
		3) I have to take an <i>Eiken</i> examination, popular English proficiency test in Japan.
		4) I have to take other proficiency tests.
Other people	Task or assignment presentation	5) Teachers assign me homework (tasks).
		6) Teachers praise me.
	Rewards	7) Parents and brothers/sisters praise me.
		8) Parents give me gifts (e.g., a raise in allowance).
		9) Teachers give me stickers as a reward.
		10) Teachers give me stamps as a reward.
	Assessment	11) Teachers check what I did.
		12) Teachers say this will be a part of our grade.
		13) I know the criteria by which teachers assess me.
		14) I do not want my grades to go down.
	Requirements	15) Teachers require me to study.
		16) Parents require me to study.
		17) Teachers require me to submit what I did.

Table 6-3. Summary of Descriptions in Students’ Self-Reported Data (Continued)

Core-category	Micro-component	Sample descriptions	
Other people (continued)	Reprimands (Continued)	18) Teachers get angry if I do not study.	
		19) Parents get angry if I do not study.	
		20) I am forced to study English after school if I do not study.	
	Instructional style for learning strategies	21) Teachers teach me good learning strategies.	
		22) Parents/brothers/sisters teach me good learning strategies.	
	Instructional style for test taking strategies	23) Teachers tell me what will be included in the exams.	
		24) Teachers teach me test-taking strategies.	
	Self-motivating strategy	Feelings of obligation and pressure	25) I have a feeling of obligation to study English.
			26) I feel worried that I forget to do homework.
			27) I feel worried that I am a slow learner.
28) I feel worried that I cannot improve my comprehension skills.			
Sense of self-determination/ autonomy		29) I think it is natural to preview and review.	
		30) I want to better understand English.	
		31) I want to overcome my weak points in studying English.	
Beliefs	32) I want to improve my English skills.		
	33) I have my own effective learning strategies.		
Anxiety caused by upcoming entrance examinations	34) I know what I am studying now will be useful in the future.		
	35) I am very worried because I have to take high school entrance examinations.		
Materials	Good materials	36) I think that the materials distributed by teachers are useful.	
		37) I have interesting materials at hand.	

6.7.2 Changes in Students' Perception of Motivational Influences

Quantitative counts of journal entries according to each academic event enabled us to show the clear changes in the students' perception regarding the motivational influences (Figure 6-2). The most striking finding is the trade-off relationship between the two core categories: "tests" and "other people." The percentage for "tests" rose just before the term exam and fell down sharply after it, while the percentage for "other people" fell until the term exam was over but suddenly rose after the exam. In other words, during the period before the term exam, students were motivated to learn English outside the classroom because of the influence of "tests." On the other hand, after the term exam ended, students were motivated to learn English because of the influence of "other people," especially that of teachers.

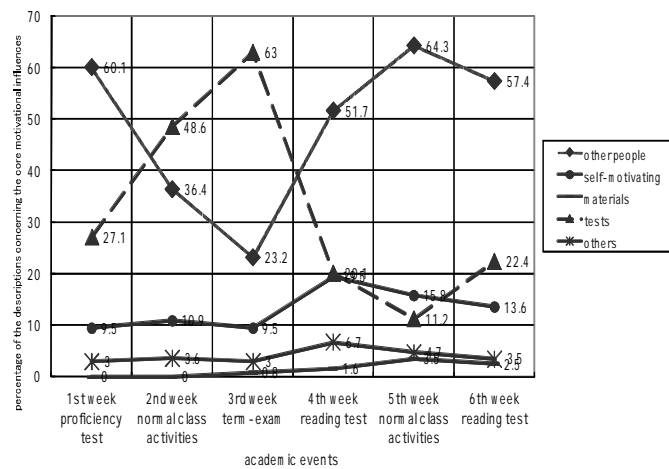


Figure 6-2. Changes in the motivational influences according to the academic events.

6.7.3 Learning Time and Strength of Motivation

Figure 6-3 shows the change in time devoted to English learning outside the classroom. Learning time in Figure 6-3 and "tests" in Figure 6-2 showed the same pattern in their changes: The higher the influence of "tests" rose, the longer the learning time became, and the lower the influence of "tests" dropped, the shorter the learning time became.

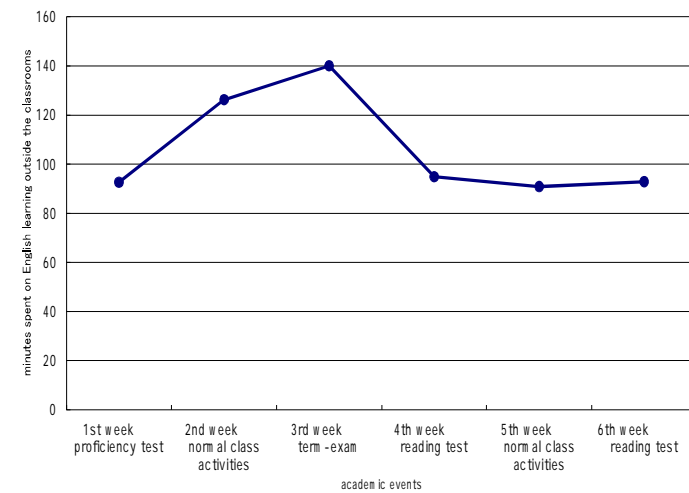


Figure 6-3. Change in time for English learning outside the classroom.

The strength of the students' motivation for study outside the classroom varied more dramatically according to the academic events than did their motivation for in-class study. The strength of motivation outside the classroom rose before the term exam and fell after it. This change was again similar to those observed with "tests" and "learning time for English learning" in Figures 6-2 and 6-3.

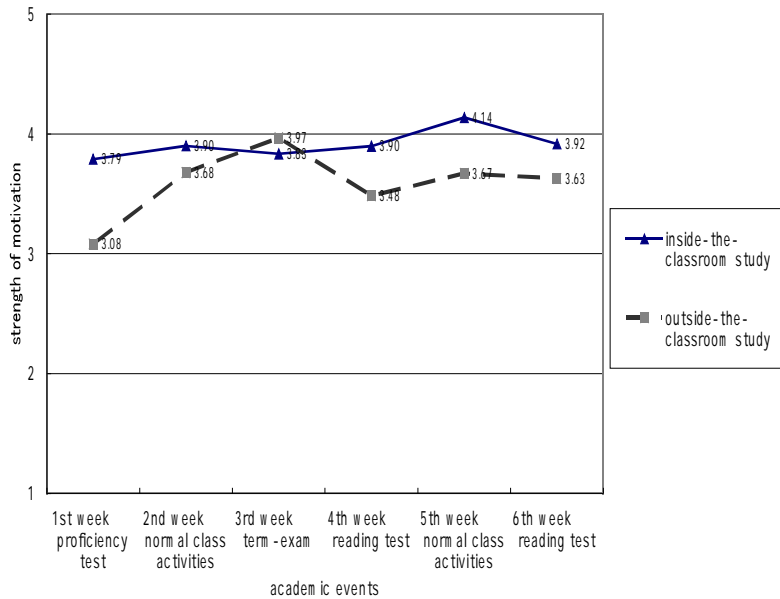


Figure 6-4. Changes in strength of the students' motivation inside/outside the classroom.

6.7.4 Changes in Motivational Influences According to Proficiency Level

The same trade-off relationship between "tests" and "other people" was found in both the higher and lower proficiency groups (see Figure 6-5 and 6-6). The influences of these two core categories on the higher proficiency group, however, varied more dramatically than their influences on the lower proficiency group, which means the students in the higher proficiency group were more sensitive to the influences of the two core categories.

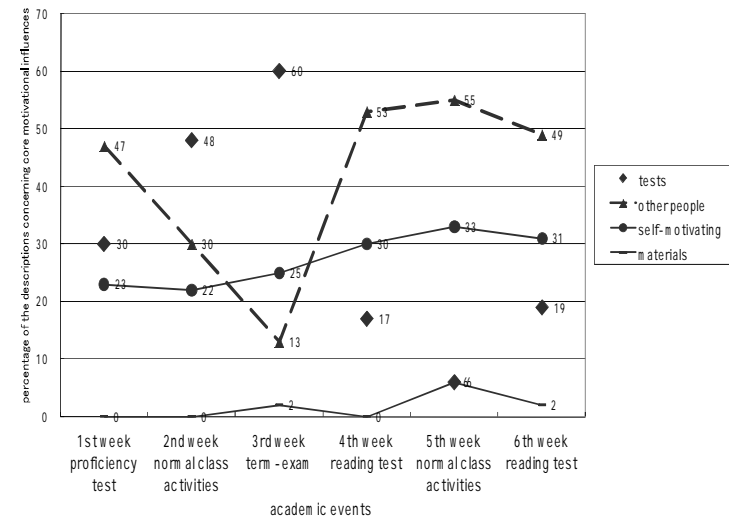


Figure 6-5. Changes of motivational influences in the higher proficiency group.

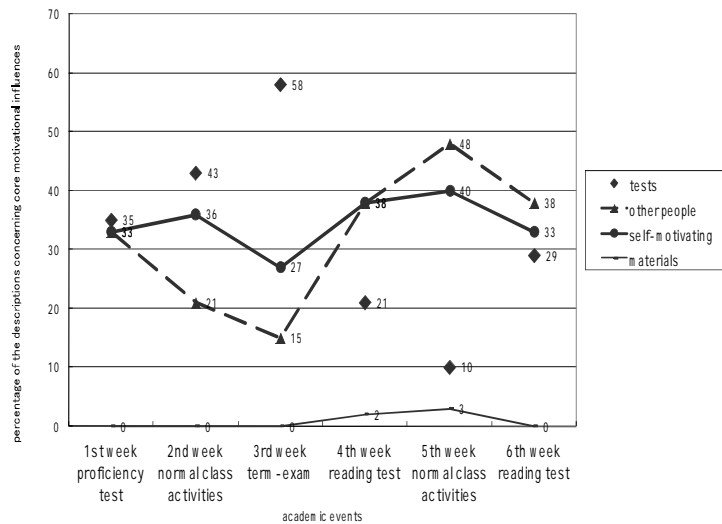


Figure 6-6. Changes of motivational influences in the lower proficiency group.

6.8 Discussion

In the present study, a total of 13 micro-components belonging to the four core categories were identified as motivational influences. The number of descriptions obtained from the journal survey seems to show that the students were motivated more by the external factors than by the internal factor. Internal factors including “sense of self-determination/autonomy” and “beliefs” have long been considered to be a very important element of FL/SL learning outside the classroom (e.g., Deci & Ryan, 1985; Noels, 2001). The results of the present study, however, show that the internal factor in question here has a much smaller influence on secondary school students than external factors do.

Although the students wrote a lot about the motivational influences affecting

English learning “outside” of the classroom, many of the descriptions obtained were related to the teachers’ behavior inside the classroom. This showed that the teachers’ performance or instructional style might affect students’ motivation for English learning not only “in” class but also “outside” the classroom. Some of the influences related to the teachers’ performance in class thus could be utilized as “motivational strategies” for outside-the-classroom learning for secondary school students. Other external core categories (i.e., materials, tests) are also something teachers could relate to because they are usually developed or chosen by the teachers.

The internal factor contained several micro-components. According to the summary of the students’ self-reported data (see Table 6-3), these micro-components were feelings deeply rooted in the students that they could use to motivate themselves. This process is called “self-motivating” (Dörnyei, 2001a) and is considered to be an important strategy for maintaining learners’ motivation (Ushioda, 2001).

Another finding of this study is that there exists a clear trade-off relationship between the two core motivational influences: “tests,” and “other people.” This trade-off relationship was found even when the participants were divided into two proficiency groups. We therefore can say that secondary school students, irrespective of their proficiency levels, were motivated to learn English outside the classroom because of “tests” before the term exam and because of “other people” after the term exam.⁴

This study also confirmed that the influence of external factors affecting students’ motivation changed over time according to the academic events. In addition, students in the higher proficiency group seem to be more sensitive to the

external motivational influences (i.e., “tests” and “other people”) than those in the lower proficiency group. The influence of the internal factor, however, did not change so much according to the academic events. Changes in the internal factor might take a longer time to become manifest because they are more internally rooted in each student.

6.9 Summary

Although it is true that the data should have been collected more longitudinally, this study still provided us with many interesting findings: 1) there existed three types of external motivational influences and one internal motivational influence on EFL learning outside the classroom; 2) A trade-off relationship was found between two external motivational influences (i.e., “tests” and “other people”); and 3) the same fluctuation pattern was found in both the lower and the higher proficiency groups. Also, some of the motivational influences found in this study can be utilized (in the classroom) by teachers to motivate students to learn English outside the classroom. Although this study was based on the data collected only in one secondary school, these findings, if replicated in other schools, would be helpful when we consider how to motivate secondary school students in the Japanese EFL setting.

Notes

1. Before starting the data collection, to confirm whether students could report reliable information or not, 37 of them were randomly selected and asked to write a weekly self-report about a) their English learning and b) the motivational influences that caused their learning outside the classroom. Based on the data collected, the author confirmed that the 9th grade students had the ability to report reliable information in the self-report journals.
2. See Loewen and Philip (2006) for the criterion.
3. The inter-rater coding for identifying the descriptions was not conducted in this study. This is because the format we used was very specific and there was no room for making mistakes in identifying the descriptions. See Appendix I for the format.
4. “Tests” are also found to be a great motivational influence on EFL learners in such studies as Chen et al. (2005).

7. Study 4

7.1 Introduction

In Study 3 (Chapter 6), the author investigated the motivational influences affecting Japanese secondary school students of EFL. In the study, a journal survey was employed to collect data regarding motivational influences that affected students' motivation to learn English outside the classroom, and four core categories and 13 micro-components were obtained (See Table 6-2 in Chapter 6). To generalize based on the results is difficult, however, since these results were obtained from the data qualitatively collected in one secondary school. In the present study, thus, the author would like to quantitatively investigate the motivational influences with a particular focus on: 1) the construct of motivational influences for English learning outside the classroom; and 2) the relationships between motivational influences and students' English proficiency levels.

7.2 Method

7.2.1 Participants

The participants of this study were 1,232 EFL students from seven Japanese public secondary schools. They were all 7th to 9th graders. As is shown in Table 7-1, the distribution of the participants was virtually even among the three grades. Among these participants, a total of 1,141 students who had provided reliable answers in the questionnaires were chosen for this study.

Table 7-1. Breakdown of the Participants

	Number of the participants
7 th graders	359
8 th graders	391
9 th graders	391
Total	1,141

7.2.2 Data Collection

Based on the motivational influences found in Study 3, a questionnaire with 37 items was developed (See Appendix O). The items on the questionnaire related to: daily tests and term exam (4 items), task and assignment presentation (1 item), rewards (5 items), assessment (4 items), requirements (3 items), reprimands (3 items), instructional style for learning strategies (2 items), instructional style for test-taking strategies (2 items), feelings of obligation and pressure (4 items), sense of self-determination/autonomy (4 items), beliefs (2 items), anxiety caused by upcoming entrance examinations (1 item), and learning materials (2 items).

The questionnaire was administered under the supervision of the participants' English teachers who agreed to cooperate in the study. The participants were asked to rate each motivational influence on a five-point Likert scale ranging from 1) *not motivated at all* to 5) *well motivated*. The questionnaire was administered in the participants' native language (i.e., Japanese), so they could understand every item completely. The data was collected during the period from September 2005 to February 2006. The students were informed beforehand by their teachers that the answers given on the questionnaire would not affect their grades. A Cronbach's alpha was computed for the 37 items and a satisfactory value of .932 was obtained.

7.2.3 Statistical Analysis

To explore the construct of motivational influences among the students, factor analysis was conducted. Before the factor analysis, descriptive statistics were computed for all the questionnaire items to eliminate skewed items with ceiling and floor effects. Items whose score exceeded five when one SD was added to its mean were considered to exhibit the ceiling effect, while items whose score was under one when one SD was subtracted from its mean were considered to exhibit the floor effect (Nakata, 2007, p. 206).

The items exhibiting the ceiling effect were Item 2 (I have to take term examinations), Item 33 (I am very worried because I have to take high school entrance examinations), and Item 37 (I do not want my grade to go down). On the other hand, the items showing the floor effect were Item 7 (Parents and brothers/sisters praise me), Item 8 (Parents give me gifts), Item 9 (Teachers give me stickers), Item 10 (Teachers give me stamps), and Item 22 (I have to take an Eiken examination, a popular English proficiency test in Japan). A total of eight skewed items were thus excluded from further analysis.

After excluding the skewed items, factor analysis was conducted to examine the construct of motivational influences among Japanese secondary school students. The maximum likelihood method¹ with promax rotation was employed for examining factors with a loading greater than .4 as a criterion² of salience.

To investigate the relationship between the factors of motivational influences and students' English proficiency levels, Pearson's correlation analysis and multivariate analysis of variance (MANOVA) were employed on SPSS Ver. 16.

7.3 Results and Discussion

7.3.1 Results of the Factor Analysis

Six factors explaining the construct of motivational influences are presented in Table 7-2. These factors accounted for 64.81% of the variance in the 25 items.

Factor 1 was loaded with seven items, 24, 26, 28, 25, 27, 23, and 18 (in the order of factor loading), which are concerned with self-determination and autonomy. Three items (24, 26, 25) relate to the strong wish to improve English skills, while others (28, 27, 23, 18) involve beliefs and perspectives regarding being an autonomous learner. This factor can thus be defined as "*Sense of self-determination/autonomy.*"

Factor 2 is mostly defined by the appreciable loading obtained from four items (15, 13, 14, 12), which seem to be associated with the influence of other people. Among them, two items (13, 12) are concerned with the requirements by other people such as teachers, while two items (15, 14) relate to reprimands by other people (e.g., teachers and parents). Factor 2 can thus be named "*Requirements and reprimands by others.*"

Factor 3 obtained loading from Items 26, 27, and 28, all of which are concerned with the feeling of pressure. Thus, this factor can be called "*Feeling of anxiety/pressure.*"

Factor 4 is mostly defined by the appreciable loading obtained from the three items (36, 11, 31) concerned with assessment by teachers. It is thus appropriate to name this component "*Assessment by teachers.*"

Table 7-2. Factor Analysis of Items for Motivational Influences (N=1,141)

Questionnaire items	F1	F2	F3	F4	F5	F6
Factor 1. Sense of self-determination and autonomy (alpha=.868)						
24 I want to better understand English.	0.929	-0.008	-0.008	0.013	-0.029	-0.113
26 I want to improve my English skills.	0.921	-0.005	-0.086	0.032	-0.002	-0.092
28 I know what I am studying now will be useful in the future.	0.724	0.006	-0.123	0.102	0.042	-0.008
25 I want to overcome my weak points in studying English.	0.634	-0.081	0.228	0.035	-0.027	0.041
27 I have my own effective learning strategies.	0.462	0.064	-0.152	-0.100	0.010	0.318
23 I think it is natural to review and preview.	0.414	0.047	0.032	-0.073	-0.008	0.262
18 I have a feeling of obligation to study English.	0.402	-0.012	0.215	0.071	0.027	0.073
Factor 2. Requirements and reprimands by others (alpha = .833)						
15 Parents get angry if I do not study.	0.050	0.858	-0.027	0.014	-0.130	0.016
13 Parents require me to study.	-0.002	0.793	0.029	-0.022	-0.026	0.072
14 Teachers get angry if I do not study.	-0.032	0.623	0.019	0.090	0.144	-0.051
12 Teachers require me to study.	-0.087	0.455	0.032	0.186	0.238	-0.003
Factor 3. Feeling of anxiety/pressure (alpha = .832)						
20 I feel worried if I am a slow learner.	-0.071	0.031	0.921	-0.013	-0.025	0.003
21 I feel worried if I cannot improve my comprehension skills.	-0.044	0.011	0.921	-0.034	-0.007	-0.038
19 I feel worried if I forget to do homework.	0.234	-0.048	0.470	0.074	0.056	0.063
Factor 4. Assessment by teachers (alpha = .806)						
36 I know that teachers assess what I did.	0.038	0.037	0.022	0.859	-0.051	-0.044
11 Teachers tell me this will be included in the exams.	0.067	0.098	-0.049	0.801	-0.039	-0.067
31 Teachers say this will be a part of our grade.	-0.085	-0.058	0.010	0.486	0.063	0.383
Factor 5. Assignments and tests (alpha = .747)						
04 Teachers assign me homework.	0.025	-0.011	0.001	-0.108	0.968	-0.117
05 Teachers check what I did.	-0.015	0.126	-0.017	0.017	0.680	0.008
01 I have to take quizzes (reading/vocabulary).	0.037	-0.127	-0.015	0.104	0.460	0.159
Factor 6. Materials and strategy instruction (alpha = .750)						
32 Teachers teach me test-taking strategies.	-0.076	-0.108	-0.058	0.185	-0.039	0.831
16 Teachers teach me good learning strategies.	0.162	0.058	0.018	-0.107	0.023	0.529
30 I have interesting materials at hand.	0.086	0.080	0.062	-0.046	-0.047	0.480
29 I think that the materials distributed by teachers are useful.	0.281	-0.049	0.013	-0.043	0.171	0.404
17 Parents/brothers/sisters teach me good learning strategies.	0.145	0.256	0.023	-0.146	-0.092	0.400
Percentage of Variance	31.899	12.483	6.192	5.948	4.312	3.971
Cumulative Percentage of the Total Variance	31.899	44.383	50.575	56.523	60.835	64.805

As for Factor 5, Items 4 and 5 relate to the influence of assignments given by teachers. Item 1 is associated with the influence of daily tests. This combination factor can be called “*Assignments and tests.*”

Finally, Factor 6 received loading from five items. Three of them explain strategy instruction by teachers and parents (Items 32, 16, 17), while Items 30 and 29 relate to the influence of learning materials. This factor can thus be defined as “*Materials and strategy instruction.*”

In the previous chapter, the descriptions related to motivational influences were categorized using a qualitative approach, and a model of their construct was produced based on the categorization (See Figure 6-1). The quantitative study reported in this chapter produced a similar construct as that reported in the previous chapter, and confirmed the strength of the model produced in the preceding chapter.

7.3.2 Relationships among Motivational Influences and Students’ Proficiency of English

The author then investigated the relationships among factors and students’ EFL proficiency levels. A total of 163 students who had taken an English proficiency test (*GTEC for Students Core*) were chosen out of all the students participating in this study. Table 7-3 shows that two factors of motivational influences (“*Assignments and tests,*” and “*Materials and strategy instruction*”) were strongly correlated with English proficiency ($r=.480$, $r^2=.230$ and $r=.423$, $r^2=.179$ respectively), and others (“*Sense of self-determination and autonomy,*” “*Requirements and reprimands by others,*” “*Requirements and reprimands by others,*” “*Assessment by teachers*”) were weakly correlated ($r=.356$ -.289,

$r^2=.127\sim.084$).

Table 7-3. Correlations Between Types of Motivational Influence and Students' Proficiency of English

	Sense of self-determination and autonomy	Requirements and reprimands by others	Feeling of anxiety/pressure	Assessment by teachers	Assignments and tests	Materials and strategy instruction
Proficiency	.356**	.351**	.289**	.292**	.480**	.423**

Note ** $p < .01$ *Coefficients were calculated after converted to Z scores (n=163)

This table shows that all the factors of motivational influences were more or less related to the students' English proficiency levels. In other words, the higher students' proficiency goes, the more positively they perceive the motivational influences.

To further analyze the data, the author divided the 163 students into three groups (i.e., high, middle, and low) based on the mean $\pm 0.5SD$ of the proficiency test score. She then investigated the differences in the mean score of each factor among the three proficiency groups. MANOVA was employed for this analysis.³ As shown in Table 7-4, all four tests in MANOVA (Pillais' trace, Wilks' lamda, Hotelling Lawley trace, Roy's Greatest Root) showed significant differences between the three proficiency groups.

Table 7-4. Results of MANOVA on Factors

	F	df	p	η^2
Pillais' trace	2.97	12.00	0.001	0.01
Wilks' lamda	3.08	12.00	0.000	0.01
Hotelling Lawley trace	3.18	12.00	0.000	0.11
Roy's Greatest Root	5.95	6.00	0.000	0.18

The author then confirmed the significance of each factor using a univariate ANOVA. However, since repeated-measures experimentation was employed in the present study, to avoid Type 1 error, the author set the critical value at $p < .008$ based on $.05/6$ (the number of the factors). As a result, a significant difference was found in each factor (Table 7-5).

Table 7-5. Results of univariate ANOVA on Factors

Factor #	SS	df	MS	F	p
Factor 1	14.55	2	7.28	12.19	0.000
Factor 2	10.28	2	5.14	8.95	0.000
Factor 3	14.56	2	7.28	6.65	0.002
Factor 4	9.91	2	4.95	7.15	0.001
Factor 5	24.46	2	12.23	15.66	0.000
Factor 6	18.35	2	9.18	14.23	0.000

The Bonferroni test was then administered to all the factors as a *post-hoc* test (Table 7-6). The results showed that the mean score of every factor in the higher proficiency group was much higher than those of factors belonging to the lower proficiency group ($p < .005$). This means that the students in the higher proficiency group were more sensitive to motivational influences. Based on these results, we can say that differences in English proficiency levels have an effect on students' perception of motivational influences.

Table 7-6. Results obtained from the Bonferroni Test

	Proficiency		Difference of mean score	<i>p</i>	
	high	middle			
Sense of self-determination and autonomy	high	middle	0.19	0.856	NS
		low	0.86	0.000	
	middle	high	-0.19	0.856	NS
		low	0.67	0.001	
	low	high	-0.86	0.000	
		middle	-0.67	0.001	
Requirements and reprimands by others	high	middle	0.22	0.716	NS
		low	0.77	0.000	
	middle	high	-0.22	0.716	NS
		low	0.55	0.009	
	low	high	-0.77	0.000	
		middle	-0.55	0.009	
Feeling of anxiety/pressure	high	middle	0.21	0.739	NS
		low	0.67	0.001	
	middle	high	-0.21	0.739	NS
		low	0.46	0.041	
	low	high	-0.67	0.001	
		middle	-0.46	0.041	
Assessment by teachers	high	middle	0.21	0.740	NS
		low	0.70	0.001	
	middle	high	-0.21	0.740	NS
		low	0.48	0.029	
	low	high	-0.70	0.001	
		middle	-0.48	0.029	
Assignments and tests	high	middle	0.39	0.079	NS
		low	1.00	0.000	
	middle	high	-0.39	0.079	NS
		low	0.61	0.002	
	low	high	-1.00	0.000	
		middle	-0.61	0.002	
Materials and strategy instruction	high	middle	0.18	0.973	NS
		low	0.92	0.000	
	middle	high	-0.18	0.973	NS
		low	0.74	0.000	
	low	high	-0.92	0.000	
		middle	-0.74	0.000	

Note NS: non significant

7.4 Summary

This study investigated the motivational influences affecting students' motivation for ongoing learning outside the classroom. Six factors for motivational influences were found. In addition, all the factors showed a significant correlation with students' English proficiency. Moreover, the significant differences in students' perception of all the motivational influences were found between the higher and lower proficiency groups. This means that the students in the higher proficiency group were more sensitive to these motivational influences than in the lower proficiency group.

Based on the findings above, the author would like to point out some implications for motivational teaching practice. In the EFL situation, where the students' motivation for learning outside the classroom is difficult to enhance, teachers need to understand the motivational influences affecting their students. Although these influences are the factors that affect learning "outside the classroom," some of the factors related to teachers' actions "in" the classes. This means that the teachers' actions in the classes could positively work on the students' motivation to learn outside the classroom, too. In this connection, the findings of this study showed that the students in the lower proficiency group were not as sensitive to these motivational influences as those in the higher proficiency group were. Teachers thus need to utilize the motivational influences more often and more intensely when they are confronted with the students in the lower proficiency group.

Notes

1. With maximum-likelihood analysis, the computer program also produces a goodness-of-fit index to help appraise the adequacy of the factor structure (Dörnyei, 2001c, p. 221).
2. Gardner (2001b, p. 258) indicates that one should set a factor loading threshold at .3 if the sample size is 100 or more, and at .4 or .5 if the sample size is less.
3. The underlying assumptions for this procedure (e.g., data normality, homoscedasticity) were confirmed before running the analysis. See Stevens (1986) for the assumptions.

8. Study 5

8.1 Introduction

In Studies 1 to 4, based on the empirical data obtained from teachers and students at secondary schools, the author examines the motivational strategies and influences for EFL learning both “inside” and “outside” the classroom. The results show that there were some similarities and differences between “inside” and “outside” the classroom in terms of the effectiveness of these motivators (i.e., motivational strategies inside the classroom and motivational influences outside the classroom). The major similarity is that the effectiveness of the motivators was commonly affected by the students’ English proficiency levels (Studies 2, 3, and 4). On the other hand, the major difference is that the effectiveness of motivational strategies inside the classroom depended on the types of motivational strategies used (Study 2), while the effectiveness of the motivational influences outside the classroom depended on the academic events (Study 3). In this chapter, the author attempts to: 1) investigate how much Japanese EFL teachers at secondary schools intuitively know about these findings; and also 2) discover the discrepancy, if any, between the teachers’ knowledge/perception of the motivators and the realities described so far in this dissertation.

8.2 Participants

In this study, the author employed a qualitative approach by limiting the number of the participants. This is because she needed to gain in-depth information about teachers’ knowledge of the motivators. The participants were seven teachers in a public secondary school in Japan, which was the same school investigated in Studies 2 and 3. Three teachers were male, and the rest were female.

They had had different amount of teaching experience and taught at different grades. As was found in Study 1, however, these differences showed little influence on the ways to motivate their students. The breakdown of the participants is shown in Table 8-1.

Table 8-1. Breakdown of the Participants

Teacher	Gender	Grade(s) they taught at	Teaching Experience
A	M	9 th	over 20 years
B	F	7 th /8 th	over 20 years
C	M	8 th	over 10 years
D	F	9 th	over 10 years
E	M	7 th /8 th	1 year
F	F	7 th	2 years
G	F	7 th	2 years

The author carefully observed whether these teachers had successfully motivated their students for more than nine months. Based on the observation, the author confirmed they had motivated their students satisfactorily both inside and outside the classroom. Also, the author confirmed that they could report on reliable information about the ways to motivate their students. The followings are the detailed information of the participants that the author obtained in her observations and interviews.

Teacher A (over 20 years experience)

He had had over 20 years of experience teaching English in several secondary schools. He was accustomed to teaching various types of students. This was the first year that he taught at the school. He was calm and liked to socialize with his students. He always took care of slow learners and tried to encourage them to continue learning by preparing special materials or by instructing them individually.

Teacher B (over 20 years experience)

She had over 20 years of experience teaching English in several secondary schools. She was accustomed to teaching various types of students. This was her fourth year teaching at the school. She was always positive toward teaching English, and she always took good care of the junior teachers at the school. She was adept at making good relationships with her students, and they always had high respect for her. She also took the lead in improving other teachers' instructional skills.

Teacher C (over 10 years experience)

He had over 10 years of experience teaching English in several secondary schools. This was the second year for him to teach at the school. He was well-tempered and was not strict with his students. Thus, he was always liked by them. He was good at creating a pleasant atmosphere in the classroom. The main focus of his instruction was to help slow learners. After school, he sometimes

gathered slow learners and taught them individually. He also set goals for them to maintain their learning motivation.

Teacher D (over 10 years experience)

She had over 10 years of experience teaching English in several secondary schools. This was the third year for her to teach at the school. She was very positive toward various school and academic events. She was relatively young compared to the other teachers but played a leading role among them. She was good at noticing changes in the moods and attitudes of her students since she had been the classroom teacher of the class for three consecutive years. She thus had good relationships with her students.

Teacher E (1 year experience)

This was his first year teaching at a secondary school. He always thought about how to better teach English. He also often observed other teachers' classes for the improvement of his teaching skills. He was thoughtful and somewhat reticent. He thus sometimes found it difficult to act as a humorous person in front of his students, but he did a fairly good job in motivating them. He was the youngest of the teachers.

Teacher F (2 years experience)

She had two years of experience teaching English at the secondary schools in Japan. This was her first year teaching at this school. She

was humorous by nature, and she always tried to create a good atmosphere in her classes. Since she was at the beginning of her teaching career, she sometimes had trouble with her students. However, she often listened to feedback from senior teachers and tried to solve the problems vigorously.

Teacher G (2 years experience)

She had two years of experience teaching English at the secondary schools in Japan. In the school, this was the first year for her to teach. She always acted as a sister figure with her students. She cultivated good relationships with her students. She always tried to support unsuccessful students both inside and outside the classroom. She constantly thought about improving her teaching techniques and often participated in senior teachers' classes to observe their instructional skills.

As is shown in the descriptions above, the seven teachers were always positive toward teaching English and tried to improve their instructional skills. Moreover, they were interested in the ways to motivate their students and always tried to have good relationships with them. At the teachers' meetings, they often discussed better ways of teaching. The senior teachers sometimes observed the junior teachers' English classes and gave advice on their teaching. All of them were fully aware of their teaching patterns and could report on what they had done to motivate their students inside and outside the classroom.

8.3 Method

To obtain in-depth information about this knowledge concerning the motivators, semi-structured interviews¹ were conducted. Major questions asked by the author were as follows:

- 1) Do you think that the ways to enhance students' motivation toward EFL learning inside the classroom should be different from those toward EFL learning outside the classroom? If yes, how do you change the ways in the actual contexts?

- 2) What do you think exerts influence on students' motivation toward EFL learning inside the classroom?

- 3) What do you think exerts influence on students' motivation toward EFL learning outside the classroom?

- 4) Do you think the ways of enhancing students' motivation with regard to EFL learning should be adjusted according to students' English proficiency, personality, and gender, respectively? If yes, how do you change these methods in actual teaching contexts?

The participants were asked to answer each question with examples. The interview was conducted on a one-to-one basis in Japanese, the participants' native language. Each session took about 20 minutes. The interview survey was conducted during the latter months of the academic year (December in 2006 to March in 2007), so

that the teachers were better acquainted with their students.² All the sessions were recorded with the permission of the participants and transcribed by the author.

8.4 Results and Discussion

8.4.1 Research Question 1

Table 8-2 shows the summary of the answers to Research Question 1: *Do you think that the ways to enhance students' motivation toward EFL learning inside the classroom should be different from those toward EFL learning outside the classroom? If yes, how do you change the ways in the actual contexts?*

Five teachers out of seven said that the ways to enhance students' motivation inside the classroom should be different from those to EFL learning outside the classroom.

Table 8-2. Summary of the Answers to Research Question 1

Teacher	A	B	C	D	E	F	G	%
Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	71

Note means "Yes" to the question.

Five teachers described in detail the differences in the ways to enhance students' motivation:

[Excerpt 1]³

(Concerning the ways to motivate students inside the classroom), I encourage them to have positive attitudes toward the relevant activities. In class, students learn (English) by following teachers' advice or by studying with their peers, but they have to study English individually outside the classroom. Concerning motivation outside the classroom, I thus try to make my students study autonomously. (Teacher A)

[Excerpt 2]

There are lots of activities during the English classes. I always encourage my students to keep on learning by telling them how the activities contribute to the improvement of their English skills. I also set the proper goals for them. Inside the classroom, I focus on the whole class. To motivate learning outside the classroom, however, I should change instructional styles by focusing on each individual. For example, I write encouraging comments (on notebooks or portfolios) to the individual student in order to make him/her willingly focus on his/her learning outside the classroom.

(Teacher B)

[Excerpt 3]

In English classes, I think it is important for students to enjoy learning English and have an interest in English itself. As for ways to motivate English learning outside the classroom, I set up various

academic activities in class, for example, unit quizzes, reading tests, and so on, so that my students have to study very hard at home.

(Teacher C)

[Excerpt 4]

In the classes, I focus mainly on the successful learners. I intentionally give difficult questions to them. I know the successful learners can finish their tasks earlier than others, so I prepare more difficult tasks for them. As for learning outside the classroom, instead, I gather slow learners after school and teach them how to learn English, so that they will not lose interest in learning English.

(Teacher F)

[Excerpt 5]

We should make all the students focus on a few relevant activities in the English classes. That is, they must all focus on the same activities selected by the teacher. To increase motivation to learn outside the classroom, however, teachers should work on their students individually and make them focus on their own tasks, which are different from those of others. To teach learning strategies is also important, so that students will become more autonomous learners... (Teacher G)

As was shown in the excerpts above, the teachers focused on the whole class inside the classroom, while they seem to change their focus from “whole” to “individual” outside the classroom.

The interview shows that teachers in this study insisted on the importance of teaching learning strategies to their students. Teaching learning strategies can be used as an effective motivational strategy inside the classroom, since Study 2 showed that the frequency of a similar strategy (i.e., MS-6: Share your own personal interest in such as learning strategies or target culture with your students) was significantly correlated with students’ motivation. It was also found in Studies 3 and 4 to be effective for increasing students’ motivation outside the classroom. It thus seems that some of the teachers in this study noticed the effectiveness of teaching learning strategies through their own teaching experience.

The teachers agreed that methods of enhancing students’ motivation inside the classroom should differ from those outside the classroom. However, they showed a variety of ways of doing so, and no commonalities were found excerpt for those described above.

8.4.2 Research Question 2

Table 8-3 shows the summary of the answers to Research Question 2: *What do you think exerts influence on students’ motivation toward EFL learning inside the classroom?*

Table 8-3. Summary of the Answers to Research Question 2

Motivational factors	Teacher							%
	A	B	C	D	E	F	G	
Teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	57%
Friends	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	71%
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0%
Materials	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	71%
Self- motivating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29%
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	71%

Note Yes =

Five out of seven teachers thought that their students were motivated by their friends, learning materials, and tests in the classes. As for the influence of “friends,” the teachers described as follows:

[Excerpt 6]

As for the motivation during the classes, help by peers has a great influence on students’ motivation. (Teacher D)

[Excerpt 7]

During the classes, I think my students compared themselves with their friends and were stimulated by their peers’ efforts.

(Teacher F)

[Excerpt 8]

By listening to peers' ideas during the classes, students think learning English is fun and interesting... (Teacher G)

The teacher in Excerpt 7 seems to think that comparison makes her students motivated. However, in Study 2, the strategy of “not comparing” had positive influence on students’ motivation. So, there seems to exist a discrepancy between the teacher’s perception and the reality.

Concerning the use of learning materials as a motivator in the classes, some teachers explained its importance as follows:

[Excerpt 9]

The students' interests and concerns are quite different depending on the learning materials used... (Teacher D)

[Excerpt 10]

Students' motivation might be increased if the learning materials I use are easy to understand... (Teacher G)

Excerpts 9 and 10 show that teachers thought differences in the materials affect students’ motivation. However, the use of learning materials showed no correlation with the students’ motivation in Study 2.

Teachers seem to recognize the strong influence of tests, as seen in the following excerpts:

[Excerpt 11]

From the students' point of view, I think tests are important. In the class, tests are one of the factors in increasing their motivation... I think teachers and materials could also be stimuli for learning. However, the major factor leading to proper goal-settings and high students' motivation is tests. (Teacher A)

[Excerpt 12]

“Tests” is also a factor in increasing students' motivation. Positive attitudes are formed when they think what they are learning will be included in the term-end exams. (Teacher G)

[Excerpt 13]

Getting high scores in tests makes students motivated to learn English further. (Teacher B)

Some limitations of tests, however, are pointed out in the interviews, as in excerpts 14 and 15. They are in line with the finding reported in Study 3 (i.e., a trade-off relationship between “other people” and “tests”).

[Excerpt 14]

I strongly recognized the influence of tests. Students are very aware of the importance of tests. Tests, however, only have “immediate” effects on students’ motivation. (Teacher C)

[Excerpt 15]

During the period before the tests, I think the students’ motivation is increased by the influence of tests. Aside from this period, I believe that students are motivated by the materials and the relationship with teachers, or how hard the teachers are willing to teach... (Teacher E)

Although it is mentioned that the responsibility of motivating the students during the classes belongs to the teachers (Dörnyei, 2001a, p. 27), another finding is that the teachers in the present study thought themselves to be less influential than friends, learning materials, and tests in motivating students in the classes.

8.4.3 Research Questions 3

Table 8-4 summarizes the teachers’ responses to Research Question 3: *What do you think exerts influence on students’ motivation toward EFL learning outside the classroom?*

Table 8-4. Summary of the Answers to Research Question 3

Teacher Motivational factors	A	B	C	D	E	F	G	%
Teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	43%
Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14%
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	71%
Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0%
Self- motivating	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14%
Tests	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%

Note Yes =

All the teachers strongly recognized the effectiveness of tests as is seen in Excerpts 16 and 17:

[Excerpt 16]

It’s pitiful but I assume the tests have a great influence on students’ motivation for learning English outside the classroom... we tend to think that we can make our students think English is interesting and can make them learn English more autonomously. But it is just a fantasy (...) Actually, the greatest concern among the students is how to get high scores on tests. (Teacher A)

[Excerpt 17]

As for the 9th grade students, they must study very hard for their entrance examinations (of high schools). If they can get a high score on a test, this will lead to their high motivation... (Teacher D)

As was shown in the descriptions above, the teachers admitted that tests had a great influence on the students' motivation outside the classroom. Their perception is also in line with the findings in Studies 3 and 4. Study 3 showed that students were motivated by "tests" before the mid-term exam, and Study 4 showed that "tests" produced a ceiling effect.

Study 3 revealed a trade-off relationship between the influence of tests and that of teachers: secondary school students were motivated toward learning English outside the classroom because of "tests" before the term exam and because of "teachers" after the term exam. The finding was shared by the teachers as in the following excerpts.

[Excerpt 18]

When the seasons of tests come, their tests influence could be great. However, when the test season finishes, tests might be less influential. That's where we move in (...) (Teacher G)

[Excerpt 19]

Regardless of the difference in the context (i.e., inside or outside the classroom), I think tests have immediate effects. If the students

cannot get high scores on tests, they get scolded by their parents, or they are demotivated by comparing their scores with other students'. Thus, the influence of tests could immediately work on students' motivation... but its power is temporally, and does not last long ... (Teacher C)

The second largest influence that they had expected was parents.⁴ As is shown in Table 8-4, five teachers out of seven perceived the influence of the parents. On the other hand, only three teachers noted the influence of the teachers. This implies that the teachers thought parents were more influential than they themselves were in motivating students outside the classroom.

[Excerpt 20]

Parents directly affect students' motivation. Praise and punishment by their parents have influence on their motivation.
(Teacher C)

[Excerpt 21]

(For learning outside the classroom) the pressure from their parents seems to have a great influence...because I often hear that my students are always required to study by their parents...
(Teacher E)

According to Study 3, teachers were more influential than other people such as parents and siblings. The teachers' performance or instructional style might affect

students' motivation for EFL learning not only "inside" the class but also "outside" the classroom. According to the interviews, however, only a few teachers recognized their own influence on students' learning outside the classroom. This clearly indicates a discrepancy between the teachers' self-perception and the empirical findings.

Some teachers said that their actions might work on students' motivation outside the classroom. They seemed to think, however, that teacher assessments are the only factor working on enhancing students' motivation.

[Excerpt 22]

(Students study outside the classroom) because the teachers check what their students did at home. (Teacher E)

[Excerpt 23]

Students often think that creating good notebooks is important because they will be evaluated by the teachers. They try very hard and spend a lot of time on creating good notebooks outside the classroom because they have to submit them to their teachers as a part of their requirements. (Teacher F)

[Excerpt 24]

Students are regularly given assignments... assignment makes them think that they are evaluated by teachers, and that, in turn, makes them motivated. (Teacher B)

The excerpts above clearly illustrate that the teachers perceived themselves as less influential than parents and tests. Concerning teachers' actions, they reported that the assessment was the only way to motivate their students. As was found in Studies 3 and 4, however, there were other influential factors such as "reprimands," "rewards," and so forth. No sign of applying these influences to their instruction was shown in the teachers' descriptions. This might indicate a lack of variation in teachers' techniques of motivating students to learn outside the classroom.

8.4.4 Research Question 4

This section summarizes the teachers' answers to Research Question 4: *Do you think the ways of enhancing students' motivation with regard to EFL learning should be adjusted according to students' English proficiency, personality, and gender, respectively? If yes, how do you change these methods in actual teaching contexts?* Table 8-5 shows the summary of their answers.

Table 8-5. Summary of the Answers to Research Question 4

Teacher Difference in students	Teacher							%
	A	B	C	D	E	F	G	
Students' English proficiency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100%
Students' personalities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	57%
Students' gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0%

Note Yes =

No descriptions regarding the influence of students' gender were obtained from the teachers. On the other hand, some of the teachers mentioned that the differences in students' personalities were important when they motivated their students:

[Excerpt 25]

There are some students whom I should not treat strictly. I always keep on encouraging them and saying, "If you study a little more, you can do it." In another case, I say, "Do it more!" I think I should change the approach according to their personalities.
(Teacher B)

[Excerpt 26]

I change the way I motivate students according to their personalities. To the students who have positive attitudes toward learning English and low anxiety, I present many challenges that can induce their best performance on the activities. (Teacher F)

Some teachers, admitting the influence of students' personalities, also mentioned that students' personalities might be related to their English proficiency levels.

[Excerpt 27]

There are two types of students. One type is made up of those students who never give up on the difficult tasks. They never stop trying until they complete the tasks. The other is composed of the students who easily give up and say, "Tell me the answers." In the lower proficiency group, the latter type of students prevails...
(Teacher D)

[Excerpt 28]

I should change the way I motivate my students. I help the students who are always talking with their friends or concentrating less on the activity a lot. These symptoms (i.e., talking a lot in the class and less concentration) were often seen in the slow learners, the lower proficiency group's students... (Teacher G)

[Excerpt 29]

In secondary schools, differences in students' personalities were often related to their English proficiency levels. (Teacher C)

Table 8-5 shows that all the teachers thought that differences in students' proficiency levels had an influence on their ways of motivating students. They all claimed that they should use different motivational strategies according to the students' proficiency levels:

[Excerpt 30]

My biggest attention goes to differences in the students' proficiency levels when I motivate students. I usually divide the students into two group, that is, the higher proficiency group and the lower proficiency group, and treat each group of the students differently. The students in the higher proficiency group are more motivated. (...) For them, I need to give more difficult tasks. They can do the tasks on their own (...). For the lower proficiency students, first of all, I should make them understand what they must do in the English classes (...) it is important that they should know their grades are always connected with what they do in the class. I think they are motivated by understanding how they are constantly evaluated by their teachers... (Teacher A)

[Excerpt 31]

For the students in the higher proficiency group, I make them try more difficult things (...) I put more pressure on them and lead them to a higher level (...) For example, I know they can easily understand the contents of the textbooks, so I introduce a more difficult grammar point that has not been introduced in the textbooks. Introducing a little difficult task stimulates the students in the higher proficiency group. As for the students in the lower proficiency group, I teach them how to learn English. For example, I teach them how to memorize English words (...) and I say to them, "You can do this at home." I provide the students in the

lower proficiency group with concrete examples of how to study when I walk around the classroom. (Teacher B)

[Excerpt 32]

I think I should change the way of motivating the students according to differences in their English proficiency levels and in personalities. Since there are not a few students who dislike doing different tasks in the classroom, I use the same materials and pretend to teach in the same way. However, I actually make the students in the lower proficiency group skip difficult tasks... (Teacher C)

[Excerpt 33]

The students in the higher proficiency group want to try more difficult tasks. They are motivated by trying to do what seems to be a more difficult task. Providing tasks that are a little bit difficult for them makes them have more willingness to complete the tasks. On the other hand, for the students in the lower proficiency group, I try to enhance their satisfaction by letting them try what they can easily do and encourage them to keep on studying. (Teacher D)

As was shown in the descriptions above, the teachers fully recognized the importance of changing instructional styles according to students' English proficiency levels. The teachers, however, have a limited variety of styles when it comes to the ways of motivating the students in the higher proficiency group. The

results of the studies reported in the preceding chapters showed many types of techniques that were effective for the students in the higher proficiency group. For instance, as was found in Study 2, “telling your students that you need to make efforts to improve your English abilities,” “regularly including tasks that involve the public display of students’ skills,” “assessing each student’s achievement not by comparing with other students but by its own virtue,” and “applying continuous assessment that relies on measurement tools other than paper-and-pencil tests” were all effective for the students in the higher proficiency group. No sign of applying these techniques was found in the interview data. This indicates another clear discrepancy between teachers’ knowledge and the realities found in the empirical studies.

Concerning the ways of motivating the students in the lower proficiency group, providing easier tasks was pointed out in Excerpts 33 and 34. Other ways such as “telling what they should concentrate on” and “teaching learning strategies” were also confirmed in excerpts 30 and 31 respectively. The former (i.e., telling what they should concentrate on) was found to be significantly related to students’ motivation in the lower proficiency group in Study 2. As to the variety, again, the range was limited.

Regarding the ways of enhancing students’ motivation toward learning outside the classroom, Studies 3 and 4 revealed that the students in the higher proficiency group are more sensitive to the teachers’ use of motivational strategies. This means that teachers should change the intensity of the motivational strategy use according to students’ proficiency levels. However, no description about changing intensity was found in the interview data.

8.5 Summary

In this chapter, the author investigated how much Japanese EFL teachers intuitively know about the findings obtained in the studies described in the preceding chapters and also ascertained the discrepancies between the teachers’ knowledge or perception and the realities found in the studies.

Only seven teachers, however, participated in this study. We thus need to exercise some caution in generalizing the findings. With this limitation in mind, the author would like to summarize the major findings as follows:

- a) Most of the teachers in this study admitted that they should change the ways to enhance students’ motivation inside the classroom from those for learning outside the classroom. Each teacher, however, has his or her own views on how to adjust his or her motivational strategies, and no consensus was reached among them;
- b) As for the ways to enhance students’ motivation “inside” the classroom, the teachers in this study seem to take the influence of tests more seriously than they do other motivating factors. Although many studies showed several types of teachers’ motivational strategies that were effective for motivating students, and it is mentioned that the responsibility of motivating them during the classes belongs to teachers (Dörnyei, 2001a, p. 27), the teachers in the present study believed that they were less influential than tests when it came to motivating students in the

classes;

c) As for the ways of increasing students' motivation "outside" the classroom, the teachers in this study were found to perceive themselves as less influential than other influences. The lack of varieties in teachers' strategies for motivating students toward learning outside the classroom was also found in this study; and

d) The teachers in this study firmly believe the importance of changing instructional styles according to students' English proficiency levels. The teachers, however, seem to have limited ways to do so.

The present study confirmed that there existed some discrepancies between the teachers' knowledge or perception and the realities found in the studies reported in the previous chapters. The results, therefore, emphasize the necessity of EFL teacher training concerning the ways of enhancing students' motivation to learn English both inside and outside of the classroom.

Notes

1. In a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go and what should come out of it. The first advantage of the semi-structured interview is that the interviewee has a greater degree of power and control over the course of the interview. Secondly, it gives the interviewer a great deal of flexibility. Finally and most profoundly, this form of interview gives one privileged access to other people's lives. (Nunan, 1992. pp. 149-150)
2. The Japanese academic year starts in April and finishes in March.
3. All the excerpts shown in this chapter were translated into English by the author. Also, the brackets inserted in the excerpts are all the author's.
4. In Chambers (1999), parents were recognized as one of the important influences on younger students' motivation in the FL context.

9. Conclusion

The five studies reported in the preceding chapters have been concerned with the ways of motivating Japanese secondary school students in EFL learning “inside” and “outside” the classroom. A particular focus has been placed on the following three areas: 1) motivational strategies for EFL learning “inside” the classroom in terms of their necessity, actual use, relationship with the degree of students’ motivation, and the difference in the relationship according to students’ English proficiency levels; 2) motivational influences for EFL learning “outside” the classroom in terms of their dynamics, effectiveness, and the relationship with students’ English proficiency levels; and 3) the discrepancies between the teachers’ knowledge and the realities found in the empirical studies. In this last chapter, some limitations of the studies and a summary of major findings, along with pedagogical implications, are to be presented to conclude this thesis.

The author first needs to present some limitations of the five studies reported. First, although the author had employed various types of data collection procedure to illustrate a whole picture of the ways of motivating secondary school students in Japan, the data obtained were mainly based on self-reporting. Some other objective data collection methods, such as observation, should have been included. Second, the number of the motivational strategies dealt with in the studies was limited. In order to depict the whole picture, more motivational strategies should have been included. Lastly, the author did not take students’ variables other than English proficiency levels into consideration when describing the effective ways to enhance students’ motivation. Students’ personalities and gender difference might have exerted some influence on the results reported.

With these limitations in mind, the author would like to summarize major

findings of this dissertation. First, Study 1, which dealt with teachers’ perception toward their motivational strategy use “inside” the classroom, showed that 15 strategies (out of 65) were found to be the most necessary, while 13 were identified to be the least necessary for their students’ EFL learning. Also, based on the results from the MANOVA and *t*-test analyses, the author found that variables such as the teachers’ gender, teaching experience, and the grades they taught had exerted no significant difference on their strategy use. The above-mentioned findings were also discussed in comparison with those reported in Dörnyei and Csizér (1998), and some similarities and differences were confirmed between the Japanese and the Hungarian EFL settings.

As for the actual use of motivational strategies in the classroom, which was reported on in Study 2, the author found that they were used in a variety of ways in terms of frequency. Concerning the relationship with students’ motivation, there were only four out of 15 strategies that showed a significant correlation. The author also pointed out that the effectiveness of the motivational strategies varied according to the level of students’ proficiency in English. Comparing the relationships in the higher proficiency group with those in the lower proficiency group, we can see that the two groups did not share the similar trend except for one motivational strategy use (MS-2).

In Studies 3 and 4, the author examined what kind of motivational influences affected students’ motivation for EFL learning “outside” the classroom, by employing both qualitative and quantitative approaches. Study 3 qualitatively showed that a total of 13 micro-components belonging to four core categories were identified as motivational influences. Although students wrote a lot about the motivational influences affecting their English learning “outside” the classroom,

some of these descriptions were related to the teachers' behavior "inside" the classroom, which means that teachers' behavior has a great influence even on their students' learning "outside" the classroom.

Another finding of Study 3 was that, according to the change of the academic events, a clear-cut trade-off relationship emerged between the effect of the two core motivational influences: "tests" and "other people" (i.e., teachers). This trade-off relationship was identified even when the participants were divided into two proficiency groups: higher and lower. In addition, students in the higher proficiency group seem to be more sensitive to the two external motivational influences. The effect of the internal motivational influence did not change as much, according to the academic events.

Study 4 quantitatively revealed that there were six factors for the motivational influences that had affected students' motivation. It also showed that all the factors had shown a significant correlation with students' English proficiency. Moreover, significant differences in students' perception of motivational influences were found between the higher and the lower proficiency groups. The results obtained in Study 4 were in line with those found in Study 3.

In Study 5, the discrepancies between teachers' knowledge and the realities found so far were pointed out. Most of the teachers admitted that they should change the ways to enhance students' motivation "inside" the class from those for learning "outside" the classroom. Each teacher, however, had his or her own view on how to change the ways, and no consensus was reached among them.

As for the ways to enhance students' motivation "inside" the classroom, the teachers seem to take the influence of tests more seriously than they do other motivating factors. Although Study 2 showed various types of teachers'

motivational strategies that were effective for motivating students, and it is mentioned that the responsibility of motivating students during the class belongs to teachers (Dörnyei, 2001a, p.27), the teachers in the present study believed that they were less influential than tests when it came to motivating students.

As for the ways to increase students' motivation "outside" the classroom, again, the teachers perceived themselves as being less influential than other influences. Paucity of the varieties in teachers' ways to motivate students in EFL learning "outside" the classroom was also pointed out in this study. In addition, Study 5 showed that the teachers firmly believed the importance of changing instructional styles according to students' English proficiency levels. They, however, seem to have limited ways of doing so. These findings are in line with those reported in Studies 3 and 4.

Studies reported in this dissertation revealed several important facts concerning the ways of motivating secondary school students in Japan. Based on them, the author would like to point out some pedagogical implications for EFL teachers in Japanese secondary schools. The implications are presented by answering the following three questions: a) how can teachers motivate students in their EFL learning "inside" the classroom?; b) how can teachers motivate students in their EFL learning "outside" the classroom?; and c) what can motivation research offer to better EFL teacher training?

a) How can teachers motivate students in their EFL learning “inside” the classroom?

Some of the motivational strategies showed a significant correlation with the students’ motivation in terms of frequency. “Frequent use” is thus important when teachers use these motivational strategies. Concerning other strategies, which did not show a correlation with the students’ motivation, “frequency” does not mean “effective” when it comes to motivating students. In addition, more attention should be paid to the difference in students’ English proficiency levels when teachers attempt to motivate their students, since the effectiveness of a motivational strategy differs depending on students’ proficiency.

b) How can teachers motivate students in their EFL learning “outside” the classroom?

In the EFL situation, where raising students’ motivation is extremely difficult, teachers need to know about the motivational influences surrounding their students. Although these influences were the factors that affect learning “outside” the classroom, some of the influences have a connection with the teachers’ behavior “inside” the classroom. This means that the teachers’ instructional style in the classroom might affect students’ motivation for learning English “outside” the classroom, too. These influences thus could be utilized as motivational strategies by EFL teachers. In addition, as the author reported on in Study 3, irrespective of students’ English proficiency levels, there existed a clear trade-off relationship between the two core motivational influences (i.e., tests and

teachers) according to the change of the academic events. Thus, when teachers utilize these influences as motivational strategies, it is important to think about the timing in which they are used. Moreover, the students in the lower proficiency group were not as sensitive to the motivational influences as were those in the higher proficiency group. Teachers thus need to utilize these influences more often and more emphatically when they teach students in lower proficiency groups.

c) What can motivational research offer to better EFL teacher training?

Study 5 confirmed that some discrepancies existed between the teachers’ knowledge and the realities found in Studies 1, 2, 3, and 4. To fill the gap, therefore, the author would like to emphasize the necessity of teacher training concerning the ways to enhance students’ motivation. Some important research findings that should be taken into consideration in the training are:

- 1) having teachers realize that they can exert a great influence in enhancing students’ motivation;
- 2) having teachers increase the variety of their techniques to motivate students; and
- 3) having teachers realize that they should change the types of motivators according to a) the change of academic events and b) differences in students’ levels of English proficiency.

During the three years in which the author worked at a secondary school, she saw many teachers who had been struggling with motivating students to learn English. She also met several teachers who had spent, in vain, a lot of time on thinking about how to motivate students in the classroom. The author thus sincerely hopes that the findings and implications reported in this dissertation will help those EFL teachers who truly wish to motivate their students. And, she also hopes, someday, many students in Japanese secondary schools will say with smiles on their faces, “*I really like learning English!*”

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Appendix A. Original letter requesting cooperation from junior high school teachers

中学校英語教育研究会

会長 XXXX 殿

XXXX 殿

貴職におかれましては、ますますご清祥のこととお慶び申し上げます。また、日頃は関西大学大学院外国語教育学研究科の教育・研究にご助力をいただき、深く感謝いたします。

さて、今般、中学校の英語科教員を対象に、生徒の動機づけを高める方法に関して、別添資料のような調査を実施したく考えております。つきましては、誠にお手数とは存じますが、貴職のご高配を賜わり、同調査に対してご協力・ご助力をいただけますよう、ここにお願いする次第です。

厚かましいお願いとは存じますが、中学における英語教育改善の一助として、どうぞよろしくご協力いただけますようお願い申し上げます。

平成17年7月12日

関西大学大学院外国語教育学研究科

科長・教授 XXXXXXXX

(署名)

Appendix A. Original letter requesting cooperation from junior high school teachers (Continued)

調査内容

1. 目的：中学英語の授業で、生徒の動機を高める方法を明らかにする
2. 調査対象：中学校英語科の教員
3. 調査方法：5段階尺度を利用した質問紙
4. 調査予定日：平成17年 教員研修日
5. 調査実施者：杉田麻哉
関西大学大学院外国語教育学研究科・博士後期課程学生
XX 中学校 (XX 校長) 非常勤講師
(連絡先) XXX
XX-XX-XXXX
(e-mail) XXXXXX.ne.jp
6. 指導教員：竹内 理 関西大学大学院外国語教育学研究科・教授
7. 個人情報の保護：収集された結果は個人が特定されないように統計的に処理し、統計結果のみを、調査実施者が関わる学術研究において公表する。
また、質問紙自体は研究終了後、すみやかに焼却する予定。
8. 結果の報告：調査結果は、冊子にまとめ、京都市関係部局に対して提出するとともに、必要があれば、調査結果についての簡単な報告会を実施し、教育現場への還元をはかる。
9. その他：使用予定の質問紙は別添。

(以上)

Appendix B. Translated version of the letter requesting cooperation from junior high school teachers

English Education Research Society
for Junior High School Teachers in YY City.

July, 12, 2005

Chair Mr. XX XX

Vice Chair Mr. XX XX

Maya Sugita, a graduate student at Kansai University, is now planning to conduct a study investigating the ways to motivate junior high school students in English classes (Details explained in the next page). We would be very grateful if your society will cooperate with her and participate in the research project.

Thank you very much for your kind assistance.

Sincerely

(Signature)

Professor XXXXXX

Chair

Graduate School of Foreign Language Education and Research,
Kansai University

Appendix B. Translated version of the letter requesting cooperation from junior high school teachers (Continued)

Details of the planned research

1. Purpose : To investigate the ways to motivate students in English classes
2. Participants : Junior high school teachers of English
3. Method : Questionnaire with five-point Likert scale
4. Date : On the day of the Society Conference 2005
5. Researcher : Maya Sugita,
 a Ph. D. Student at the Graduate School, Kansai University
 a part time teacher at XX Junior High School (Principle XXX)
 (Address)XXX XX-XX-XXX
 (e-mail)XXXXXX.ne.jp
6. Supervisor : Professor Osamu Takeuchi, Ph. D. Graduate School of Foreign
 Language Education and Research, Kansai University
7. Privacy Policy : Complete anonymity of the participants is guaranteed. The data collected is to be used only for research purposes. The questionnaire will be destroyed upon completion of the dissertation.
8. Report of the results : The results will be reported to the parties concerned, including the Society and X city Board of Education. Upon your request, the researcher will hold a meeting where the results are going to be explained in detail.
9. Attachment : A questionnaire to be used

Appendix C. Original questionnaire used in Study 1

英語教育に関するアンケート

() 中学校
 お名前 ()
 性別 (男 ・ 女)
 教師歴 () 年
 主な指導学年に○をして下さい (1 2 3) 年生
 もしあれば受け持ちの習熟度別クラス ()
 一週間あたりの受け持ち授業数 () 授業

このアンケートは、**授業中に生徒のやる気を上げるための方法**を調査するものです。以下の 65 項目のそれぞれに関して、先生のご担当のクラスを頭に浮かべながら、下記の選択肢の中からあてはまる数字を選び、回答して下さい。結果は統計的に処理し、一人の回答のみを問題にしたり、公表したりすることはありません。

【選択肢】

5. とても必要だと思う	(80%~100%)
4. やや必要だと思う	(60%~80%)
3. どちらともいえない	(40%~60%)
2. あまり必要だと思わない	(20%~40%)
1. 全く必要だと思わない	(0%~20%)

【例】

授業中にユーモアを取り入れる 5 ④ 3 2 1

【注】

1 項目につき、○は1つだけ付けてください。

悪い例 5 4 3 ② ①

○は必ず数字の上につけ、数字の間に付けることはしないでください。

悪い例 5 4 ① 3 2 1

1.	英語の勉強法や外国に関する興味深い話をする	5	4	3	2	1
2.	英語学習から満足感が得られるということを伝える	5	4	3	2	1
3.	生徒の英語学習の進歩を常に気にしていることを伝える	5	4	3	2	1
4.	わからないことがあればいつでも質問にくるように勧める	5	4	3	2	1
5.	生徒が少しチャレンジできるくらいの一段高い目標を設定する	5	4	3	2	1
6.	英語を学習する上では間違っても大切だと伝える	5	4	3	2	1
7.	授業中にユーモアを取り入れる	5	4	3	2	1
8.	英語を勉強するのに適した教室の雰囲気を作る	5	4	3	2	1
9.	授業のはじめに、生徒の緊張を解くための楽しい活動をする	5	4	3	2	1
10.	授業中に小グループを使って、いろいろな生徒と交流する機会を与える	5	4	3	2	1
11.	教科書以外の教材を使う	5	4	3	2	1
12.	生徒にいつもフィードバックを与える	5	4	3	2	1
13.	英語が得意な生徒と、そうでない生徒と一緒に活動をさせる	5	4	3	2	1
14.	生徒が楽しめそうな活動（歌やゲームなど）を中心に進める	5	4	3	2	1
15.	授業で文化的な要素（外国の生活について話すなど）を取り入れる	5	4	3	2	1
16.	英語学習に成功した有名人の体験談を話す	5	4	3	2	1
17.	英語ができるようになったら、将来的に有利（良い仕事を 得られるなど）である事を生徒に意識させる	5	4	3	2	1
18.	英語が世界でどれだけ必要とされているかを聞かせる	5	4	3	2	1
19.	生徒に、実際の英語能力（実力テストの結果など）を常に意識させる	5	4	3	2	1
20.	授業中に予習や復習がきちんとできているかを確認する	5	4	3	2	1
21.	生徒が誰か（友達や両親など）に助けてもらえる環境にい	5	4	3	2	1

	るかを確認する					
22.	その活動することによって英語力がどのようにつくのか を説明する	5	4	3	2	1
23.	生徒が達成できそうな授業目標を定める	5	4	3	2	1
24.	生徒の望みや興味などをできるだけ授業に取り入れる	5	4	3	2	1
25.	日常生活（クラブ活動など）についての英語表現を教える	5	4	3	2	1
26.	生徒の英語学習に対する間違った考え（訳が出来れば良い など）を積極的に直す	5	4	3	2	1
27.	いろいろな英語学習法を生徒に意識させて教える	5	4	3	2	1
28.	教員自身が教授法や活動に対する考え方を多様化する	5	4	3	2	1
29.	生徒のやる気を上げることに気を配る	5	4	3	2	1
30.	生徒が普段しない活動を時々取り入れる	5	4	3	2	1
31.	作品として残る活動（日記や詩など）をする	5	4	3	2	1
32.	それぞれの生徒が、頭も体も使える活動をする	5	4	3	2	1
33.	授業で生徒にそれぞれ役割（発表や教員の補助当番など） を分担させる	5	4	3	2	1
34.	目標を自分で選択する余地を生徒に与える	5	4	3	2	1
35.	目標をいつまでに達成できればよいのか、べ切りを決める	5	4	3	2	1
36.	生徒の伸びを見て、目標達成ができているかどうかをチェ ックする	5	4	3	2	1
37.	授業で生徒が達成感を感じられる機会を増やす	5	4	3	2	1
38.	生徒の能力にあったレベルの活動を選択する	5	4	3	2	1
39.	テストで、生徒のやれないことよりやれることに焦点を置く	5	4	3	2	1
40.	テストに発展問題を付け加える	5	4	3	2	1
41.	英語ができるようになるためには、努力をすることが大切 だと伝える	5	4	3	2	1
42.	ほかの生徒と比べず、ひとりひとりの達成度を評価する	5	4	3	2	1

43.	生徒同士で競争して勉強するように促す	5	4	3	2	1
44.	生徒同士で協力して勉強するように促す	5	4	3	2	1
45.	生徒に成績の評価基準をわかりやすく説明する	5	4	3	2	1
46.	英語が上手く話せないときのために、コミュニケーションの方法（言い換えやつなぎ言葉など）を教える	5	4	3	2	1
47.	みんなの前で誉めてあげられるようなチャンスを生徒に与える	5	4	3	2	1
48.	批判をすることを避ける	5	4	3	2	1
49.	生徒が予期しない形（いきなり指名するなど）で注目を浴びることを避ける	5	4	3	2	1
50.	同じ目標に向かって、グループが一緒になってできる活動を設定する	5	4	3	2	1
51.	評価には個人の結果だけを入れるのではなく、グループでの結果も入れる	5	4	3	2	1
52.	グループ内で良くやっていくために、グループ活動のルールや方法を教える	5	4	3	2	1
53.	生徒のリーダーシップを尊重し、生徒中心の授業を展開する	5	4	3	2	1
54.	学習意欲をあげることがいかに大切かを教える	5	4	3	2	1
55.	役立つと思ったやる気を出す方法を生徒に教える	5	4	3	2	1
56.	生徒自身で学習意欲をあげ方を考えるように促す	5	4	3	2	1
57.	失敗は能力が足りていないからではなく、努力が足りなかったからだを励ます	5	4	3	2	1
58.	失敗は能力が足りていないからではなく、間違った勉強法をしていたからだを励ます	5	4	3	2	1
59.	どこに焦点を当てて学習すればよいかを教える	5	4	3	2	1
60.	学習の伸びを記録（グラフなど）して、生徒の進歩を目に見える形で誉める	5	4	3	2	1

61.	生徒が褒美だけにとらわれないように気をつける	5	4	3	2	1
62.	何らかの目に見えるもの（シールなど）で褒美を与える	5	4	3	2	1
63.	成績には、生徒が達成したことだけではなく、努力の過程も取り入れる	5	4	3	2	1
64.	筆記テスト以外（音読テストやインタビューテストなど）の評価も成績に入れる	5	4	3	2	1
65.	自己評価カードなど使って生徒自身に自分の活動を評価させる	5	4	3	2	1

ご協力ありがとうございました。
 関西大学大学院外国語教育学研究科
 博士課程後期課程 杉田 麻哉

Appendix D. Translated version of the questionnaire used in Study 1

A Questionnaire on English Education in Junior High School

() Junior High School
 Name: () Gender: (M · F)
 Teaching Experiences: () Years
 The Grade You are Teaching at: (1 2 3)
 Track Class if you have: ()
 Number of the classes you are in charge during a week: () classes

This questionnaire is to investigate the ways to motivate students in English Classes. Please indicate the perceived necessity of each motivational strategy on the five-point Likert scale presented below. Your complete anonymity will be secured and your responses will be used for research purposes only.

[Scale]

5. Very much necessary	(80%~100%)
4. Necessary	(60%~80%)
3. Neither necessary nor unnecessary	(40%~60%)
2. Not so necessary	(20%~40%)
1. Not necessary at all	(0%~20%)

[Example]

Bring in and encourage humor in the classroom	5	⊕	3	2	1
---	---	---	---	---	---

*Please draw only one circle for each item.

Bad Example 5 4 1

*Draw the circle on the number, not between the numbers.

Bad Example 5 4 3 2 1

1. Share your own personal interest in the L2 learning (e.g., in learning strategies or target culture) with your students 5 4 3 2 1
2. Show students that you value L2 learning as a meaningful experience 5 4 3 2 1
3. Show students that you care about their progress 5 4 3 2 1
4. Indicate your mental and physical availability for all things academic 5 4 3 2 1
5. Set a goal which is a bit challenging for your students 5 4 3 2 1
6. Help your students accept the fact that they (will) make mistakes as part of the learning process 5 4 3 2 1
7. Bring in and encourage humor in the classroom 5 4 3 2 1
8. Create a pleasant and supportive atmosphere (for studying English) in the classroom 5 4 3 2 1
9. Use ice-breakers at the beginning if a course 5 4 3 2 1
10. Regularly use a small group tasks where students can mix 5 4 3 2 1
11. Use materials other than the textbook 5 4 3 2 1
12. Feedback to the students 5 4 3 2 1
13. Associate your learners with peers (e.g. in group or project work) who are enthusiastic about the subject 5 4 3 2 1
14. Highlight and demonstrate aspects of L2 learning that your students are likely to enjoy 5 4 3 2 1
15. Include a socio-cultural component in your language class 5 4 3 2 1
16. Quote positive views about language learning made by influential public figures 5 4 3 2 1
17. Regularly remind your students that the successful mastery of the L2 is instrumental to the accomplishment of the valued goals 5 4 3 2 1
18. Reiterate the role the L2 plays in the world, highlighting its 5 4 3 2 1

- potential usefulness both for themselves and their community
19. Encourage your students to apply their L2 proficiency in real-life situations 5 4 3 2 1
 20. Make sure that your students did their preparation/review of the lesson 5 4 3 2 1
 21. Make sure that your students receive sufficient assistance 5 4 3 2 1
 22. Make sure they know exactly what success in the task involves 5 4 3 2 1
 23. Keep the class goals achievable 5 4 3 2 1
 24. Use needs analysis techniques to find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible 5 4 3 2 1
 25. Teach everyday expressions in English (including school life) 5 4 3 2 1
 26. Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have 5 4 3 2 1
 27. Raise the learners' general awareness about the different ways languages are learnt 5 4 3 2 1
 28. Vary the learning tasks and other aspects of your teaching as much as you can 5 4 3 2 1
 29. Focus on the motivational flow in your lesson 5 4 3 2 1
 30. Occasionally do the unexpected 5 4 3 2 1
 31. Select tasks that yield tangible, finished products 5 4 3 2 1
 32. Select tasks which require mental and/or bodily involvement from each participant 5 4 3 2 1
 33. Create specific roles and personalized assignments for everybody 5 4 3 2 1
 34. Encourage your students to select specific, short-term goals for themselves 5 4 3 2 1
 35. Emphasize goal completion deadlines 5 4 3 2 1

36. Monitor students' progress and make sure that the details of the contract are observed by both parties 5 4 3 2 1
37. Provide multiple opportunities for success in the language class 5 4 3 2 1
38. Adjust the difficulty level of tasks to the students' abilities 5 4 3 2 1
39. Design tests that focus on what learners can rather than cannot do 5 4 3 2 1
40. Include improvement options on tests 5 4 3 2 1
41. Tell your students that you need to make efforts to improve your English abilities 5 4 3 2 1
42. Assess each student's achievement (improvement) not by comparing with other students but by its own virtue 5 4 3 2 1
43. Promote competition 5 4 3 2 1
44. Promote cooperation instead of competition 5 4 3 2 1
45. Make assessment completely transparent 5 4 3 2 1
46. Teach students communication strategies to help them overcome communication difficulties 5 4 3 2 1
47. Regularly include tasks that involve the public display of students' skills 5 4 3 2 1
48. Avoid face-threatening acts such as humiliating criticism 5 4 3 2 1
49. Avoid putting students in the spotlight unexpectedly 5 4 3 2 1
50. Set up tasks in which teams of learners are asked to work together toward the same goal 5 4 3 2 1
51. Take team products and not just individual products into account in your assessment 5 4 3 2 1
52. Include a specific 'group rules' activity at the beginning of a group's life to establish the norm explicitly 5 4 3 2 1
53. Hand over as much as you can of the various leadership/ teaching roles and functions to your students 5 4 3 2 1

54. Raise your students' awareness of the importance of self-motivation 5 4 3 2 1
55. Share with each other strategies that you have found useful in the past. 5 4 3 2 1
56. Encourage students to adopt, develop and apply self-motivation strategies 5 4 3 2 1
57. Encourage learners to explain their failures by the lack of effort 5 4 3 2 1
58. Encourage learners to explain their failures by the lack of appropriate strategies applied 5 4 3 2 1
59. Provide regular feedback about the areas on which your students should particularly concentrate 5 4 3 2 1
60. Make sure that even non-material rewards have some kind of lasting visual representation 5 4 3 2 1
61. Make sure that students do not get too preoccupied with the rewards. 5 4 3 2 1
62. Offer tangible rewards to your students 5 4 3 2 1
63. Make sure that grades also reflect effort and improvement and not just objective levels of achievement 5 4 3 2 1
64. Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests 5 4 3 2 1
65. Encourage accurate students' self-assessment by providing various self-evaluating tools 5 4 3 2 1

Thank you very much for your cooperation
 Maya Sugita
 Graduate School of Kansai University

Appendix E. Original questionnaire for assessing teachers' motivational strategies used in Study 2

お名前 () () 月 () 日 () 間目
 学年 () 年 習熟度別クラス ()

以下にあげる生徒の意欲をあげる方法を、上記の**本日の**クラスの授業でどの程度ご利用になられたか、5段階の選択肢を利用して、回答して下さい。また、空欄があるものにつきましては、それを使われた際の状況についても、可能な限り、各項目下の空欄に記述してください。なお、結果は統計的に処理し、一人の回答のみを問題にしたり、公表したりすることはありません。

【選択肢】

4. 4回以上行った 3. 3回行った 2. 2回行った 1. 1回行った 0. 1度も行わなかった

生徒のやる気を上げるための方法	回答
わからないことがあればいつでも質問にくるように勧めた 具体的にどういうふうに勧めましたか・・・ []	
筆記テスト以外（音読テストやインタビューテストなど）の評価も成績に入れた（または実施した） 具体的にはどんなテストですか・・・ []	
授業で生徒が達成感を感じられる機会を増やした 具体的にどんなことをしましたか・・・ []	

生徒のやる気を上げることに気を配った 具体的にどんなことをしましたか・・・ []	
みんなの前で誉めてあげられるようなチャンスを生徒に与えた 具体的にどんなことをしましたか・・・ []	
英語の勉強法や外国に関する先生が考える興味深い話をした 具体的にどんな内容の話ですか・・・ []	
自分自身が教授法や活動に対する考え方を多様化して取り組んだ 具体的にどう変化させましたか・・・ []	
英語を学習する上では間違っても大切だと伝えた 具体的にどういうふうに伝えましたか・・・ []	
授業中にユーモアを取り入れた 具体的にどんなことをしましたか・・・ []	
英語ができるようになるためには、努力をすることが大切だと伝えた 具体的にどういうふうに伝えましたか・・・ []	
生徒が達成できそうな授業目標を定めた 具体的にどんな目標でしたか・・・ []	
どこに焦点を当てて学習すればよいかを教えた 具体的にどういうふうに教えましたか・・・ []	
生徒に成績の評価基準をわかりやすく説明した 具体的にどういうふうに説明しましたか・・・ []	
ほかの生徒と比べず、ひとりひとりの達成度を評価した 具体的にどういうふうに評価しましたか・・・ []	
英語を勉強するのに適した教室の雰囲気を作った 具体的にどんなことをしましたか・・・ []	

ありがとうございました

関西大学大学院外国語教育学研究科博士課程後期課程

京都市立京都御池中学校

杉田 麻哉

Appendix F. Translated version of the questionnaire for teachers' motivational strategies used in Study 2

Name _____ Date _____; Class period _____
Grade _____ Class number you taught _____

Please write down how many times you used the motivational strategies described below in the class. Indicate the frequency of each motivational strategy on the five-point Likert scale presented below. In addition, write down the detailed use of each motivational strategy in the parenthesis below each strategy. Your complete anonymity will be secured and your responses will be used only for research purposes.

[Scale]

4. Four times or over	3. Three times	2. Twice	1. Once	0. Not used
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	Motivational Strategies	0~4
1	Indicate your mental and physical availability for all things academic. Write down the details of your strategy use. ()	
2	Apply continuous assessment that relies on measurement tools other than paper-and-pencil tests. Write down the details of your strategy use. ()	
3	Provide multiple opportunities for success in the language class. Write down the details of your strategy use. ()	
4	Focus on the motivational flow in your lesson. Write down the details of your strategy use. ()	
5	Regularly include tasks that involve the public display of students' skills. Write down the details of your strategy use. ()	

6	Share your own personal interest in the L2 learning (e.g., in learning strategies or target culture) with your students. Write down the details of your strategy use. ()	
7	Vary the learning tasks and other aspects of your teaching as much as you can. Write down the details of your strategy use. ()	
8	Help your students accept the fact that they (will) make mistakes as part of the learning process. Write down the details of your strategy use. ()	
9	Bring in and encourage humor in the classroom. Write down the details of your strategy use. ()	
10	Tell your students that you need to make efforts to improve your English abilities. Write down the details of your strategy use. ()	
11	Keep the class goals achievable. Write down the details of your strategy use. ()	
12	Provide regular feedback about the areas on which your students should particularly concentrate. Write down the details of your strategy use. ()	
13	Make assessment completely transparent. Write down the details of your strategy use. ()	
14	Assess each student's achievement (improvement) not by comparing with other students but by its own virtue. Write down the details of your strategy use. ()	
15	Create a pleasant and supportive atmosphere (for studying English) in the classroom. Write down the details of your strategy use. ()	

Thank you for your cooperation.

Thank you very much for your cooperation

Maya Sugita

Graduate School of Kansai University

XX Junior High School

Appendix G. Original questionnaire for assessing students' motivation used in Study 2

() 年

英語のクラス ()

名前 ()

これは、今日の授業で皆さんがどれだけやる気を感じたかを調べるためのアンケートです。各質問項目に、下記の選択肢の中からあてはまる記号を選び、回答して下さい。また、表の質問項目が必ずしも今日の授業に当てはまるとは限りません。今日の授業に当てはまらないと感じた場合も、数字の0を記入してください。なお、この結果が成績に影響することは一切ありません。

【選択肢】

4. とても当てはまる	(80%~100%)
3. やや当てはまる	(60% ~ 80%)
2. どちらともいえない	(40%~60%)
1. あまり当てはまらない	(20%~40%)
0. ほとんど当てはまらない	(0%~20%)

質問項目	回答
わからないことがあれば、いつでも質問にできるように勧められたので、がんばろうと思った	
筆記テスト以外（音読テストやインタビューテストなど）のテストがあったので、がんばろうと思った	
授業で達成感を感じることができたので、がんばろうと思った	
自分たちのやる気が出るように先生が色々工夫してくれたので、がんばろうと思った	
みんなの前で誉められたので、がんばろうと思った	
英語の勉強法や外国に関する興味深い話をきいたので、がんばろうと思った	
普段とちがう色々な種類の活動ができたので、がんばろうとおもった	
英語を学習する上では間違っても大切だというようなことを言われて、がんばろうと思った	
授業中にユーモア（面白さ）を感じて、がんばろうと思った	
英語ができるようになるためには、努力をすることが大切だ、というようなことを言われて、がんばろうと思った	
今日の授業での目標が、自分の力でやりとげられそうなことだったので、がんばろうと思った	
どこに焦点を当てて、学習すればよいかを教えてもらったのでがんばろうと思った	
成績の評価基準を、わかりやすく説明してくれたので、がんばろうと思った	

ほかの生徒と比べず、ひとりひとりの達成度を評価してもらえたので、がんばろうと思った	
英語の勉強がしやすい教室の雰囲気だったので、がんばろうと思った	

ありがとうございました

杉田麻哉

Appendix H. Translated version of the questionnaire for assessing students' motivation used in Study 2

Grade _____
 Your English Class No _____
 Name _____

This questionnaire investigates how your motivation was improved in this class. Please indicate how you were motivated by the following strategies that your teacher used in the class on the five-point scale shown below. Please keep in mind that your teacher did not always use all the following strategies in a class. In cases where you think your teacher did not use a strategy, please score it as zero. Your responses will not affect your grade and your complete anonymity will be secured.

[Scale]

4. Well motivated	(80%~100%)
3. Motivated	(60%~80%)
2. Neither motivated nor not motivated	(40%~60%)
1. Not well motivated	(20%~40%)
0. Never motivated	(0%~20%)

	Motivational Strategies	0~4
1	Teacher indicated his/her mental and physical availability for all things academic.	
2	Teacher applied continuous assessment that also relies on measurement tools other than paper –and-pencil tests.	
3	Teacher provided multiple opportunities for success in the language class.	
4	Teacher focused on the motivational flow in your class.	
5	Teacher included tasks that involve the public display of your skills.	
6	Teacher shared his/her own personal interest in the L2 (e.g., in learning strategies or target culture) with you.	
7	There were varieties of learning tasks in the class.	
8	Teacher helped you accept the fact that you will make mistakes as part of your learning process.	
9	Teacher brought in and encouraged humor in the classroom.	
10	Teachers told you that you need to make efforts to improve your English abilities.	
11	Teacher kept the class goal achievable.	
12	Teacher provided regular feedback about the areas which you should particularly concentrate on.	
13	Teacher made assessment completely 'transparent.'	

14	Teacher assessed each of your achievement (improvement) not by comparing with other students (but by its own virtue).	
15	Teacher created a pleasant and supportive atmosphere (for studying English) in the classroom.	

Thank you for your cooperation.

Appendix I. Journal format used in Study 3

月	日	曜日	名前 ()
			とても頑張った
			まあまあ
			全く頑張らなかつた
自己評価：今週は授業で英語を頑張った→頑張らなかつた (5→1)			5
自己評価：今週は家で英語の勉強を頑張った→頑張らなかつた (5→1)			4
			4
			3
			3
			2
			2
			1
			1
1週間あたりの学習時間	今週は、家でどんな勉強をがんばりましたか？ (学校の宿題・塾の宿題・自主学習も含む)		なぜ頑張ったの?? 詳しく書いてください。 何が (問題集がおもしろい・テストがあるから) / 誰が (例: 先生に励まされた・塾の先生からシールがもらえるから・家族にほめられるから・友達と頑張ろうと決めたから) がきっかけで頑張れたのかな?
例: 2時間	例: 塾のワーク (動名詞のドリル) 3ページ頑張った		例: 塾の先生が、宿題にしたから
例: 30分	例: ノート作りを普段よりも頑張った		例: 先生が点検してハンコを押してくれるから 先生に成績に入るといわれたから
() 時間	例: 単語を書いて覚えた		例: 先生が単語のテストをすすめてくれたから 勉強を頑張ったら親がほめてくれるから
() 分			

Appendix J. Translated version of journal format used in Study 3

Month _____ Date _____ Name _____
 (_____)

Very positive

Never positive

Self-evaluation : very positive toward English learning inside the classroom (5)→ never positive→(1) 5 4 3
 2
 1
 Self-evaluation : very positive toward English learning outside the classroom (5)→ never positive→(1) 5 4 3
 2
 1

Learning time per week	What did you do (study) outside the classroom this week? (Homework and self-study are included.)	Why did you study hard? Explain in details. What encouraged you to study hard? (e.g., I had an interesting material, I had an exam) /Who encouraged you to study hard? (e.g., Teacher encouraged to do so, Teacher gave me stickers, Mother gave me praise, I decided to study hard with my friends)
e.g., 2 hours e.g., 30 mins	e.g., studied using a workbook of my cram school (3 pages). e.g., I studied hard with my English notebook.	e.g., Because teacher checked and gave me stamps. Because teacher told me that it would be included in my grades.
() hours () mins	e.g., I memorized new words by writing them.	e.g., Because teacher told me that I would have an vocabulary test. Because parents gave me praise if I study hard.

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Appendix K. A sample description obtained from a participant in journal

6月9日 金曜日

名前 ()

とても頑張った まめまあ 全く頑張らなかつた

5 4 3 2 1
 5 4 3 2 1

自己評価：今週は授業で英語を頑張った→頑張らなかつた (5→1)
 自己評価：今週は家で英語の勉強を頑張った→頑張らなかつた (5→1)

1週間あたりの学習時間	今週は、家でどんな勉強をがんばりましたか？ (学校の宿題・塾の宿題・自主学習も含む)	なぜ頑張ったの?? 詳しく書いてください。何が (問題集がおもしろい・テストがあるから) /誰が (例：先生に励まされた・塾の先生からシールがもらえるから・家族にほめられるから・友達と頑張ろうと決めたから) がきっかけで頑張れたのかな?
例：2時間 例：30分	例：塾のワーク (動名詞のドリル) 3ページ頑張った 例：ノート作りを普段よりも頑張った	例：塾の先生が、宿題にしたから 例：先生が点検してハンコを押してくれから 先生に成績に入るといわれたから 例：先生が単語のテストをするって言うって言ったから 勉強を頑張ったら親がほめてくれるから
(3) 時間 (30) 分	塾の宿題 2ページ	塾の先生が宿題にしたから
	教科書の本文を何回か書いて覚えた	テスト範囲だったから

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	単語を書いて覚えた	テスト範囲だったから
	プリントを読んだ（日本語から英語にする）	自分がスラスラ言えるようにするため

Appendix L. Translated version of a sample description obtained from a participant in journal

Month 6 Date 9 F r i

Name

()

Very

positive

Never positive

Self-evaluation : very positive toward English learning inside the classroom(5)→ never positive →(1) 5 4 3

2 1

Self-evaluation : very positive toward English learning outside the classroom(5)→ never positive→(1) 5 4 3

2 1

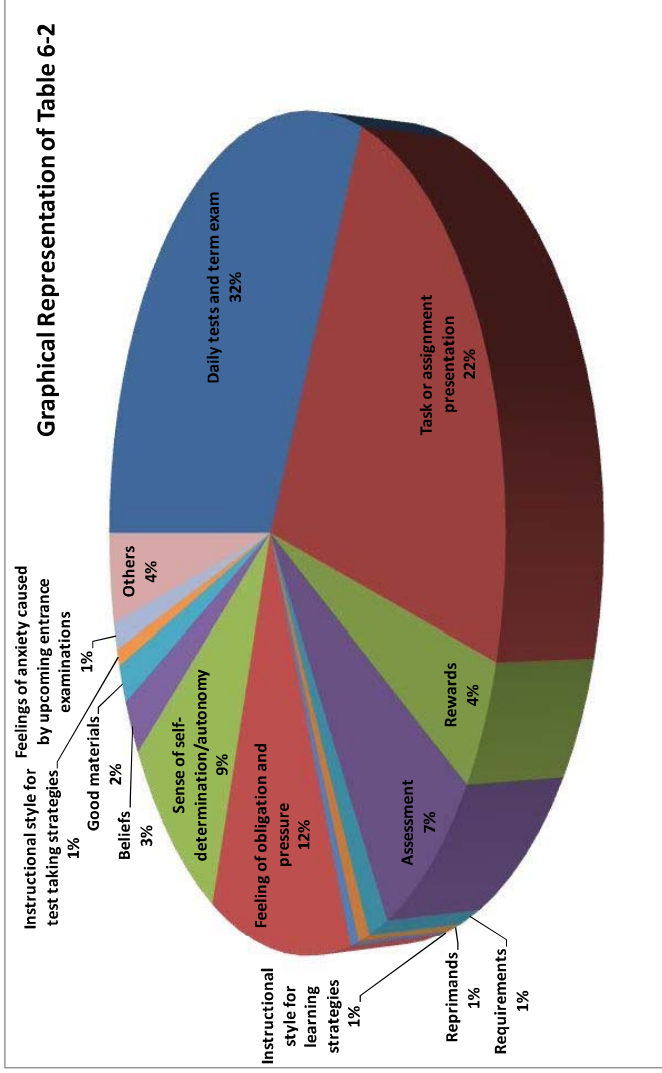
Learning time per week e.g. 2 hours e.g. 30 mins	What did you do (study) outside the classroom this week? (Homework and self-study are included.) e.g., studied using a workbook of my cram school (3 pages). e.g., I studied hard with my English notebook.	Why did you study hard? Explain in details. What encouraged you to study hard? (e.g., I had an interesting material, I had an exam) /Who encouraged you to study hard? (e.g., Teacher encouraged to do so, Teacher gave me stickers, Mother gave me praise, I decided to study hard with my friends). e.g., Because teacher at the cram school assigned me homework. e.g., Because teacher checked and gave me stamps. Because teacher told me that it would be included in my grades.
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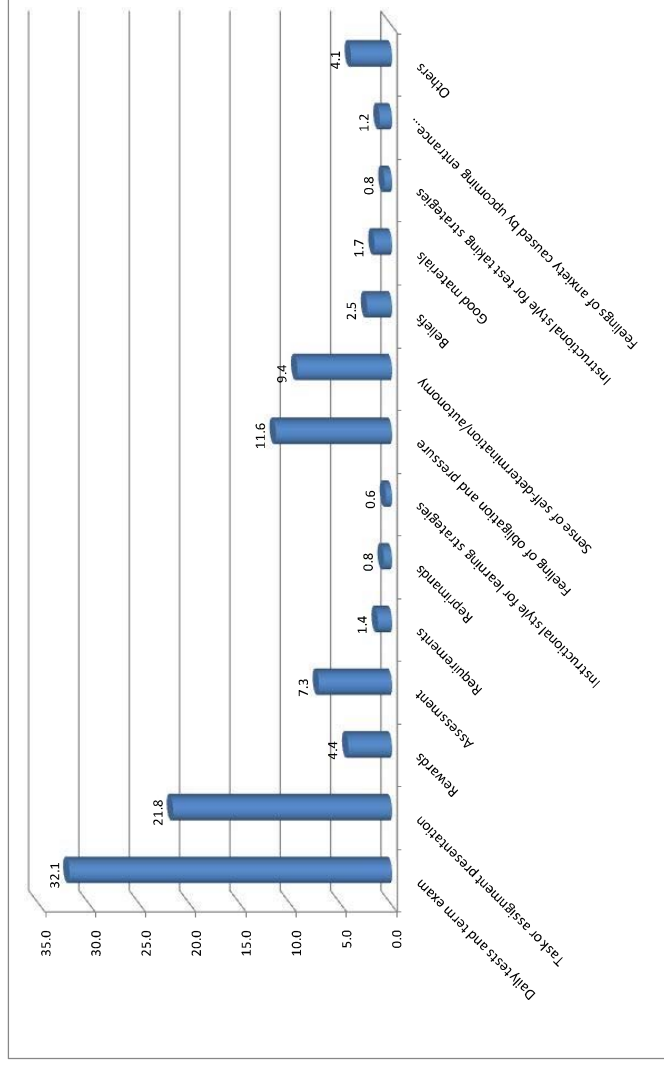
	e.g., I memorized new words by writing them.	e.g., Because teacher told me that I would have an vocabulary test. Because parents gave me praise if I study hard.
(3) hours (30) min	2 pages of the workbook I memorized English sentences in the textbook by writing. I memorized English words by writing. I read about English sentences (I translated Japanese to English).	Because it was assigned by a cram school teacher. Because they were included in the exam . Because they were included in the exam . Because I wanted to improve my speaking skills.

Appendix M. A graphical representation of Table 6-2 (1)

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Appendix N. A graphical representation of Table 6-2 (2)



Appendix O. Original questionnaire used in Study 4

()年()組()番
名前()
性別(男・女)

このアンケートは、授業外の英語の勉強するきっかけを調査するものです。正しい答えやまちがった答えはないので正直に教えてください。なお、名前が公表されたり、この結果が成績に影響したりすることはありません。

このアンケートに取り組む前に、以下の質問に教えてください
あなたが、授業以外の場面で英語学習を頑張れるのは、主に誰がきっかけですか？

1. 学校の先生	5	4	3	2	1
2. 塾の先生	5	4	3	2	1
3. 家庭教師	5	4	3	2	1
4. 親	5	4	3	2	1
5. 兄弟	5	4	3	2	1
6. 友達	5	4	3	2	1

次のページの 37項目質問に関して、下にある選択肢の中からあてはまる数字を選び、回答して下さい。

[選択肢]

5. とても当てはまる	(80%~100%)
4. やや当てはまる	(60%~80%)
3. どちらともいえない	(40%~60%)
2. あまり当てはまらない	(20%~40%)
1. 全く当てはまらない	(0%~20%)

[例]

英語を話すのがすきである 5 ④ 3 2 1

[注]

1項目につき、○は1つだけ付けてください。

悪い例 5 4 ③ ② 1

○は必ず数字の上につけ、数字の間に付けることはしないでください。

悪い例 5 4 3 2○ 1

あなたが授業以外で、英語を頑張れるのは・・・

- | | | | | | |
|---|---|---|---|---|---|
| 1. 学校や塾の授業で小テスト(単語テスト・音読テストなど)をされるから | 5 | 4 | 3 | 2 | 1 |
| 2. 学校の期末テスト・中間テストがあるから | 5 | 4 | 3 | 2 | 1 |
| 3. 実力テストがあるから | 5 | 4 | 3 | 2 | 1 |
| 4. 学校や塾の先生が宿題を出すから | 5 | 4 | 3 | 2 | 1 |
| 5. 学校や塾の先生にやってきた事を点検されるから | 5 | 4 | 3 | 2 | 1 |
| 6. 学校や塾の先生が誉めてくれるから | 5 | 4 | 3 | 2 | 1 |
| 7. 親・兄弟が誉めてくれるから | 5 | 4 | 3 | 2 | 1 |
| 8. 親からお小遣いをもらえるから | 5 | 4 | 3 | 2 | 1 |
| 9. 先生からシールをもらえるから | 5 | 4 | 3 | 2 | 1 |
| 10. 先生がスタンプを押してくれるから | 5 | 4 | 3 | 2 | 1 |
| 11. 先生が、成績に入れる(評価する)と言ったから | 5 | 4 | 3 | 2 | 1 |
| 12. 先生に「やりなさい」と言われるから | 5 | 4 | 3 | 2 | 1 |
| 13. 親に「やりなさい」と言われるから | 5 | 4 | 3 | 2 | 1 |
| 14. やらないと先生に怒られるから | 5 | 4 | 3 | 2 | 1 |
| 15. やらないと親に怒られるから | 5 | 4 | 3 | 2 | 1 |
| 16. 先生がこの勉強法が良いとアドバイスをしてくれるから | 5 | 4 | 3 | 2 | 1 |
| 17. 親や兄弟がこの勉強法が良いとアドバイスをしてくれるから | 5 | 4 | 3 | 2 | 1 |
| 18. 自分の中で、やらなければならないという義務感があるから | 5 | 4 | 3 | 2 | 1 |
| 19. 自分の中で、できてない事・やり残している事(宿題など)があると思うから | 5 | 4 | 3 | 2 | 1 |
| 20. 人より遅れていることにあせりを感じるから | 5 | 4 | 3 | 2 | 1 |
| 21. わかっていないところがあり、あせりを感じるから | 5 | 4 | 3 | 2 | 1 |
| 22. 英検などが迫ってきたから | 5 | 4 | 3 | 2 | 1 |
| 23. 予習・復習は当然だという意識があるから | 5 | 4 | 3 | 2 | 1 |
| 24. 自分の中で、英語をもっと勉強して、わかるようになろうという気持ちがあるから | 5 | 4 | 3 | 2 | 1 |

25. 自分で自分の苦手なところを克服したいと思うから 5 4 3 2 1
26. たくさん英語を勉強して、英語ができるようになりたいから 5 4 3 2 1
27. 自分にとって効果的な英語の勉強法があるから 5 4 3 2 1
28. 今勉強することが、後々「役立ちそう」と信じているから 5 4 3 2 1
29. 学校や塾の先生が作ってくれたプリントやドリルが役立つと思えるから 5 4 3 2 1
30. 市販の教材で良さそうなものがあるから 5 4 3 2 1
31. 学校や塾の先生が、テストに出すよ（「これはテストに確実に出るよ」）といったから 5 4 3 2 1
32. 学校や塾の先生が、テストの点数を上げるための勉強法のアドバイスをくれたから 5 4 3 2 1
33. 受験があるから勉強しないといけないと思うから 5 4 3 2 1
34. 学校や塾の先生が提出しなさいと言ったから 5 4 3 2 1
35. やっていなかったら学校や塾で居残りさせられるから 5 4 3 2 1
36. 先生に評価されている（成績に入る）と知っているから 5 4 3 2 1
37. 成績が下がるのがいやだから 5 4 3 2 1

Appendix P. Translated version of the questionnaire used in Study 4

Grade () Class () Student ID ()

Name ()

Gender (M · F)

This is to investigate the motivational influences for English learning outside the classroom. There is no "right" answer for each item. Your responses will not affect your grade and your complete anonymity will be secured.

Before answering the questionnaire on the next page, please complete the following question first.

Who do you think is the most influential person(s) on your positive attitude toward EFL learning outside the classroom ?

1. Teachers at a school	5	4	3	2	1
2. Teachers at a cram school	5	4	3	2	1
3. Private tutors	5	4	3	2	1
4. Parents	5	4	3	2	1
5. Brothers/Sisters	5	4	3	2	1
6. Friends	5	4	3	2	1

Please evaluate the following 37 items presented on the next page on the five-point Likert scale.

[scale]

5. Well motivated	(80%~100%)
4. Motivated	(60%~80%)
3. Neither motivated nor not motivated	(40%~60%)
2. Not well motivated	(20%~40%)
1. Not motivated at all	(0%~20%)

[Example]

I like speaking English. 5 4 3 2 1

*Please draw only one circle for each item.

Bad Example 5 4 (3) (2) 1

*Draw the circle on the number, not between the numbers.

Bad Example 5 4 3 () 2 1

You are motivated toward learning English outside the classroom because

- | | | | | | |
|--|---|---|---|---|---|
| 1. I have to take quizzes (reading/ vocabulary). | 5 | 4 | 3 | 2 | 1 |
| 2. I have to take term examinations. | 5 | 4 | 3 | 2 | 1 |
| 3. I have to take other proficiency tests. | 5 | 4 | 3 | 2 | 1 |
| 4. Teachers assign me homework (tasks). | 5 | 4 | 3 | 2 | 1 |
| 5. Teachers check what I did. | 5 | 4 | 3 | 2 | 1 |
| 6. Teachers praise me. | 5 | 4 | 3 | 2 | 1 |
| 7. Parents and brothers/sisters praise me. | 5 | 4 | 3 | 2 | 1 |
| 8. Parents give me gifts (e.g., a raise in allowance). | 5 | 4 | 3 | 2 | 1 |
| 9. Teachers give me stickers as a reward. | 5 | 4 | 3 | 2 | 1 |
| 10. Teachers give me stamps as a reward. | 5 | 4 | 3 | 2 | 1 |
| 11. Teachers say this will be a part of our grade. | 5 | 4 | 3 | 2 | 1 |
| 12. Teachers require me to study. | 5 | 4 | 3 | 2 | 1 |
| 13. Parents require me to study. | 5 | 4 | 3 | 2 | 1 |
| 14. Teachers get angry if I do not study. | 5 | 4 | 3 | 2 | 1 |
| 15. Parents get angry if I do not study. | 5 | 4 | 3 | 2 | 1 |
| 16. Teachers teach me good learning strategies. | 5 | 4 | 3 | 2 | 1 |
| 17. Parents/brothers/sisters teach me good learning strategies. | 5 | 4 | 3 | 2 | 1 |
| 18. I have a feeling of obligation to study English. | 5 | 4 | 3 | 2 | 1 |
| 19. I feel worried that I forget to do homework. | 5 | 4 | 3 | 2 | 1 |
| 20. I feel worried that I am a slow learner. | 5 | 4 | 3 | 2 | 1 |
| 21. I feel worried that I cannot improve my comprehension skills. | 5 | 4 | 3 | 2 | 1 |
| 22. I have to take an <i>Eiken</i> examination, popular English proficiency test in Japan. | 5 | 4 | 3 | 2 | 1 |
| 23. I think it is natural to preview and review. | 5 | 4 | 3 | 2 | 1 |

- | | | | | | |
|---|---|---|---|---|---|
| 24. I want to better understand English. | 5 | 4 | 3 | 2 | 1 |
| 25. I want to overcome my weak points in studying English. | 5 | 4 | 3 | 2 | 1 |
| 26. I want to improve my English skills. | 5 | 4 | 3 | 2 | 1 |
| 27. I have my own effective learning strategies. | 5 | 4 | 3 | 2 | 1 |
| 28. I know what I am studying now will be useful in the future. | 5 | 4 | 3 | 2 | 1 |
| 29. I think that the materials distributed by teachers are useful. | 5 | 4 | 3 | 2 | 1 |
| 30. I have interesting materials at hand. | 5 | 4 | 3 | 2 | 1 |
| 31. Teachers tell me what will be included in the exams. | 5 | 4 | 3 | 2 | 1 |
| 32. Teachers teach me test-taking strategies. | 5 | 4 | 3 | 2 | 1 |
| 33. I am very worried because I have to take high school entrance examinations. | 5 | 4 | 3 | 2 | 1 |
| 34. Teachers require me to submit what I did. | 5 | 4 | 3 | 2 | 1 |
| 35. I am forced to study English after school if I do not study. | 5 | 4 | 3 | 2 | 1 |
| 36. I know the criteria by which teachers assess me. | 5 | 4 | 3 | 2 | 1 |
| 37. I do not want my grades to go down. | 5 | 4 | 3 | 2 | 1 |

