

# EFL Motivating Factors in Japanese Non-English / Intercultural Studies University Majors: A Mixed-Methods Approach

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In this study, we explore some of the factors that may motivate, as well as demotivate Japanese university students, particularly those whose majors are not English or intercultural studies, to become proficient in English. We have focused on students in different specializations to investigate the opinions of a diverse group studying English as a foreign language and attempt to uncover differences that may be related to the students' major subjects. As practitioners, we believe that this study provides a chance to better understand the students we teach and inform us of ways that we can address some of the issues related to motivation in our classrooms and interactions with students.

In simple terms, motivation has been defined as “to be moved to do something” (Ryan, 2000, p. 54). However, the complexity in defining motivation is made plain through the work of Kieginginna and Kieginginna (1981), who compiled a list of 102 different definitions of motivation in psychology-related literature. In second language acquisition studies, Dörnyei & Otto (1998) define motivation as “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out” (p. 65). As second-language (L2) learning requires long-term engagement to reach mastery, it is essential that a sustained effort is made in order to achieve the desired outcomes. The potential achievements in an L2 must be attractive enough that the learner would be willing to persevere through difficult stages in the learning process. In this sense, motivation is said to be one of the most important determining factors for L2 achievement (Czizer & Dörnyei, 2005; Nicholson, 2013).

## BACKGROUND

L2 motivation research has its beginnings with Robert Gardner and Wallace Lambert, credited with being the pioneers in the field, due to their landmark study, *Motivational variables in second-language acquisition* (1959). This seminal publication marked a new era in studying the influence of motivation on second language acquisition. In his book, *Innovations and Challenges in Language Learning Motivation*, Zoltán Dörnyei (2020) writes:

One of the most original insights in the history of L2 motivation research has been directly related to the impact of contextual factors, and this insight, made by Robert Gardner, was in fact at the heart of the genesis of the field. (p. 29)

The 1959 paper would become the foundation of Gardner’s now famous ‘Socio-educational Model’. The two types of motivation for learning an L2, *instrumental motivation* and *integrative motivation*, were defined by Gardner and Lambert (1972); they argued that the main factor for successful performance in learning an L2 is associated with affective feelings towards the target language community. Gardner and Lambert describe integrative orientation as “a sincere and personal interest in the people and culture represented by the other language group” (1972, p. 132). In other words, integrative motivation comes from a positive attitude towards learning the language of another group or community (Gardner, 1985, pp. 82–83). Contrastingly, but not in opposition to integrative orientation, learners with instrumental orientation are inclined to study the target language for utilitarian aims, such as for academic grades or advantages in job hunting. Gardner and Lambert (1959) assume that stronger motivation derives from integrative orientation. In this paper, the two orientations, integrative and instrumental, provide a framework for understanding motivating factors of university students from various specializations at two universities.

Since Gardner’s landmark study, the integrative and instrumental orientations have been modified and revised in motivational studies that have followed it. Notably, Gardner’s Socio-educational Model assesses the integrative motivation by the L2 learner’s desire to become like their ‘target community’. As English is acknowledged as a lingua franca, defining a target community is not clear in many contexts. Zoltán Dörnyei’s L2 Motivational Self System was proposed in 2005 (Dörnyei & Ushioda, 2021, p. 59), partly as a critique to Gardner’s belief that an external role model (target community) was a universal indicator of motivation. Dörnyei proposed that, rather than being derived from positive feelings for an external group of people, motivation derives from ideas created by a learner about their imagined ‘ideal L2 selves’. Our ideal selves could include being more like a target community for certain individuals, but not all. Some may see their L2 ideal self as being able to communicate in English outside of a specific cultural context. Despite this, many of the leading scholars in L2 motivation acknowledge the importance of Gardner’s work in the present context. In a comparison of Gardner’s and Dörnyei’s models, Claro (2020) writes, “the ideal L2 self cannot replace integrativeness. Integrativeness (Gardner) and the ideal L2 self (Dörnyei) are complementary forms of identification that differ in locus of identification” (p. 253). In this way, as authors of the present study, we determined that Gardner’s widely adopted approach to measuring motivation through quantitative measures was appropriate and gave us the motivation to both test his model and provide a structure for qualitative data gathering through interviews with L2 students. Revealing the nature of motivation that students have towards an L2 can help educators gain a better understanding of how they may work towards motivating their L2 students.

### **EFL in Japan**

Our study takes place within an established system of English study for students, which should be taken into account when evaluating the research data. For students at the elementary, secondary, and tertiary level, English language study is part of the curriculum, and we briefly describe the system here.

In 2011, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) introduced mandatory foreign language curriculum to elementary schools for the first time, requiring fifth- and sixth-grade students to study English as an activity. In 2020, a newly revised curriculum introduced the foreign language activities to third- and fourth-grade students, and English lessons as a subject to fifth- and sixth-

graders (Public Relations Office of Government of Japan, 2019, March 13).

After four years of study in elementary school, there is a combined six years of English language study in junior high school and high school. For students wishing to enroll in higher education, much of their high school English education is spent preparing for entrance examinations. In 2021, a new national university entrance examination, called the Common Test for University Admissions, was introduced, containing English as one of the core subjects. It measures reading and listening. The examination is required for acceptance to public universities and many private universities in Japan (The National Center for University Entrance Examinations, 2021). In addition, there are English tests set and administered by individual universities. Thus, the study of English as a foreign language makes up a core part of a student's education in Japan.

Despite the enormous importance that MEXT has placed on EFL in recent years, the ambivalence of Japanese students towards English been widely reported in the literature. Ushioda (2015) notes that Japan “leads the world when it comes to academic research on ‘demotivation’ in language learning” (p. 14). Nakata (2006) corroborates this, writing, “there is a general consensus that the educational system has resulted in Japanese learners with weak English communication ability and low motivation to learn the language” (p. 166).

As teacher-researchers, our desire to investigate motivation in Japanese university students comes from a belief that having a deeper understanding of student motivation will serve to inform the way that we teach, helping to provide a better learning environment for our students.

## **METHODS**

### **Research Objectives**

As teacher-researchers, we wish to explore motivation within the situation of our own teaching institutions. This gives us the advantage of covering both a national university and a private university, as well as the opportunity to make comparisons, where necessary, between the two. We have two main research objectives:

1. To better understand what influences the motivation of Japanese university L2 learners of English;
2. to explore the use of a mixed-methods approach combining Gardner's AMTB model combined with qualitative inquiry in the context of Japanese university EFL students.

### **Data Collection**

In this study, we use a mixed-methods approach by combining a section of Gardner's Attitude/Motivation Test Battery (AMTB) model in combination with semi-structured interviews. A loosely structured interview-based method of inquiry is advocated by Ushioda (2020), who describes it as the “wine and conversation” approach (p. 198). We selected the AMTB framework because the question items seemed to be suitable for the purposes of our research. We also felt that they were sufficiently compatible with the L2 Motivational Self model because the language contained in the questions does not specifically refer to a target community. Furthermore, they are written in a way that helps to give structure to the interview questions, which were an adaptation of the questions used in the questionnaire. Although there has been some

criticism of the model, interviews could be used to identify any weaknesses and create depth to our analysis.

In this exploratory study, interviews were conducted with the view that these participants were not only subjects from which to collect data, but participants with agency, who can help to guide our research and identify ways to shape it as a means of assisting their specific needs and reflect on their own motivation. Until the 1990s, the influence of Gardner’s work was such that there was a heavy emphasis on quantitative studies. However, in the last two decades, qualitative inquiry into motivation by researchers such as Ushioda has become much more popular, providing a greater richness to the field. We have not sought to identify causality or even correlations between the participants’ levels of motivation and L2 proficiency, but instead explore what does and does not motivate students to develop their English language skills. Therefore, no information about their level of English proficiency was collected for this study.

### Questionnaire Participants

The quantitative data collection involved 326 students at two four-year universities (private and public) in Western Japan. Data were collected in the 2021 academic year. First-year undergraduate students from ten major specializations were selected: five from a private university and five from a public university. The groups are noted in Table 1 below:

**TABLE 1. Majors of Participants**

<b>Public Univ.</b>	Education	Law	Medical Specialisms	Engineering	Science
<b>Private Univ.</b>	Japanese language and cultural studies	Mass communication	Psychology	Child development and education	Health and nutrition

Science majors were combined from two faculties, the school of science and school of applied biological science, due to the small number of students and the two majors being combined into one English class when the survey was conducted. Students were asked to complete an online questionnaire anonymously, using an online survey software called Microsoft Forms.

### Quantitative Data Collection

The data-collection instrument used to measure motivating factors was adapted from the *English-language version of Attitude/Motivation Test Battery* (cited in Gardner, 2004). The original AMTB contained five sections and was translated and used for Gardner’s research in different countries, including Japan. We used only the portion about the motivation section of the AMTB, which was translated and cross-translated into Japanese by two bilingual speakers. The section has 14 questions about students’ motivation to study English (Japanese translation in Appendix 1). The first seven questions aim to investigate instrumental motivation (Figure 1), and the second seven focus on integrative motivation (Figure 2). Only instrumental items 4 and 5 were modified from the original AMTB. These two items were adapted from Zahghar (2012), who modified the questionnaire to be more relevant to his context. We also felt that his revisions fitted our context reasonably well. A 5-point Likert-scale was used: *strongly disagree* (1), *moderately disagree* (2), *neutral* (3), *moderately agree* (4), and *strongly agree* (5).

1. Studying English is important because I will need it for my future career.
2. Studying English is important because it will make me more knowledgeable and educated.
3. Studying English is important because it will be useful in getting a good job with a good salary.
4. Studying English is important because I will need to use it on my overseas trips.
5. Studying English is important because I need it for technology uses and the Internet.
6. Studying English is important because other people will respect me more if I know English.
7. Studying English is important because I will be able to read newspapers, magazines, and books published in English.

**FIGURE 1. Items Used for Measuring Students' *Instrumental* Motivation**

1. Studying English is important because it will allow me to be more at ease with people who speak English.
2. Studying English is important because it will allow me to meet and converse with various people.
3. Studying English is important because it will enable me to better understand and appreciate English art and literature.
4. Studying English is important because I will be able to participate more freely in the activities of other cultural groups.
5. Studying English is important because it will help me make many friends from many parts of the world.
6. Studying English is important because it will allow me to learn about the culture and social life of English-speaking people.
7. I study English because it is enjoyable.

**FIGURE 2. Items Used for Measuring Students' *Integrative* Motivation**

### Qualitative Data Collection

Eight interview participants were recruited from the students who answered the questionnaire. Our goal was to interview one student from each of the 10 groups from which we collected data. However, we were unable to recruit volunteers from the science and psychology majors. The first students from each major to respond to our inquiry were chosen for the interview.

### Method of Inquiry

Participants were asked questions in a semi-structured interview format. To guide interviews and elicit information from the students about their own motivation towards learning English, an interview version adapted from the questionnaire was created (Appendix 2). All interviews were conducted remotely through the online conferencing platform, Zoom, and were conducted in Japanese. Interviews were recorded, translated and reviewed by the first author in order to identify common responses as well as better understand the students' ideas about motivation on an individual basis. Participant responses were then compared with the quantitative data set to determine whether patterns might emerge. Responses were translated by the first author from Japanese to English.

## RESULTS AND DISCUSSION

This section has three main parts. In an initial step, *t*-tests were used to look for significant differences between integrative and instrumental motivation. In the second section, we briefly use descriptive statistics to examine the overall results for the two universities (Table 3). In the third and main part of the analysis, we use qualitative data analysis to investigate items which are highly ranked by students and items that are ranked low.

### Quantitative Data Analysis

#### Testing for Significant Differences between Integrative and Instrumental Orientation

The question items were categorized into two groups: integrative and instrumental motivation, based on Gardner's AMBT section on motivation. We used the statistical analysis software, SPSS to analyze the data. To measure differences in motivation between integrative and instrumental orientation, a *t*-test was performed to see if there was a statistically significant difference between the two. No significant difference was found between the average scores of the two types of motivation. The two orientations were virtually identical as shown in Table 1. As further checks, we performed *t*-tests on students at the same university, and also for each of the ten groups. We found no significant differences between the orientations.

**TABLE 2. *T*-test Results for All Participants**

Motivation Orientation	Participants ( <i>N</i> =326)	
	<i>M</i>	<i>SD</i>
Instrumental Orientation	3.80	0.66
Integrative Orientation	3.80	0.66

#### Overall Descriptive Data from the Survey

The descriptive data indicates that while the overall level of self-reported motivation was higher amongst the public university students, there was virtually no discernable difference. Furthermore, in the case of both universities, the means of the instrumental and integrative items were nearly identical (for the means scores of each department, see Appendix 3).

**TABLE 3. Means of Motivation Items (Public and Private Universities)**

		Instrumental items								Integrative items							
	M*	1	2	3	4	5	6	7	M**	1	2	3	4	5	6	7	M***
Public ( <i>n</i> = 145)	4.00	4.17	4.17	4.04	4.42	3.79	3.24	4.17	4.00	4.32	4.34	3.72	4.23	4.22	4.09	3.18	4.02
Private ( <i>n</i> = 181)	3.89	3.75	3.87	3.54	4.06	3.40	3.14	3.71	3.64	3.83	4.00	3.49	3.70	3.86	3.76	2.75	3.63
Total ( <i>n</i> = 326)	3.95	3.96	4.02	3.79	4.24	3.60	3.19	3.94	3.82	4.08	4.17	3.61	3.97	4.04	3.93	2.97	3.83

*Notes.* Likert scale: 1 = strongly disagree, 2 = moderately disagree, 3 = neutral, 4 = moderately agree, 5 = strongly agree

*M*\*= Total mean score of all items; *M*\*\*= Total means score of instrumental items; *M*\*\*\*= Total mean score if integrative items.

## Qualitative Data Analysis

### High-Ranked Items

#### *Overseas Trips (Instrumental Item 4)*

The item that is most highly ranked in both universities is number 4 for the instrumental motivation section: *Studying English is important because I will need to use it on my overseas trips*. The interviews indicate that this can relate to study interests. For example, an interviewee from the education major expressed an interest in the Finnish educational system; a law student expressed an interest in visiting Germany, due to an interest in German law; a nursing student wants to get nursing qualifications in Australia. In addition, the nursing student was shocked by the conditions for childbirth in some parts of Africa and has joined a program oriented towards working there in the future.

Another reason for overseas trips is connected to interests unrelated to specialisms. For example, students cited sightseeing abroad as a reason for studying English. Another student was motivated by an interest in Korean food culture and cosmetics. In this case, she was viewing English as a *Lingua Franca*, which she could use to further her personal interests. Another student had a strong desire to visit Disney World in Florida.

The reason for the high score on item 4 may be that overseas trips cover both interests in going abroad to develop knowledge in a discipline such as law, and in some cases to work in aid-related areas, as well as general interest in vacations and cultural trips.

A very interesting observation was made by one student from the private university: *I'm not really sure if English skill is necessary in Japanese society though*. One of the challenges for Japan is that, as an island country with a large population, big economy, high level of technology, and Japanese as the main language of communication, a number of students may not regard English language skills to be important for their future lives. For example, if students studying nutrition are planning to work as chefs in Japan, they may differ in their view from students studying a specialism such as medicine, in which they may need to read medical articles and give presentations in English.

#### *Meeting and Conversing with Various People who Speak English (Integrative Item 2) and Being at Ease with People who Speak English (Integrative Item 1)*

The second most highly ranked item relates to being able to meet and converse with various people (integrative item 2). This may also be highly ranked because it covers a broad category. The students want to connect to people who are interested in the same disciplines as they are and from whom they can learn. Given that English is now a *Lingua Franca*, and interlocutors are often both speakers of English as a second language, students identify the language as a doorway to the wider world. The desire to meet and converse connects strongly with integrative item 1, which measures the desire students have to feel at ease when interacting in English. Students want to gain the confidence to be able to have these interactions. Of the eight students interviewed, only two reported that they do not become nervous when having conversations where English is the medium of communication. All of the other students said they have felt varying degrees of nervousness speaking English in real-world situations, though for varying reasons. Two of the students described similar experiences of being suddenly stopped in Japan by English speakers asking for directions

to a particular location. The suddenness of being asked to converse in English was unnerving for them.

### Low-Ranked Items

#### *Enjoying Studying English (Integrative Item 7)*

A initial point of concern is that, in the quantitative data, students rated the question about enjoying English last out of all question items. However, based on the interviews, the responses from interviewees were varied, with the majority of students having both positive and negative feelings towards English study, making it difficult to answer the question within the confines of a Likert-scale item. Four of the eight students interviewed reported that overall, they enjoy English. The two most positive students, one in the medical group and one in the health and nutrition group, both reported that they study English on their own volition through online English conversation sites, social media sites, and a study abroad application.

When speaking negatively about studying English, three students reported that they had negative opinions of their English curriculum in secondary school, mentioning that many classes are taught in Japanese and grammar-based. Three students also commented that they enjoy the communicative aspect of studying English more than grammar and seem to appreciate the fact that English conversation is offered at their university.

Despite these general statements, it seems that students have mixed feelings towards studying English that cannot adequately be measured in a single quantitative question item. The most concrete example of this was one student who reported that due to her high school being a *Super Global High School* (a school which receives extra support for English), she experienced a high degree of burnout by the time she graduated. These days, she questions why she had to study so much. At this point in her life, she feels that she does not need to study English in a school setting any further. Despite this, the same student reported that she currently enjoys the freedom and time she has to study English for her own interest. She enjoys reading what English articles have to say about her favorite Japanese idols and studies vocabulary for this purpose.

These mixed responses reported by the interviewees may offer some indication as to why the majority of students answered so close to the neutral response of 3 on the Likert-scale. The qualitative data indicate a highly nuanced response to the question.

#### *English is Important for Gaining Respect (Instrumental Item 6) and English Art and Literature (Integrative Item 3)*

The final two items that ranked at the bottom are instrumental item 6 and integrative item 3. Instrumental item 6 inquired about whether students wanted to learn English in order to gain respect. While this question may be suitable in certain cultural contexts, it is the belief of the authors that this may not be a suitable question for Japanese learners, where humility is seen as a virtue, and giving the impression that one is doing something in order to gain a positive evaluation from others may appear arrogant. It is also possible that while in other cultures, English ability may be perceived as a way to garner respect, this may not be the case in Japan.

Integrative question item 3, which asked about English art and literature, also ranked low. However, the results indicate some confusion about the nature of the question. One possibility is that students were



unsure about what constitutes English art and literature. Furthermore, this question may be indicative of a generational gap and the amount of time that has passed between Gardner's original study and the present. Considering the interests of most current eighteen-year-olds, it may have been more appropriate to inquire about other media, such as what English movies, social media, or online platforms they are interested in. The interview data seem to reflect this idea quite well. One student who reported an interest in English art and literature cited literary works such as Hemingway and Broadway musicals. It seems that when conceptualizing English art and literature, popular contemporary works in the form of movies or comics were not considered. One interviewee responded that they did not know much about art and could not recall any English literature that they were aware of. Another interviewee responded simply that she/he did not know about this topic. It is likely that a rephrasing of the question to include a broader conception of art and literature is necessary, and we also need to consider whether a broader approach to culture abroad would be better. Thus, both the items discussed in this section should be reconsidered in order to more accurately reflect the context in future studies.

### Summary

To summarize, students reported an interest in cross-cultural interactions, based on their responses to instrumental item 4, with a focus on the practicality of English to travel abroad, as well as the integrative items about cross-cultural communication and relationships (1, 2, 5). They also scored high on the instrumental items on job prospects and knowledge (1, 2). This indicates that most students are motivated to learn English for pragmatic objectives. Overall, students seem less inclined to be motivated by the prospects of elevated status and respect (instrumental item 6) and have mixed feelings about their experiences studying English. While several interviewees said they do not enjoy studying English, the mean scores of the responses give the impression that they value the significance English can potentially have on their personal and professional life, and they may be willing to persevere through English lessons in order to achieve their goals.

## **PEDAGOGICAL IMPLICATIONS**

In this section, we discuss a variety of ways that classes might be improved to aid motivation. In this small-scale study, we have not found a clear distinction between integrative and instrumental motivation. Instead, we have found that the motivation to study English is often bundled with a desire to achieve something that requires the medium of English.

### **Connecting English to Key Interests**

The most motivating item for students was overseas travel, but this should be seen more broadly as a desire to experience and connect with the world outside their home country. Giving students the opportunity to connect their interests through the medium of English would help them to see it more as a medium of communication. For some students those key interests would directly concern their specialisms, while for others it might be more oriented towards personal interests in music or online entertainment. Classes can be used to incorporate elements of process-based learning: materials can be oriented partially towards asking students to reflect on English, how they want to use it, what they would like to research, researching their interest, and presenting it to their peers and teacher. This would involve using the Internet as a resource from

which students draw information and ideas.

### **Building Confidence through Peer-to-Peer Communication**

A number of students wish to be comfortable communicating in English and express a desire to overcome nervousness. As online communication becomes more extensive, there are now more possibilities for students to communicate with each other. Learning Management Systems, software programs for managing classes, allow students to write messages and connect through the medium of English in the safety of their own class groups by utilizing discussion boards or writing blogs as well as commenting on them. Even though this communication may only occur between L1 Japanese speakers, it may help to build confidence that they can communicate effectively with each other in another language.

### **The Teacher as a Facilitator**

The role of teachers as facilitators can expand by making students aware of the possibilities for language use and encouraging them to share their language learning experiences. Clearly, some students find their own ways of learning English through online sites, and there are increasing opportunities to interact with international students at many universities, although the latter has been badly impacted in recent years by the COVID-19 pandemic. If students can be made fully aware of their options for using and developing English, they are more likely to be able to find a way of using the language that suits them.

## **LIMITATIONS**

Although the study initially aimed to measure differences between integrative and instrumental motivation quantitatively, it became evident that the instrumentation was not suitable for this purpose. In future studies, the questionnaire items will need to be revised as mentioned in the discussion section. Additionally, while we thought that Gardner's framework was suitable for our purposes, future studies should take into account other research models by Dörnyei, Ushioda, and Tremblay, to name a few, that have built upon Gardner's Socio-educational Model and have pushed the field forward with new methods of inquiry.

## **CONCLUSION**

The results from the questionnaires and the interviews indicate that contrary to our initial assumption that motivation to learn English would be low among the students we surveyed, participants reported a high amount of motivation on question items in the survey. While we found no difference between the two orientations towards motivation, the interviews suggest that many students are interested in learning English for utilitarian purposes, such as going abroad and connecting to their specialisms. While English for specific purposes has not been discussed here, it is something that can be investigated alongside motivational studies in the future.

As practitioners, gaining a deeper understanding of motivation as it relates to our students is an important step in understanding how we can aid them in developing their English language skills. Learning a language is a long and complicated process, with many factors at play, so in that sense, motivation is only one component of a whole network of factors that influence language learning. While in his original work, Gardner strongly advocates that integrative motivation is superior to instrumental motivation, we believe it

is important to respect the attitudes of students, regardless of the nature of the motivation that a student might have towards learning an L2. Teachers should seek to understand these motivations and support students in achieving their goals, whether it be to pass their next exam, or to achieve native-like speaking abilities.

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## APPENDIX 1. Japanese-Language Survey Used to Measure *Integrative* and *Instrumental* Motivation Factors in University EFL Students

### 英語を学ぶ動機・目的についてのアンケート調査

このアンケートは皆さんが英語を外国語として、または第二言語として学ぶ動機を調査する研究のためのデータ収集を目的としたものです。日本の英語教育・異文化教育がより効果的なものに発展することを目的として研究しています。

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|---|-----------|
| 1 | 全然そう思はない  |
| 2 | あまりそう思わない |
| 3 | どちらとも言えない |
| 4 | そう思う      |
| 5 | 絶対そうだと思う  |

- |                                                   |   |   |   |   |   |
|---------------------------------------------------|---|---|---|---|---|
| ① 就職してから必要になるので英語の勉強は重要だ                          | 1 | 2 | 3 | 4 | 5 |
| ② いろんな知識や教養が身につくので英語の勉強は重要だ                       | 1 | 2 | 3 | 4 | 5 |
| ③ 収入のよい仕事に就くのに役立つため英語の勉強は重要だ                      | 1 | 2 | 3 | 4 | 5 |
| ④ 海外に行った時に必要なので英語の勉強は重要だ                          | 1 | 2 | 3 | 4 | 5 |
| ⑤ インターネット等の最新技術を使うために必要なため英語の勉強は重要だ               | 1 | 2 | 3 | 4 | 5 |
| ⑥ 英語が分かれば周りから尊敬されるので英語の勉強は重要だ                     | 1 | 2 | 3 | 4 | 5 |
| ⑦ 英語がわかれば英語の新聞、雑誌、本が読めるようになるので英語の勉強は重要だ           | 1 | 2 | 3 | 4 | 5 |
| ⑧ 英語を話す人と接する際に気持ちに余裕ができるので英語の勉強は重要だ               | 1 | 2 | 3 | 4 | 5 |
| ⑨ より多くの多様な人々と出会い、話すことができるようになるので英語の勉強は重要だ         | 1 | 2 | 3 | 4 | 5 |
| ⑩ 英語の文学や美術がより深く理解でき、面白さを味わうことができるようになるので英語の勉強は重要だ | 1 | 2 | 3 | 4 | 5 |
| ⑪ 異文化の人たちの集まり・活動に気兼ねや心配なくよりのびのびと参加できるので英語の勉強は重要だ  | 1 | 2 | 3 | 4 | 5 |
| ⑫ いろんな国の人たちと友好関係を築くのに役立つので英語の勉強は重要だ               | 1 | 2 | 3 | 4 | 5 |
| ⑬ 英語圏の人々の日常の関わり合いや文化について知ることができるので英語の勉強は重要だ       | 1 | 2 | 3 | 4 | 5 |
| ⑭ 英語を勉強する理由としては楽しいからだ                             | 1 | 2 | 3 | 4 | 5 |

## APPENDIX 2. Questions for Semi-Structured Interviews

1	Do you get nervous more or less when communicating with people who speak English? Or from 1-10, How nervous do you get when... 英語を話す人達とコミュニケーションをとるときには少なからず緊張しますか？	(Intg. 1)
2	What makes you want to have more interactions with people who are not Japanese? より多くの日本人以外の多様な人々とどのように交流したいと思いますか？	(Intg. 2)
3	What English art and literature are you interested in? どのような英語の美術や文学に触れてみたいですか？	(Intg. 3)
4	What kinds of activities/gatherings of other cultural groups do you want to participate in using English? どのような他文化の活動や集まりに英語を使って参加してみたいですか？	(Intg. 4)
5	From what part of the world do you want to make friends? どの国々の人々と友達になってみたいですか？	(Intg. 5)
6	What do you want to learn about the culture and social life of English-speaking people? 英語圏の人々の文化や社会生活（日常の関わり合い）のどんなことについて知ってみたいと思いますか？	(Intg. 6)
7	How do you like studying English? Are there any fun activities you enjoy both in and outside classroom? 英語の勉強は好きですか？ 英語の授業や学校以外で楽しい英語の活動はありますか？	(Intg. 7)
8	In what ways do you think English is useful in getting a good job with a good salary? 高収入で良い仕事に就くために英語はどのように役に立つと思いますか？	(Inst. 3)
9	For what purposes do you think will you need to use English in your future career? 就職してからどのような目的に英語を使うことになると思いますか？	(Inst. 1)
10	What kind of knowledge do you want to obtain by understanding English? 英語を理解することによってどのような知識を身に付けたいですか？	(Inst. 2)
11	What country do you want to visit in the future? どこの国を訪れてみたいですか？	(Inst. 4)
12	When using technology and the Internet, in what cases do you need to understand English? インターネットなどの科学技術を使う際、どのような場合に英語が理解できる必要がありますか？	(Inst. 5)
13	Do you think people would respect you more if you were able to use English? Yes/No -> Why do you think so? 英語を使うことが出来るとより尊敬されると思いますか？ はい/いいえ→ どうしてそう思いますか？	(Inst. 6)
14	What kind of English-language materials (books, news, magazines) do you (want to) read? どのようなもの（本、ニュース、雑誌）を英語で読むことがありますか？／読んでみたいですか？	(Inst. 7)

### APPENDIX 3. Means of Motivation Items by Major

	M*	Instrumental items								Integrative items							
		1	2	3	4	5	6	7	M**	1	2	3	4	5	6	7	M***
Ed (n = 22)	4.08	4.05	4.32	3.95	4.36	3.82	3.00	4.23	3.96	4.41	4.36	3.95	4.45	4.13	4.23	3.86	4.20
Law (n = 24)	4.05	4.00	4.25	4.04	4.58	3.50	3.38	4.29	4.01	4.42	4.46	3.67	4.42	4.33	4.13	3.29	4.10
Medical (n = 28)	4.11	4.00	4.36	4.12	4.46	3.50	3.38	4.29	4.06	4.36	4.43	3.89	4.29	4.32	4.21	3.57	4.15
Science (n = 37)	3.91	4.43	4.00	3.92	4.35	3.84	2.95	4.11	3.94	4.24	4.24	3.73	4.03	4.11	3.92	2.81	3.87
Engineer (n = 34)	3.97	4.21	4.06	4.15	4.41	4.06	3.38	4.09	4.05	4.26	4.29	3.47	4.15	4.24	4.06	2.74	3.89
JP CL (n = 35)	3.76	3.94	3.86	3.69	3.91	3.71	3.20	3.91	3.75	4.00	4.11	3.60	3.83	3.91	3.91	2.97	3.76
Mas Cm (n = 28)	3.52	3.75	3.93	3.68	3.71	3.21	3.14	3.54	3.57	3.75	4.00	3.32	3.36	3.68	3.50	2.64	3.46
Psych (n = 24)	3.38	3.38	3.88	3.17	4.00	3.13	2.88	3.38	3.40	3.71	3.75	3.29	3.46	3.42	3.58	2.38	3.37
Child Ed (n = 41)	3.80	4.05	3.95	3.78	4.37	3.51	3.17	3.73	3.79	4.00	4.20	3.59	4.05	4.10	3.93	2.80	3.81
Nutrition (n = 53)	3.59	3.55	3.77	3.34	4.13	3.32	3.19	3.79	3.59	3.70	3.89	3.51	3.64	3.92	3.75	2.77	3.60

Note. Likert scale: 1 = strongly disagree, 2 = moderately disagree, 3 = neutral, 4 = moderately agree, 5 = strongly agree

M\* = Total mean score of each university; M\*\* = Total means core of instrumental items; M\*\*\* = Total mean score if integrative items.

## ABSTRACT

# **EFL Motivating Factors in Japanese Non-English / Intercultural Studies University Majors: A Mixed-Methods Approach**

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This study investigates motivating factors of Japanese university EFL students, particularly those whose majors are not English or intercultural studies. The authors used a mixed-methods approach, combining quantitative data from 326 students at four-year universities (private and public) in Western Japan, as well as interviews with eight students from the same universities. For quantitative data collection, this study uses an adaptation of a 14-item questionnaire, created to measure two types of L2 motivation: *instrumental* and *integrative*, adapted from Gardner (Gardner, 2004). In this research, the quantitative results showed little difference between the two types of motivation. For the qualitative data analysis, semi-structured interviews were conducted, asking 14 open-ended questions to elicit more details on participants' ESL/EFL experiences and their motivation for learning English. Looking at the items that had the highest mean scores as well as the ones with the lowest scores, this research gauges the learners' experiences, reasons, and attitudes towards learning English. In general, participants in this survey appeared to be motivated to learn English. They seemed to be interested in cross-cultural interactions and relationships, as well as developing English competence for utilitarian matters, both professionally and privately. However, both the quantitative and qualitative measures appear to indicate that the participants had mixed opinions about studying English as a subject at school.

## 要 約

### 英語／異文化研究が専攻ではない大学生の英語を外国語として学ぶ学習動機要因： 混合研究法

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本稿では英語文化・国際文化の類の分野を専攻としない日本の大学生の英語を学ぶ動機について調査を行った。調査は西日本にある公立と私立の四年制大学の合計326名の学生から収集した量的データと、これらの大学の学生8名に行ったインタビュー調査から得た質的データによって混合法を用いた。量的データの収集には Gardner (参照 Gardner, 2004) のものから取り入れた「道具的動機」と「統合的動機」の2種類の第二言語習得の動機を測定するために作成された14項目のアンケートを使用した。量的データの分析結果に2種類の動機付け要因の間の差異はほとんど見られなかった。質的データの収集には参加者の英語学習の経験や動機についてより詳細に聞き出す14問の自由形式の質問による半構造化インタビューを実施した。平均値が高い項目と低い項目に注目して被験者の英語学習に関する経験、学ぶ理由、姿勢について考察した。今回の調査では全般的に被験者の英語学習への意欲が高いことがうかがえた。また、被験者の多くは異文化交流に興味があり、仕事やプライベートのために実用的な英語力を身につけたいと考えていることもうかがえた。しかしながら、両方の測定（量的・質的）によって被験者達が学校で英語を教科として学ぶことについて様々な意見を持っていることがわかった。