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本研究では、学生の英語学習一般に対するモチベーションについて質問調査を行い、その結果を因子分析した結果認められたモチベーションの因子が、学生の出席率にどのような関係があるかについて調べた。また、モチベーションに男女差が認められるかどうかについても併せて分析した。分析の結果、「英語圏の文化・ライフスタイルに対する興味とそれらの人々との交流に対する関心」、「英語学習一般に対する内発的関心」、「英語学習一般に対する否定的な意見」、「および英語学習一般の重要性」という4つの因子が認められたが、この中で、出席率と相関関係があるのは、「英語学習一般に対する内発的関心」のみであり、男女差が認められたのは、「英語圏の文化・ライフスタイルに対する興味とそれらの人々との交流に対する関心」であった。

This is a study of why some students are frequently absent from their required English classes while others conscientiously attend every class. Although there are numerous factors, ranging from how busy students are with their extracurricular activities to various physical variables, that may determine their patterns of absence, the present study explored a possible role motivation may play in determining whether they come to class or not.

In the field of SLA, ever since Gardner and Lambert (1959) acknowledged that not only aptitude, but also motivation is strongly related to second language achievement, many researchers (e.g., Gardner, 1985, 1988, 2000, 2001; Clement, Dörnyei & Noels, 1994; Dörnyei, 1990, 1996, 1998, 2001; Julkunen, 2001; Noels & Clement, 1996) have made rigorous efforts to determine what constitutes second language learning motivation, and how it is related to achievement. However, the amount of research devoted to looking at the relationship between motivational behavior and motivation has been rather meager compared to the entire body of motivational research. Thus, this study attempted to investigate whether there is any significant relationship

between motivation and classroom behavior, operationalized as the number of absences. The variable of absences was chosen as it was an observable, objective, and documented classroom behavior.

However, in order to obtain information regarding how motivation is related to absences, we first tried to define motivation to learn English using one of the most well-known psychological models of motivation, Expectancy Value Theory (Eccles, 1983; Eccles & Wigfield, 1995; Wigfield, 1994; Wigfield & Eccles, 1992; Wigfield, Eccles, & Pintrich, 1996) as the main framework of the study. According to Eccles and Wigfield (1995), achievement behavior is predicted by two constructs: expectancy for success in a given task and the value the individual associates with success in that task. Expectancy in this model refers to students' expectancy for success on a certain task, which in turn can be predicted not only by their perceptions of task difficulty, but also by their expectation of their ability to perform that task. On the other hand, value beliefs consist of four components: Attainment Value, Intrinsic Value, Extrinsic Utility Value, and Cost. In this model, Attainment Value denotes the individual's perception of importance of success in a given task with reference to their perception of how significant a task is to their self-schema or identity. Intrinsic Value refers to the enjoyment that task engagement brings about whereas Extrinsic Utility Value refers to the usefulness of the task in terms of an individual's future goals. The last component, Cost, signifies individuals' perceived negative consequences of engaging in the task.

Although most empirical research until recently has had a tendency to emphasize the expectancy component in an

expectancy-value framework (mentioned in Eccles & Wigfield, 1995), Eccles and Wigfield pay equal attention to both value and expectancy components in their model. The results of their research (Eccles, 1983; Meece, Wigfield, & Eccles, 1990; Wigfield & Eccles, 1992) imply expectancy beliefs, including self-concept, ability perceptions and expectancy for success, are significant predictors of actual achievement and performance, whereas value beliefs are better predictors than expectancy beliefs when it comes to choice behavior (i.e., intentions to take future courses and actual enrolment).

Although the present study referred to the expectancy-value theory as the basis of the design, it also incorporated two of the sub-components in Gardner's socio-educational model of motivation. The two that are included are Attitudes toward Cultures and People of English Speaking Communities, a sub-component of Integrativeness, and Effort, a sub-component of Motivation in his model. The reason why we decided to include these two aspects was because they are part of Integrativeness and Motivation that Gardner and his associates (Gardner, 1985, 2001; Glikson, Gardner, & Smythe, 1982; Gardner & Smythe, 1975) repeatedly found important in second language learning and which are not considered by the expectancy-value theory.

One specific variable this study looked at was gender. A number of gender-based motivational studies support the idea of differences in academic motivation between male and female students (e.g., Bacon & Finnemann, 1992; Burstall, Jamieson, Cohen, & Hargreaves, 1974; Dörnyei & Clement, 2001; Gardner and Lambert, 1972; Goldberg Muchnik & Wolfe, 1982; Pritchard, 1987; Sung & Padilla, 1998). However, the present study found it essential to

confirm this point and further investigate in what aspects of motivation possible gender differences reside. Moreover, this paper explored whether information regarding motivational differences between male and female students can be used to explain the patterns of their attendance.

In summary, the present study attempted to answer the following research questions:

1. What constitutes English learning motivation among a sample of university students in Japan?
2. Are there any differences in motivational sub-constructs between males and females?
3. Is there any relationship between motivational constructs, and the variables of gender and attendance?

Methods

Participants

The participants in the study were 453 second-year students in the Faculty of Cultural Studies of a large private university in Kyoto, Japan. Entry into the program is highly selective, with only the top ten percent of the applicants being selected. In this faculty, all students take a total of seven required English classes over a two-year period, regardless of their field of study within the faculty. Note that these students are not language majors, and that the study of a language may or may not be a major part of their field of study. Their TOEFL scores ranged from 310-540, with the mean being 427. The majority of the respondents filled out the questionnaire during class in the tenth week of the semester. The response rate was 90%.

Motivation Questionnaire

The questionnaire, consisting of 30 seven-point Likert scale items, was developed and administered in Japanese (see Appendix 1 and 2 for details of the questionnaire). Most questionnaire items were originally written so that they would match the context of this study, drawing upon the constructs proposed in expectancy-value theory. Those constructs include students' Expectancy for Success in Learning English, Attainment Value, Intrinsic Value, Extrinsic Utility Value, and Cost of Learning English. However, Gardner's concepts of Attitudes toward Cultures and People of English Speaking Communities, and Effort were also incorporated and measured by such items as "I am interested in American lifestyles and cultures," and "I would like to make American friends," and "I try to study hard in English classes" and "I procrastinate about doing my homework/assignments until right before the due date," respectively.

Results

Motivational Factors

In order to discover the motivational constructs that underlie the 30 questionnaire items, a principal components analysis was performed. In principal components analysis, correlations between items are examined and these correlated items are combined into one factor. After the first factor has been extracted, consecutive factors are defined to maximize the variability that is not captured by the preceding factor. Because as we extract consecutive factors they account for less variability, it is necessary to determine how many

factors to extract. In this study, the number of factors to extract was based on the following criteria:

1. Eigenvalues (the variances extracted by the factor) are greater than 1.0.
2. Each factor contains individual items with a minimum factor loading of .45 where a factor loading is a correlation between the items and a factor.

It is usually suggested that a loading of .30 or above is considered to be a substantial correlation between the items and a factor, we adopted more stringent criteria in order to achieve a clearer structure. Furthermore, to determine the best items for each of the motivational sub-components, any items that seemed to be rather confusing based on the previous administrations of the questionnaire were eliminated (items 11, 25, 26, and 29).

After varimax rotation, a four-factor solution was chosen, which accounted for 54.4% of the total variance (See Table 1). The reliability of the questionnaire after eliminating the confusing items was .85 using Cronbach's alpha.

Table 1. Principal Components Analysis Summary: Eigenvalues and Percent of Variance Explained

Factor	Eigenvalue	Pct of Var	Cum Pct
1	7.29	28.00	28.00
2	3.17	12.20	40.20
3	2.06	7.90	48.10
4	1.64	6.30	54.40

Table 2 shows which items are loaded on (correlated with) which factor. The numbers are all factor loadings except for the ones in the right column. The numbers in the right column designated by h^2 are the communality, which is the proportion of variance of the respective item that is due to the common factors, and therefore, shared by all items.

Principle components analysis allows us to look at a number of items or variables and find 'common ground' among them, which helps us to define the factors. Most of the items that loaded on Factor 1 are concerned with students' attitudes toward cultures and people of English speaking communities. On the other hand, three of the items that are thought to be indicative of Extrinsic Utility Value (items 22, 23 and 27) loaded on this factor as well. However, those items also seem to match Gardner's description of integrative reasons for studying English, e.g., "I am studying English because I would like to live abroad in the future," and "I would like to use English I studied when I travel overseas." Thus, Factor 1 is referred to as Integrativeness.

Items predicted to be indicative of Expectancy for Success, Intrinsic Value and Effort all loaded on Factor 2. However, it can be assumed that items 10, 21 and 28 of Effort may be an indicator of how much students enjoy studying English rather than of their perceived effort. Likewise, items 1 and 18 of Expectancy for Success also seem to better imply how much students like English. Therefore, together with the rest of the items that are clearly indicative of students' intrinsic value of studying English, Factor 2 is best described as Intrinsic Value.

Although the items considered to be indicative of 5 different constructs loaded on Factor 3 together, all of the

Table 2. Principal Components Analysis Summary: Factor Loadings

Items					h^2
Factor 1: Integrativeness					
2. I am interested in American lifestyles and cultures.	0.65	0.23	0.04	0.03	0.47
3. I am interested in British lifestyles and cultures.	0.65	0.03	-0.02	-0.01	0.43
4. I am interested in lives and cultures of other English speaking countries.	0.61	0.16	0.04	0.13	0.42
8. By studying English, I hope to be able to read English novels, newspapers and/or magazines.	0.49	0.08	0.00	0.47	0.47
12. I would like to make American friends.	0.74	0.18	0.08	0.19	0.63
13. I would like to make British friends.	0.81	0.07	0.00	0.17	0.69
14. I would like to communicate with people in other English speaking countries.	0.75	0.10	0.06	0.30	0.67
22. I am studying English because I would like to live abroad in the future.	0.56	0.32	-0.04	0.06	0.42
23. I would like to use the English I studied when I travel overseas.	0.54	0.11	-0.07	0.32	0.42
27. By studying English, I hope to be able to understand movies in English.	0.56	0.09	-0.10	0.33	0.45
Factor 2: Intrinsic Value					
1. I am good at English.	0.16	0.73	-0.05	0.00	0.56
5. I like studying English.	0.25	0.77	0.05	0.21	0.71
10. I try to study hard in English classes.	0.33	0.46	0.00	0.29	0.41
16. Studying English is fun.	0.23	0.77	0.03	0.24	0.70
18. I liked English classes at junior and senior high schools.	-0.05	0.53	0.02	0.25	0.34
21. Even if there were no homework, I would try to study outside of class.	0.30	0.57	-0.03	0.24	0.48
28. I work on my assignments according to a preplanned schedule.	0.07	0.62	0.01	-0.16	0.41
Factor 3: Negative Value					
9. I am studying English merely because it is a required subject.	0.03	0.00	0.80	0.02	0.65
15. My grades for English classes at junior and senior high schools were not very good.	0.01	0.09	0.63	-0.02	0.40
19. I would rather not to study English if possible.	0.03	-0.01	0.85	0.00	0.73
24. I am studying English merely because I would like to get good grades.	-0.01	-0.07	0.80	0.06	0.65
30. Studying English is a waste of time.	-0.03	-0.03	0.84	0.01	0.71
Factor 4: Attainment Value					
6. Studying English is important because it will be conducive to my general education.	0.19	0.06	0.06	0.74	0.59
7. Studying English is useful.	0.24	0.20	-0.03	0.65	0.52
17. Studying English is important because it will broaden my view.	0.22	0.22	0.06	0.71	0.61
20. Studying English is important because it will make me a more knowledgeable person.	0.13	0.08	0.00	0.76	0.61

items seem to indicate students’ perceived negative value of, or aversion to, learning English. Thus, Factor 3 is labelled Negative Value. On the other hand, Factor 4 was predominated by four items, all of which were associated with students’ perceived importance of learning English. It was thus best termed as Attainment Value.

Gender Differences

In order to examine whether there is a significant difference between male and female students in motivation and attendance, a multivariate analysis of variance was performed on five dependent variables: Integrativeness, Intrinsic Value, Negative Value and Attainment Value, and attendance. With the use of Wilks’ criterion, the combined dependent variables were significantly affected by the independent variable, gender, $F(1, 406)=6.62, p<.001$. As shown in Table 3, the results of the univariate F tests for each dependent variable indicate that male and female students differ significantly in Integrativeness: female students scored significantly higher than male students. Table 3 also shows that there is a significant difference between genders in the number of absences. Again, female students were absent less frequently than male students were.

Table 3. Multivariate analysis of variance of motivational subscales and attendance between male and female students

Variable	Mean Sqr Effect	Mean Sqr Error	F (df1,2) 1,406	p-level
Attendance	131.97	8.15	16.19	0.00
Integrativeness	14.38	0.97	14.83	0.00
Intrinsic value	1.73	1.00	1.73	0.19
Negative Value	1.24	1.00	1.24	0.27
Attainment Value	0.46	1.00	0.46	0.50

Relationship between the Motivational Scales and Attendance

A multiple regression was also performed with attendance as a dependent variable, and factor scores for the four motivational variables as independent variables. Table 4 shows the summary of multiple correlation analysis, which indicates that these motivational scales can predict attendance better than what would be expected by pure chance alone. The R^2 shows the amount of variance explained by the model.

Table 4. Summary of multiple correlation analysis of the motivational scales with attendance as the dependent variable

R	R ²	Adjusted R	Std. Err
0.16	0.02	0.02	2.87

In order to learn which of the motivational scales contribute most to the prediction of attendance, take a look at Table 5 which shows that the regression coefficient for Intrinsic Value is significant, suggesting that information regarding Intrinsic Value differences can be used to predict student attendance.

Table 5. Regression analysis of the motivational scales with attendance as the dependent variable

	Unstandardized	Coefficients	Standardized Coefficients		
Variable	B	SE B	Beta	T	Sig T
Integrativeness	-0.11	0.14	-0.03	-0.74	0.45
Intrinsic value	-0.46	0.14	-0.16	-3.26	0.00
Negative value	-0.04	0.14	-0.01	-0.29	0.76
Attainment value	-0.17	0.14	-0.05	-1.19	0.23
(Constant)	3.08	0.14		21.71	0.00

Discussion and Conclusion

The present study attempted to explore three major issues: 1) the multidimensionality of motivation; 2) possible gender differences in motivation and absence patterns; and 3) the relationship between motivation and absence.

As to the first issue, this study indicated that motivation to learn English is multi-faceted. Although this study was based upon Expectancy-value Theory and Gardner's Socio-educational model of motivation, it was not meant to replicate their work, as most questionnaire items were rewritten so that they would match the particular context of this study. Nonetheless, the structural components of motivation to learn English found in this study can be compared with those identified by the researchers listed above. Among the six motivational constructs proposed in Expectancy Value Theory (Expectancy, Past Experience, Attainment Value, Intrinsic Value, Extrinsic Utility Value, and Cost), Attainment Value and Intrinsic Value emerged as independent factors. Although some positively worded items indicative of Expectancy and Past Experience were loaded together with Intrinsic Value items, this finding, partially in keeping with the results of previous research, (Mori, 2002; 2003) indicates that Attainment Value and Intrinsic Value may be in fact distinguishable motivational constructs.

It is interesting though that Extrinsic Utility Value items were intermingled with the items concerning Attitudes toward Cultures and People of English Speaking Communities. However, upon close examination, we noticed that these Extrinsic Utility Value items include "I am studying English because I would like to live abroad in the future," and "I would like to use the English I studied

when I travel overseas.” A similar result can be found in Kimura et al’s (2001) study carried out in the Japanese context. They also originally classified items concerning travelling and studying overseas as instrumental motivation; however, as a result of statistical analysis, found those items loaded together with many items indicative of integrative motivation. One possible explanation for these findings is that such travel orientation may be more closely related with the concept of integrative orientation rather than extrinsic utility value or instrumental motivation. Although Gardner’s original idea of integrative orientation entails students’ desire to integrate into the target language community, as similarly argued in Miyahara, Namoto, Yamanaka, Murakami, Kinoshita, & Yamamoto (1997), Japanese students’ desire or interest in travelling and studying overseas rather than a desire to integrate into the target language community may constitute their integrative reasons for studying English. Other studies carried out with Japanese university students also reported university students’ positive orientation to travel overseas with an absence of any obvious desire to integrate into the target language community (e.g., Benson, 1991; Berwick & Ross, 1989) (see also Irie, 2003 for a review of motivational studies in a Japanese context). These findings are, however, not surprising considering these studies concerned Japanese EFL contexts where people have very little chance to integrate into the target language community.

When it comes to gender variations in motivation, the results of statistical analyses imply that there is a significant difference between male and female students in only one aspect of motivation, namely Integrativeness. This factor is

referred to as Integrativeness because the items loading on this factor seem to represent two of the three components Gardner argues constitute Integrativeness: attitudes toward the target group and integrative orientation. However, once again, in this case, the students’ integrative orientation entails their interest and desire to travel and/or study overseas rather than their desire to integrate. In any case, although both females and males have high means on this factor, the results of factor analysis suggest that female participants have a greater interest in the cultures and people of the target language community, greater desire to make friends with those people, and are more interested in travelling and/or studying overseas than male participants.

Another gender difference we found is that females attended classes more frequently than did males. Considering that gender differences were found in Integrativeness and the number of absences, it is tempting to assume that because the female students are more integratively motivated, they attend classes more frequently. However, such an assumption was rejected in this study. The results of multiple regression analysis indicate that the only significant predictor of absences for this group of students is Intrinsic Value, not Integrativeness. In other words, this finding suggests that, female or male, whether they are interested in and actually enjoy studying English may determine whether they show up in class or not. Then, why do females attend classes more frequently than males? There are many factors, including psychological and sociological ones, that may be attributable to such a behavioural difference between genders. It is clear that a more comprehensive study is necessary in order to advance the understanding of this complex phenomenon.

The relationship between motivation and learning behavior is also very complex. It is plausible that all four identified motivational factors would have a significant impact on patterns of students' absences. For instance, Negative Value, a possible indicator of students' aversion to studying English, and Attainment Value, their perceived importance of studying English, are likely to be important factors in predicting students' learning behaviors. Integrativeness as well has been found to be highly correlated with motivational behavior (Bartley, 1969, 1970; Gardner, 1985; Glikzman, Gardner, & Smythe, 1982; Gardner & Smythe, 1975). The fact that integrativeness was not found to be a significant predictor of attendance in this study may possibly be due to a mismatch between students' integrative needs and the content of the class. This underscores the importance for teachers to both pay attention to the perceived needs and wants of their students and to clarify the importance and utility of the course contents to the students. Another possible explanation for this finding could be that Integrativeness plays only a secondary role in determining whether students attend class or not. In other words, Integrativeness can affect attendance only with the mediation of other more directly influential factors such as Intrinsic Value. In fact, this idea matches closely with Gardner's (1985; 2001) claim that motivation (defined as a combination of effort to learn the language, desire to learn the language, and attitudes toward learning the language) plays an integral role in second language learning, and can be influenced by integrativeness and attitudes toward the learning situation.

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Appendix

Japanese Version of the Questionnaire

質問を読んで、それぞれ、以下の1から7まででもっとも自分の意見に近いものにマルをして下さい。

- 1 全く同意しない。
 - 2 同意しない。
 - 3 どちらかといえば同意しない。
 - 4 どちらでもない。
 - 5 どちらかといえば同意する。
 - 6 同意する。
 - 7 非常に同意する。
-
- 1 英語は得意である。
 - 2 アメリカの生活や文化に興味がある。
 - 3 イギリスの生活や文化に興味がある。
 - 4 その他の英語圏の生活や文化に興味がある。
 - 5 英語の勉強するのが好きである。
 - 6 英語の勉強は教養を高めるという意味において重要である。
 - 7 英語の勉強は実際の生活に役に立つと思う。
 - 8 英語の勉強をして、英語で小説や新聞、雑誌が読めるようになりたい。
 - 9 英語を勉強しているのは、それが必須科目であるからにすぎない。
 - 10 英語の授業には一生懸命取り組もうと思っている。
 - 11 英語に対しては苦手意識が強い。
 - 12 アメリカ人の友達をつくりたい。
 - 13 イギリス人の友達をつくりたい。
 - 14 その他の英語圏の人々と交流を深めたい。
 - 15 中学や高校の英語の成績はあまりよくなかった。

- 16 英語の勉強は楽しい。
- 17 英語の勉強は視野を広げるという意味において重要である。
- 18 中学や高校の英語の授業が好きだった。
- 19 できれば英語の勉強をしたくない。
- 20 英語の勉強はより多くの知識を身につけるという意味において重要である。
- 21 宿題／課題がなくても、何らかの形で授業以外にも英語を勉強すると思う。
- 22 英語を勉強しているのは、将来外国で生活してみたいからである。
- 23 英語を勉強して、外国旅行をするとき役立てたい。
- 24 英語を勉強しているのは、よい成績を取りたいからにすぎない。
- 25 英語を勉強して、将来の就職に役立てたい。
- 26 課題などは提出日の直前にならないと取り組むことができない。
- 27 英語を勉強して、英語の映画が理解できるようになりたい。
- 28 普段からきっちりと計画をたてて英語の課題などには取り組んでいる。
- 29 宿題／課題は、単位を落とさない程度に適当にやっている
- 30 英語の勉強は時間の無駄である。

Appendix 2

English Translation of the Questionnaire

Read the following statements and choose the number that best matches your opinion of each statement.

1. strongly disagree
2. disagree
3. slightly disagree
4. neither agree or disagree
5. slightly agree
6. agree
7. strongly agree

1. I am good at English.
2. I am interested in American lifestyles and cultures.
3. I am interested in British lifestyles and cultures.
4. I am interested in lives and cultures of other English speaking countries.
5. I like studying English.
6. Studying English is important because it will be conducive to my general education.
7. Studying English is useful.
8. By studying English, I hope to be able to read English novels, newspapers and/or magazines.
9. I am studying English merely because it is a required subject.
10. I try to study hard in English classes.
- *11. English is one of my weak subjects.
12. I would like to make American friends.
13. I would like to make British friends.
14. I would like to communicate with people in other English speaking countries.
15. My grades for English classes at junior and senior high schools were not very good.
16. Studying English is fun.
17. Studying English is important because it will broaden my view.
18. I liked English classes at junior and senior high schools.
19. I would rather not to study English if possible.
20. Studying English is important because it will make me a more knowledgeable person.

21. Even if there were no homework, I would try to study outside of class.
22. I am studying English because I would like to live abroad in the future.
23. I would like to use the English I studied when I travel overseas.
24. I am studying English merely because I would like to get good grades.
- *25. I would like to get a job that uses the English I studied.
- *26. I procrastinate about doing my homework/assignments until right before the due date.
27. By studying English, I hope to be able to understand movies in English.
28. I work on my assignments according to a preplanned schedule.
- *29. I work on my assignments just to the extent that I will not fail a class.
30. Studying English is a waste of time.

Note: Items with * represent the eliminated items.