

Contrasting Motivational Characteristics of University Students With and Without Study-Abroad Interests: A Profile Analysis

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This study investigated motivational profiles of university students' interests/disinterests in study abroad within the frameworks of self-determination theory (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2009). Although much has been investigated regarding study abroad and L2 motivation, it has remained unclear as to what the motivational characteristics are among students who study abroad or who are interested in doing so *before* taking on the journey. In order to investigate the difference between the two groups, a questionnaire was administered to 77 university students, and the data were analyzed using profile and correlational instruments. The results indicated that those interested in study abroad had significantly high intrinsic motivation and a strong image of their ideal L2 selves. Furthermore, it was a specific and elaborate type of ideal L2 self that correlated highly with intended learning effort regardless of the groups. Based on the results, pedagogical implications are discussed.

本研究では、自己決定理論およびL2セルフシステムの枠組みを使って、留学に興味のある大学生とそうでない大学生の動機づけに関する違いを調査した。留学とL2動機づけに関してはさまざまな研究が存在するが、留学によってL2動機づけがどのように変化するかを調べたものが多く、そもそも留学に興味を示すものとそうでない者の留学前の動機づけ面における特徴を調査した研究が不足している。そこで本研究では、77人の大学生を対象にアンケートを行い、プロフィール分析および相関分析により、その差を調査した。その結果、留学に興味のあるグループは特に内発的動機づけが高く、L2理想自己が強いことが明らかになった。さらに、興味の有無にかかわらず、L2学習の努力の度合いとの相関が高いのは、具体的なレベルでのL2理想自己であった。このような結果を基に、研究では教育的示唆も論じる。

Recent situations surrounding English studies and study abroad among Japanese students seem to be characterized by two dichotomous forces. On the one hand, the importance of communicative competence in English has been emphasized by the government, which encourages students to study abroad with various initiatives, such as *Tobitate! Ryugaku Japan* (MEXT, 2016). For learners in an English as a Foreign Language context, studying abroad offers a valuable opportunity for authentic second language (L2) communication. On the other hand, many Japanese students are

characterized as *uchimuki*, or inward-looking, showing no interest in leaving the country (for discussion, see Burgess, 2013).

What makes some interested in study abroad in the first place and others not interested even when they live in similar environments? One related factor might be L2 motivation, for it is likely to affect the intensity of L2 learning, which in many cases is the primary purpose for studying abroad.

Utilizing the self-determination theory (SDT) (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2009), this study examines the differences in motivational bases between those Japanese university students interested in studying abroad and others who are not interested in doing so before studying abroad. By examining these differences, practicing teachers might also be better able to stimulate all students' interest in study abroad.

Study Abroad and L2 Learning

Much has been investigated regarding study abroad and L2 learning, such as gains in L2 proficiency (e.g., Llanes & Muñoz, 2013; Segalowitz & Freed, 2004; Tanaka & Ellis, 2003) and changes in L2 motivation after studying abroad (e.g., Sasaki, 2011). Researchers have investigated whether studying abroad helps learners improve their L2 proficiency. Although the impact of study abroad might vary depending on factors such as the amount of interaction with the target language community and living arrangements, studies have demonstrated that study abroad can be beneficial, particularly in terms of oral fluency (DeKeyser, 2014).

Some researchers have also analyzed the effect of studying abroad on L2 motivation. For example, Sasaki (2011) conducted a longitudinal interview study over three and a half years with 37 university students, and found that compared to those who studied abroad for less than eight months, learners who spent more than eight months overseas became intrinsically motivated after their experiences.

Given the benefits of study abroad, teachers might wonder how to stimulate their students' interest and help them to participate. A key issue may be L2 motivation, for it is likely to affect students' effort and willingness to learn the target language.

Self-Determination Theory

SDT postulates that when the three fundamental human needs of autonomy, relatedness, and competence are satisfied, human beings engage in an activity for pure enjoyment. This type of motivation is called intrinsic motivation. We might also engage in an activity because of purposes outside the activity itself, in which case the motivation is extrinsic. The theory emphasizes the importance of the degree of self-determination, which helps categorize extrinsic motivation further into external, introjected, and identified regulations, with external regulation being the least self-determined and identified regulation being the most self-determined of the three types. For example, an externally regulated L2 learner might study the L2 simply because it is a required course. When learners have introjected regulation, they react to a pressure that comes from within and they might study an L2 in order to avoid guilt or shame. With identified regulation, learners have a more internalized type of motivation, and learn an L2 because the activity is personally important to them (e.g., they want to pursue a career related to the L2). In addition to these types of motivation, human beings might show amotivation, in which case they display no intention of engaging in an activity.

L2 Motivational Self System

Based on the theories of self-discrepancy (Higgins, 1987) and possible selves (Markus & Nurius, 1986), the L2 Motivational Self System is made up of three components: ideal L2 self, ought-to L2 self, and L2 learning experience. Ideal L2 self is the learner's ideal self-image related to the target language. The ought-to L2 self is the attributes that a learner believes are necessary "to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009, p. 29, emphasis in original). The third component is L2 learning experience, which is related to the individual learner's immediate learning experience such as the evaluation of teaching materials or teachers.

The Present Study

Given the benefits of study abroad, it is important to examine the differences between those who are interested in study abroad and others who are

uchimuki. Thus, the purpose of the present study is to examine the motivational profiles of university students with and without study abroad interests and how they are related to intended learning effort.

Method

Participants

The participants in this study were 77 university students (24 males and 53 females, across all four academic years). They came from two different universities, with diverse majors such as English, social science, and business administration.

Instrument

A questionnaire was administered, which focused on eliciting data on the SDT: the general type of ideal L2 self, the specific types of ideal L2 self, ought-to L2 self, and intended learning effort. Each of the constructs was measured with 6-point Likert scale items (1 = completely disagree; 6 = completely agree), which were adapted from past studies (Hiromori, 2003, 2005; Noels, Pelletier, Clément, & Vallerand, 2000; Papi & Abdollahzadeh, 2012; Ryan, 2009; Sakai & Koike, 2008; Taguchi, Magid, & Papi, 2009; Takahashi, 2015; Tanaka & Hiromori, 2007). The questionnaire consisted of three parts: (a) background questions asking participants academic year and gender; (b) 37 Likert-scale items intended to measure the aforementioned constructs; and (c) a question asking participants' about their interests in study abroad, including both short-term and long-term programs (i.e., whether they were interested in study abroad, not interested in study abroad, or have already studied abroad). The question regarding interests in study abroad was asked in order to group the participants into two categories: those who were interested and others who were not. Internal consistency of the Likert-scale items was checked with Cronbach alpha coefficients (see Table 1). Although the coefficients were somewhat low for introjected regulation and ought-to L2 self, overall they were within acceptable range ($\alpha > .70$).

Procedure

The questionnaire, which took approximately 15 minutes to complete, was administered during regular class time, and was written in the participants' first language, Japanese. The participants were informed that the questionnaire was anonymous, voluntary, and had no relationship to their grades.

Table 1. Cronbach Alpha Coefficients of Likert-Scale Items

Scales	α
Intrinsic Motivation	.88
Identified Regulation	.82
Introjected Regulation	.77
External Regulation	.80
Amotivation	.82
General Ideal L2 Self	.82
Specific Ideal L2 Self	.85
Ought-to L2 Self	.73
Intended Learning Effort	.80

Results

Profile Analysis

First, five participants with missing values were deleted from further analysis, leaving a complete data set for 72 participants. Then, in order to examine the differences between L2 learners interested in study abroad and others who were not, a profile analysis was performed.

Participants were divided into two groups: those who answered that they were either interested in studying abroad or have already gone through the experience (SA Group; $n = 29$), and those who answered that they were not interested in studying abroad (No-SA Group; $n = 43$). Next, assumptions for the analysis (i.e., lack of univariate and multivariate outliers, multicollinearity, non-linearity, and homogeneity of variance-covariance matrices) were checked. A profile analysis was then performed with the new data set on eight variables: intrinsic motivation, identified regulation, introjected regulation, external regulation, amotivation, general ideal L2 self, specific ideal L2 self, and ought-to L2 self.

The SPSS general linear model was used for the major analysis. As presented in Figure 1, the profiles deviated significantly from parallelism: $F(7, 64) = 3.91$; $p = .001$; partial eta squared = .30; power = .97. The profiles also deviated significantly from levels: $F(1, 70) = 4.08$; $p = .047$; partial eta squared = .06; power = .51. Furthermore, when averaged over groups, the scales were found to deviate significantly from flatness: $F(7, 64) = 72.18$; $p = .000$; partial eta squared = .89; power = 1.00.

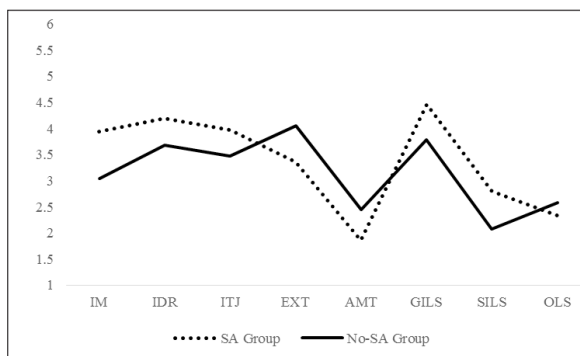


Figure 1. Profiles of the two groups.

IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

As a follow-up test, one-way analyses of variance (ANOVAs) were performed for each subscale. The alpha level was set at .006 (.05/8) because of multiple comparisons. Table 2 presents the results.

The two groups scored with significant differences for the following variables: Intrinsic Motivation, Amotivation, General Ideal L2 Self, and Specific Ideal L2 Self ($p < .006$). The effect size was the largest for Intrinsic Motivation.

Correlational Analyses

The data were further analyzed in terms of correlations between the eight motivational sub-constructs and intended learning effort. As presented in Table 3, for both groups, the variable that had the highest correlation with intended learning effort was Specific Ideal L2 Self. In contrast, the correlation between General Ideal L2 Self and intended learning effort was much lower. Whereas both Intrinsic Motivation and Identified Regulation had high correlations with intended learning effort for the SA group, the No-SA group had a much lower correlation for Identified Regulation. Lastly, for both groups, Ought-to L2 Self had low correlations with intended learning effort.

Discussion and Conclusion

This study sought to examine the motivational profiles of those with and without study abroad interests and the relationships between motivational constructs and intended learning effort. First, the two groups had significantly different profiles, with the SA group scoring particularly high on intrinsic motivation and ideal L2 self (both general and

Table 2. *Univariate Follow-Up Statistics for Profile Analysis*

Scales		SS	df	MS	F	P	η^2
IM	Between	13.82	1	13.82	15.26	.000	.18
	Within	63.36	70	.91			
	Total	77.18	71				
IDR	Between	4.39	1	4.39	6.51	.013	.09
	Within	47.22	70	.68			
	Total	51.61	71				
ITJ	Between	4.49	1	4.49	5.83	.018	.08
	Within	53.87	70	.77			
	Total	58.35	71				
EXT	Between	8.32	1	8.32	8.11	.006	.10
	Within	71.85	70	1.03			
	Total	80.17	71				
AMT	Between	5.94	1	5.94	10.04	.002	.13
	Within	41.39	70	.59			
	Total	47.33	71				
GILS	Between	7.82	1	7.82	9.68	.003	.12
	Within	56.58	70	.81			
	Total	64.40	71				
SILS	Between	8.77	1	8.77	9.20	.003	.12
	Within	66.72	70	.95			
	Total	75.50	71				
OLS	Between	1.04	1	1.04	1.20	.278	.02
	Within	60.88	70	.87			
	Total	61.92	71				

Note. IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

Table 3. *Correlations Between Motivational Constructs and Intended Learning Effort*

	IM	IDR	ITJ	EXT	AMT	GILS	SILS	OLS
SA Group	.60**	.56**	.30	-.13	-.47*	.37	.64**	.14
No-SA Group	.59**	.31*	.08	-.41**	-.42**	.37*	.60**	.05

* $p < .05$. ** $p < .01$.

Note. IM = Intrinsic Motivation; IDR = Identified Regulation; ITJ = Introjected Regulation; EXT = External Regulation; AMT = Amotivation; GILS = General Ideal L2 Self; SILS = Specific Ideal L2 Self; OLS = Ought-to L2 Self.

specific types), and low on amotivation. This means that only those interested in study abroad seemed to envision their English-using selves.

Second, for both groups, the variable with the highest correlation with intended learning effort was specific ideal L2 self. This also compares to lower correlation between general ideal L2 self and intended learning effort ($r = .37$).

Third, the magnitude of correlation between identified regulation and intended learning effort was different depending on the groups ($r = .56$ for the SA group and $.31$ for the No-SA group). This might mean that even when those without interest in study abroad think they study English for personal importance, unless they envision specific situations in which to use English and feel that they will need it for sure, this identified regulation is not necessarily related to learning effort.

Lastly, it is notable that ought-to L2 self had only marginal correlation with intended learning effort ($r = .14$ and $.05$) regardless of the groups. The influence of significant others for the participants might have been marginal, and it is not others but the learners themselves who decide whether or not to put effort into studying English.

These results indicate that for those without interest in study abroad, understanding the general importance of English for their future (i.e., strong general ideal L2 self) is not enough. In order to motivate those without interest in study abroad, teachers will have to both stimulate the learners' pure interests in English (i.e., intrinsic motivation) and help them envision their English-using selves. One way to do this might be to have other students who have previously studied abroad talk about their experiences, for it might help uninterested students think that if their peers can study abroad, they might be able to as well.

The present study is limited in many respects. It relied on a self-reported Likert-scale questionnaire, which listed ideal L2 selves on the researcher's side and could not elicit the actual ideal L2 selves imagined by the participants. In future research it is necessary to gauge other factors, such as individual experiences of developing ideal L2 selves, thoughts about studying abroad, and actually taking on the journey, possibly with a qualitative method. Furthermore, it will be fruitful to examine how learners' ideal L2 selves develop during and after study abroad (i.e., whether these ideal L2 selves become clearer, become a reality [i.e., actual self-state]), or whether some of them are discarded. As it is conceivable that ideal L2 selves and study-abroad experiences are closely related, much more needs to be examined with regard to their relationships.

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Appendix: Likert-Scale Questionnaire Items

Intrinsic Motivation

1. I study English because I enjoy gaining a sense of accomplishment and satisfaction. 達成感や満足感があるとうれしいので英語を勉強している。
2. I study English because I enjoy having more knowledge about English. 英語の知識が増えるのがうれしいから英語を勉強している。
3. I study English because I enjoy making progress with my English studies. 英語の学習で進歩があるとうれしいから英語を勉強している。
4. I study English because I feel happy finding out new things. 新しいことを発見するとうれしいので英語を勉強している。

Identified Regulation

1. I study English because I think acquiring English conversation and writing skills is necessary for me. 英語の会話力や書く力を身につけることは自分に必要だと思うから英語を勉強している。
2. I study English because I would like to have English skills that I can use in the future. 将来使

えるような英語のスキルを身につけたいから英語を勉強している。

3. I study English because English is important for my future. 自分の将来のためには英語が大切だから英語を勉強している。
4. I study English because I think I will need the communicative competence in English in the future. 英語のコミュニケーション能力が将来必要になると思うので英語を勉強している。

Introjected Regulation

1. I sometimes feel ashamed when I do not understand English. 英語がわからなくて恥ずかしくなるときがある。
2. I study English because being able to communicate in English is somehow "cool." 英会話ができるとなんとなくかっこいいから英語を勉強している。
3. I study English because I think I would feel ashamed if I didn't speak English in the future. 将来英語が話せないと恥ずかしいと思うので英語を勉強している。
4. I study English because I would feel absurd if I didn't speak English. 英語が話せないとかっこ悪いので英語を勉強している。

External Regulation

1. I study English because of classes and examinations. 授業や試験で必要だから英語を勉強している。
2. I study English because of examinations (final exams, etc.). テスト(期末試験など)があるから英語を勉強している。
3. I study English because I would be in trouble if I did not get a good grade. よい成績をとらないと困るから英語を勉強している。
4. I would not study English if there were no school exams and entrance exams. 学校の試験や入試がなければ英語は勉強しないだろう。

Amotivation

1. I can't understand the reason why I have to study English. 英語を勉強しなければならない理由がわからない。
2. I can't understand what I am doing studying English. 英語を学んで何になるのかわからない。
3. I do not understand what I am gaining from studying English. 英語の勉強から何をj得ているのかわからない。

4. Honestly, I think studying English is a waste of time. 正直、英語の勉強は時間の無駄だと思う。

General Ideal L2 Self

1. I can imagine myself needing the competence in English in the future. 将来、英語が必要になっている自分を想像することができる。
2. Communication competence in English will be important in the future. 将来は英語のコミュニケーション能力が大切になる。
3. When I think about my future it is not important that I use English. (reverse-coded) 自分の将来を考えた時、英語が使えることは重要ではない。
4. When I think about my future, it is important that I use English. 自分の将来を考えると、英語が使えることが重要だ。

Specific Ideal L2 Self

1. I can imagine myself gaining a high score on the TOEIC. TOEICで高得点をとっている自分を想像することができる。
2. I cannot imagine myself going to a university overseas and taking classes in English. (reversed-coded) 海外の大学に通って英語で授業を受けているような自分を想像できない。
3. I can imagine myself writing English emails fluently. 英語のメールを流ちょうに書いている自分を想像することができる。
4. I can imagine myself living abroad and using English effectively for communicating with locals. 海外に住んで、地元の人とコミュニケーションするのに上手に英語を使っている自分を想像することができる。

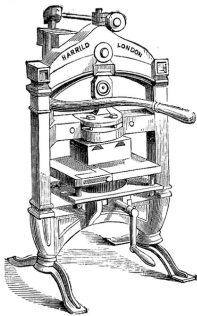
Ought-to L2 self

1. I study English because close friends of mine think it is important. 親しい友人が英語は重要だと思っているので英語を勉強している。
2. I have to study English, because, if I do not study it, I think my parents will be disappointed with me. もし英語を勉強しないと両親ががっかりすると思うので英語を勉強しなければならない。
3. Learning English is necessary because people surrounding me expect me to do so. 周りの人が英語を勉強すべきだということで英語の勉強は必要だ。
4. My parents believe that I must study English to be an educated person. 両親は私が教養ある人間になるために英語を勉強しなくてはならないと思っている。

Intended learning effort

1. I would like to study English even if I were not required to do so. 英語は必須でなくても勉強したい。
2. I would like to concentrate on studying English more than any other topic. 他のどの科目よりも英語の勉強に集中したい。
3. Compared to my classmates, I think I study English relatively hard. クラスメイトに比べると、比較的一生懸命英語を勉強している方だと思う。
4. If my teacher would give the class an optional assignment, I would certainly volunteer to do it. 授業でやってもやらなくてもよい任意の宿題が出れば、もちろん進んでやるだろう。
5. I am working hard at learning English. 英語の勉強は一生懸命やっている。

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