



Second Language Motivational Self System of Advanced JFL Learners

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The purpose of this study is to explore adult learners' motivation for learning advanced-level Japanese as a foreign language (JFL). Second Language (L2) motivation research over the past decades has largely focused on motivation of English learning and not for languages other than English (LOTE) and the little research on LOTE has focused on beginner-level or intermediate-level university learners. Within the framework of the L2 motivational self-system (L2MSS), this study examined factors that influence motivation of eight learners of advanced JFL learners, using two types of questionnaires (the open-ended and Likert scale). The results of both questionnaires showed that instrumentality (promotion) is a strong factor of advanced-level LOTE learners' motivation. Another important result of this study is that L2 classical culture strongly influences advanced-level JFL learners' motivation.

本研究の目的は、上級レベルの外国語としての日本語 (JFL) の学習動機を調査することである。過去数十年間の第二言語 (L2) の動機づけ研究は、主に英語学習を対象に実施されており、英語以外の言語 (LOTE) の動機づけ研究は、数少ないながらも初級・中級レベルの大学生が対象とされてきた。本研究では、L2 Motivational Self System (L2MSS) を用いて、8名の上級 JFL 学習者の動機づけを調査した。二つの質問形式 (自由形式とリッカート尺度) で導き出された結果によると、道具的動機づけ (促進) が上級レベルの LOTE 学習者の学習動機の強い構成要素であった。本研究のもう一つの重要な結果は、L2 古典文化が上級レベルの JFL 学習者の動機づけに強く影響することである。

Research on second language (L2) learners' motivation has recently been given attention in second language acquisition (SLA) research (Dörnyei, 2005; Dörnyei, Csizér & Németh, 2006; Dörnyei & Ushioda, 2011; Ellis, 2008). However, as Duff (2017) points out, most L2 motivation studies have been English centered. The few studies of

motivation for Japanese as a foreign language (JFL) learning (e.g., de Burgh-Hirabe, 2019; Nakamura, 2016; Sakeda & Kurata, 2016) have been conducted in English-speaking countries, such as in Australia or New Zealand with very few studies in the European context. Furthermore, few studies have examined motivation of advanced-level learners of a language other than English (LOTE).

The purpose of this study is to explore motivation for advanced-level JFL learners in Germany within the framework of the L2 motivational self-system (L2MSS), which Zoltán Dörnyei developed based on previous motivation research. This study examines factors related to motivation of adult learners of advanced-Japanese (LOTE) learners' motivation.

Literature Review and Purpose of This Study

Dörnyei has established the L2 Motivational Self System (L2MSS) on the basis of the L2 previous motivation research, such as Robert C. Gardner's socio-educational model, Deci and Ryan's self-determination theory, and Markus and Nurius's possible selves theory (Dörnyei & Ushioda, 2011). Gardner's socio-educational model (Gardner, 1985) consists of integrativeness and instrumentality. *Integrativeness* refers to L2 learners' motivation to interact with L2 group members or be a member of the L2 community. It includes individual L2 learners' personal interests in the L2 people or culture associated with the L2 and positive attitudes towards the L2 community. *Instrumentality* refers to the pragmatic benefits of L2 learning, such as the perceived positive effect of L2 learning on future careers (Gardner, 2001).

In addition, from the perspective of social psychology, Ryan and Deci advanced the theory of self-determination in relation to motivation (Deci & Ryan, 1985). They propose two types of motivation, intrinsic and extrinsic. Intrinsic motivation is defined as "a learner's internal curiosity about the target language or the interest generated by participating in a language-learning activity" (Ellis, 2008, p. 969). Extrinsic motivation



is defined as motivation “driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments” (Richards & Schmidt, 2010, p.378).

Dörnyei (2005) proposes two types of L2 learners’ vision, the ideal L2 self and the ought-to L2 self within the framework of the L2MSS. Thus, in the L2MSS, both the ideal L2 self and the ought-to L2 self are influenced by the L2 learning experience (attitudes towards L2 learning). Dörnyei (2005) suggested that L2MSS consists of the ideal L2 self, the ought-to self and the L2 learning experience (attitudes towards L2 learning). The ideal L2 self is defined as “one’s self-image of what one would like to become in relation to the L2,” such as becoming proficient in the L2 (de Burgh-Hirabe, 2019, p.96). The ought-to self is defined as “the attributes that one believes one ought to possess to meet external expectations (e.g., from their parents, friends, or people around them) and to avoid possible negative outcomes” (Dörnyei, 2009, p.29).

Dörnyei (2009) also explains the relationships of the L2MSS to other previous L2 motivation models. The ideal L2 self is associated with integrativeness and intrinsic motivation (orientation), while the ought-to L2 self is associated with instrumentality (promotion: e.g., good promotion), extrinsic motivation, and instrumentality (prevention: e.g., a poor score in English proficiency tests). Dörnyei further indicates that in the L2MSS both instrumentality (promotion: e.g., good employment opportunity) and the L2 learning experience (attitudes towards L2 learning) influence the ideal L2 self and the ought-to L2 self (Dörnyei, 2009). More importantly, there is a consensus in L2 motivation research that integrativeness is the most important motivation factor and that integrativeness is more influential for L2 motivation than instrumentality is (de Burgh-Hirabe, 2019; Dörnyei & Csizér, 2002; Ellis, 2008; Taguchi, Magid & Papi, 2009).

Although a large number of studies have been conducted within the L2MSS framework (e.g., Taguchi, Magid, & Papi, 2009; Yashima, Nishida, & Mizumoto, 2017; You & Dörnyei, 2016), very little L2MSS research examined advanced-level LOTE learners’ motivation.

A few qualitative studies of JFL learners’ motivation were conducted mainly in English-speaking countries, such as Australia or New Zealand (de Burgh-Hirabe, 2019; Nakamura, 2016; Sakeda & Kurata, 2016) in the L2MSS framework. For example, Sakeda and Kurata (2016) reported that 10 JFL students at an Australian university had ideal L2 selves that were affected by their L2 learning experiences. Nakamura (2016) also conducted a comparative study of JFL motivation in Australia and Korea and found that Australian university students’ ideal L2 selves were linked to interest in L2

popular culture and L2 learning experience. De Burgh-Hirabe’s case study (2019) of 16 JFL students at a New Zealand university indicated that integrativeness was the main motivation for initially learning Japanese and that the students developed their ideal L2 selves through their JFL learning experiences. As an exception, Teo et al. (2019) examined 398 Chinese learners of Japanese in Chinese universities using structural equation modeling (SEM) and conducted postsurvey interviews with 12 participants. It was found that the JFL learners were interested in Japan-related products (e.g., comics and popular culture), employment opportunities, and activities (e.g., popular music concerts) related to Japanese culture. Few of these previous studies focused on the motivation of advanced-level LOTE learners.

Method

Participants

The study participants were eight students enrolled in a Japanese study program at a graduate school in Germany. I explained my research to the students and obtained their informed consent. Participants’ demographic data are shown in Table 1. Four students were German, two were Chinese and another two were Russian students. Seven students were female, and one student was male. Five of them were advanced-level JFL learners. Two students achieved N1 and five students obtained N2 on the Japanese-Language Proficiency Test (JLPT). All participants have experienced studying in Japan for 1 to 3 years.

Procedures

Data in this study were collected from students in two elective content-based Japanese classes ($n = 5$ and 3 , respectively) at the graduate school in Germany. All the students were majoring in Japanese studies and were taking the same class that consisted of 14 classes in the semester. Each class was 90 minutes long. The goals of this content-based class are: (1) to learn current Japanese culture and society, such as topics like historical, economic, or political backgrounds of Japan; (2) to compare Japanese culture with their native culture; and (3) to learn other cultures more profoundly through discussion.



Table 1
Participant Profiles

Name	Age	L1	Gender	Years of JL	L2 (J) level	JLPT grade	Years of Study in Japan
Lily	25	Chinese	F	8	Advanced	N/A	2
Diana	26	Russian	F	5	Advanced	N2	1
Anne	25	German	F	4.5	N/A	N2	1
Carol	23	German	F	6	Advanced	N2	2
Linda	36	Russian	F	3	N/A	N2	3
Yuna	29	Chinese	F	4	Advanced	N1	1
Rachael	23	German	F	5	Advanced	N1	2
Leon	30	German	M	5	Upper-Intermediate	N2	1

Note. Names are all pseudonyms. JLPT = Japanese-Language Proficiency Test.

Two questionnaires, an open-ended and a Likert-scale questionnaire, were conducted. The first one (Questionnaire 1) was modeled after de Burgh-Hirabe (2019) and the second one (Questionnaire 2) was modeled after Taguchi, et al. (2009). The purpose of conducting two L2MSS questionnaires was to obtain more in-depth data from a very small sample size. Two open-ended questionnaires were conducted in the 7th week and the 14th week, respectively, of the Japanese language class. The questionnaires, originally written in English (de Burgh-Hirabe, 2019, p. 104), were translated into Japanese, and both the English and Japanese versions were used. The second open-ended questionnaire which included questions that require students' reflection on the Japanese classes, such as "How much did you enjoy your Japanese classes this semester?", were conducted towards the end of the semester (Appendix B). All students answered the questions in English.

The six-point Likert scale questionnaire was conducted on the last class of the semester (Appendix C). Questions were adopted from Taguchi et al (2009) which in turn was developed from the original questionnaire of Dörnyei and Csizér (2002) developed for English learners. The questions were adapted in this study to suit the Japanese learners. Taguchi et al. showed all the question items of three different-context

(Japanese, Chinese and Iranian) studies. Thus, some questions have almost the same meaning (content) but slightly different terminology. For example, "Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests". "Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL IELTS, ...)." Questions were revised for the Japanese translation. This research used the eight motivation factors included in previous L2MSS research (Taguchi et al., 2009) (Appendix C).

The six-point Likert-scale questionnaire asked participants to rate their opinion and attitude towards eight motivation factors: (1) Ideal L2 self, (2) Ought-to L2 self, (3) Attitudes to learning Japanese, (4) Integrativeness, (5) Instrumentality (promotion), (6) Instrumentality (prevention), (7) Attitudes to L2 community, and (8) Cultural interest.

Questions about Ideal L2 self and Ought-to L2 self consist of ten items. Questions about Instrumentality (promotion) include eleven items; while questions about Instrumentality (prevention), Attitudes to learning Japanese (L2 learning experience), Cultural interest and Attitudes to the L2 community, and Integrativeness included nine, six, four and three items, respectively. (Appendix C).

Ideal L2 self refers to "L2-specific facet of one's ideal self" (Taguchi et al., 2009, p.74), while Ought-to L2 self refers to "the attributes that one believes one *ought* to possess (i.e., various duties, obligations, or responsibilities)" (Taguchi et al., 2009, p.74). Attitudes to learning Japanese refers to "situation-specific motives related to the immediate learning environment and experience" (Taguchi et al., 2009, p.74). Integrativeness refers to "having a positive attitude toward the second language, its culture and the native speakers of that language" (Taguchi et al., 2009, p.74). Instrumentality (promotion) refers to "the regulation of personal goals to become successful such as attaining high proficiency in [Japanese] in order to make more money or find a better job" (Taguchi et al., 2009, p.74). Instrumentality (prevention) refers to "the regulation of duties and obligations such as studying [Japanese] in order to pass an examination" (Taguchi et al., 2009, p.74). Attitudes to L2 community refers to "the learner's attitudes toward the community of the target language" (Taguchi et al., 2009, p.74). Cultural interest refers to "the learner's interest in the cultural products of the L2 culture, such as TV, magazines, music and movies" (Taguchi et al., 2009, p.74).

Analysis of Open-ended Questionnaire

The questionnaire was coded following de Burgh-Hirabe (2019) and Taguchi et al. (2009). The author coded the data twice and the second coding was conducted one



month after the first coding. The following nine categories were used for coding the data: (1) Integrative motivation (e.g., interest in (popular) culture, attitude rewards the L2 community, and willingness to communicate); (2) intrinsic orientation (e.g., like learning the L2 (intrinsic-stimulation) and intellectual challenge (e.g., intrinsic-accomplishment); (3) ideal L2 self (e.g., desire to live in Japan and become fluent in the L2); (4) ought-to L2 self (e.g., negative impact on life); (5) L2 learning experience (e.g., enjoy Japanese class); (6) family influence; (7) instrumentality (promotion) (e.g., better employment opportunities); (8) instrumentality (prevention) (e.g., fail L2 courses); and (9) multilingual learning experience (e.g., like several different languages).

From the data, the category of multilingual learning experience, which refers to not only the target L2 language experience but also other L2 language experiences, such as enjoying learning several L2s is added to the original eight categories in this study because multilingual learning experience seemed to appear in the relatively multilingual European context in this study. Thirty-eight units were coded, and the inter-rater reliability was $k = 0.89$. In addition, with regard to interest in L2 (Japanese) culture, based on the data, four types of culture were extracted as subcategories: (1) anime; (2) manga; (3) Japanese literature; and (4) musicals.

Analysis of Likert-scale Questionnaire

The Cronbach alpha was conducted to measure the consistency of items in the scale. The Cronbach's alpha, mean and standard deviation for each category are given in Table 4.

Results

Results of Open-ended Questionnaire (Questionnaire 1)

Table 2 summarizes the results with regard to motivation. Integrativeness was coded the most ($n = 15$), followed by instrumentality (promotion) ($n = 12$), intrinsic orientation ($n = 5$), ideal L2 self ($n = 3$), and multilingual learning experiences ($n = 2$).

Table 2

Result of Questionnaire 1 (Open-ended Written Questionnaire)

Factors	<i>n</i>
Integrativeness	15
Instrumentality (promotion)	12
Intrinsic orientation	5
Ideal L2 self	3
Multilingual learning experience	2
Family influence	1
Ought-to L2 self	0
L2 learning experience	0
Instrumentality (prevention)	0

Note. $N = 38$ units for analysis. $k = 0.89$.

Table 3 provides the types of Japanese culture in which participants were interested. Anime ($n = 5$) was considered the most interesting aspect of Japanese culture, followed by manga ($n = 2$), Japanese literature ($n = 2$), and musicals ($n = 1$). The anime title *Detective Conan* was written as an answer indicating an interesting aspect of Japanese culture that motivated Japanese learning. *The Tale of Genji* and MURAKAMI Haruki's novels were also specifically cited in the answers.

Table 3

Types of Japanese Culture Advanced JFL Learners Are Interested In

Type of Culture	<i>n</i>
Anime	5
Manga	2
Japanese literature	2
Musicals	1



Results of Likert-scale Questionnaire (Questionnaire 2)

Table 4 shows the results of Questionnaire 2. The mean score of Attitudes to learning Japanese (5.4) is the highest of all the motivation factors in L2MSS, followed by Ideal L2 self (5.1) and Cultural interest and Instrumentality (promotion) (4.5 respectively) and then by Integrativeness and Attitudes to L2 community (4.3 respectively). The mean scores of Ought-to L2 self and Instrumentality (prevention) were low (1.9 and 3.9, respectively), and correspond to scores in Questionnaire 1. The results of Questionnaire 2 differ from previous studies in terms of L2 motivation study because Integrativeness was not the most influential factor.

Table 4

Result of Questionnaire 2 (Likert Scale Questionnaire)

Motivation factor	α	M	SD
Integrativeness	0.55	4.3	3.3
Attitudes to L2 community	0.94	4.3	0.1
Cultural interest	0.70	4.5	0.1
Attitudes to learning Japanese	0.76	5.4	0.1
Instrumentality (promotion)	0.75	4.5	0.3
Ideal L2 self	0.90	5.1	0.5
Ought-to L2 self	0.73	1.9	0.5
Instrumentality (prevention)	0.94	3.9	0.4

Note. A six-point scale was used.

Discussion

The results of Questionnaire 1 (open-ended questionnaire) showed two strong factors related to the motivation of advanced-level JFL learners: integrativeness, such as (an) attitude towards the L2 community, or a desire to communicate in Japanese, and instrumentality (promotion), such as the desire to obtain a job in the future (Table 2). Unlike previous studies, the results of the Likert-scale questionnaire, this study showed that Attitude towards learning the language, Ideal L2 self, Instrumentality (promotion)

and Culture interest are factors more strongly influencing motivation in learning Japanese language than Integrativeness which is the strongest factor for EFL learners' motivation.

This study also suggests differences in motivational factors between beginner-intermediate and advanced LOTE learners due to L2 proficiency levels. Participants in this study were all adult graduate students at a prestigious graduate school in Germany. Motivation for LOTE learning at this level may be strongly influenced by "instrumentality (promotion)" (e.g., job promotion, scholarship) which is extrinsic motivation.

The results of Questionnaire 1 (open-ended questionnaire) illustrated that advanced-level JFL learners were influenced by not only Japanese popular culture (anime or manga) but also by classic or modern Japanese culture or literature (e.g., *the Tale of Genji* or MURAKAMI Haruki) (Table 3).

Unlike previous studies (Nakamura, 2016; Teo et al. (2019), this study showed that L2 classic or modern culture or literature are factors strongly influencing motivation in learning. In the class discussion of the participants, three students (Chinese, German, and Russian students) said that they empathized with the main character of DAZAI Osamu's novel when they first read the translated version in their first languages and that this facilitated their interest in Japanese culture and motivated their Japanese learning.

With rising globalization, multilingualism and multicompetence have become increasingly important factors for international and intercultural communication. As some participants reported in this study, both popular and classic culture associated with the target language influenced their L2 learning motivation. Based on the results, this study suggests the need to support increased motivation for LOTE learning: For instance, an internet-enabled system should be established so that people worldwide can easily access classic literature from all over the world in either the original or translated versions.

Unlike in the relatively mono-lingual contexts, such as in East Asia (e.g., Japan), for participants in this study, not only the target language (Japanese) learning but also multilingual learning experience (environment) motivated their L2 learning. As one student wrote in the open-ended questionnaire, "I have had a lot of chances to listen to various languages since my childhood, so I came to be interested in several different languages." Following on Duff (2017), this study suggests that further research on multilingual learning is needed to delve into motivation for learning L2s other than English in the European context.

It is challenging to conduct systematic quantitative research, particularly on advanced-level LOTE learning because the number of LOTE learners is not large. However, it is important to maintain language diversity, multilingualism and multicompetence in the



face of globalization as multifaceted perspectives have become increasingly important in solving global issues and problems and eventually bringing about world peace.

Conclusion

The results of this study are not conclusive primarily because of the small sample size. However, considering the extremely small number of LOTE advanced learners in general - mentioned above- the small sample size in this study corresponds to the small population, and therefore statistically tolerable. Besides, as qualitative research, this study was able to get a better grasp of participants' intuitive and emotional impressions by using the in-depth scores in the Likert-scale. Another limitation, besides the small sample, was the Cronbach's alpha score (0.55) for integrativeness in Questionnaire 2 suggesting low reliability. A larger scope study on a similar topic will help build on these issues.

Despite these limitations, this study makes some contributions to L2 motivation research. Theoretically, this study contributes to the knowledge of motivation factors that facilitate advanced-level LOTE learning. The results suggest that besides integrativeness, instrumentality (promotion) is one of the strongest factors related to motivation for advanced-level LOTE learning. Integrativeness has consistently been pointed out in previous L2 motivation research, but this study indicates the important effect of instrumentality (promotion) in addition. Thus, LOTE learning schools/institutes and other than English speaking societies should provide LOTE learners with good employment or promotion opportunities, or study abroad.

Moreover, it has been found out that multilingual learning experiences promote LOTE learning. In the European context, multilingual learning experiences are common and can facilitate multilingual learning. Instructions that emphasize instrumentality (promotion) are necessary to facilitate advanced-level LOTE learning. There is a need to introduce not only popular culture but also classic culture which can be made easily accessible (e.g., via the internet) for people around the world. This study has shed light on LOTE motivation research for a more effective LOTE learning.

Bio Data

Manami Suzuki is a professor at the Faculty of Business Administration, Hosei University. She received her Ph.D. in Second Language Education from the University of Toronto, Canada. Her research interests include second language acquisition, particularly writing in higher education, English for specific purposes, and motivation.

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Appendix A

Open-ended Questionnaire (Questionnaire 1) included in questions (Q1 to Q12) for demographical data

アンケート Questionnaire (at the beginning of the semester)

1. 名前 Name : _____
2. 年齢 Age: _____ 歳 years old
3. 第一言語(母国語) First language (Mother tongue): _____
4. 専攻 Major: _____
5. 学年 Academic year: _____
6. 性別 Gender: _____
7. 日本語学習年数 Years of Japanese learning: _____
8. 日本語のレベル: 初級レベル Beginner 初中級レベル Lower-intermediate 中級レベル Intermediate 中上級レベル Upper-intermediate 上級レベル Advanced
9. 日本語能力試験 (Japanese- Language Proficiency Test):
N1 N2 N3 N4 N5
10. 日本への留学年数 Years of Study Abroad in Japan: _____ 年
11. 留学した場所 Place in the Study abroad: 都道府県 _____
12. 日本への訪問 Visits to Japan: Once More than once _____
13. 始めて日本語に興味を持ったのは何歳の時ですか?なぜ興味をもちましたか?
When did you first become interested in Japanese? And why?
14. あなたが日本語を学習する理由は?
What are your reasons for learning Japanese?
15. あなたの日本語学習の目的は?
What is your goal for learning Japanese?
16. 大学院(大学)を卒業後の計画は?
What are your plans after getting your graduate or undergraduate degree?

17. 御家族、特に御両親の日本語学習への影響はありましたか?
How much influence does your family (especially parents) have on your studying Japanese?
18. 現在のあなたの日本語学習のモチベーションのレベルは?
How would you describe your present state of motivation for learning Japanese in general?
19. あなたは、なぜそのレベルだと思いますか?
Please state reason(s) why you think you are in that state.
20. どのようにモチベーションを維持していますか?
How do you manage to stay motivated?
21. 日本語学習の過程で、モチベーションをコントロールしたり、高めたりしていますか? Do you have any strategies for dealing with, controlling, or maximizing your motivation during the course of your study?
22. 日本語学習について自由にあなたの考えを記載して下さい。
Please feel free to make any comments related to the learning of Japanese.

御協力ありがとうございました。

Thank you for your cooperation.

アンケート Questionnaire

Appendix B

アンケート Questionnaire

Open-ended questionnaire (Questionnaire 1) at the end of the semester

1. 今学期の日本語のクラスはどの程度楽しかったですか?
How much did you enjoy your Japanese classes this semester?
2. 今学期、どのくらい日本語の授業に努力しましたか?
How much effort did you put into the Japanese course this semester?
3. 今学期授業以外で日本語での活動をしましたか?授業に関連しないそれらの活動はどのくらい日本語学習にとって大切だと思いますか?
Did you engage in any activities involving Japanese outside class this semester? How important is it to do such things other than course related work?
4. 日本語学習について自由にあなたの考えを記載して下さい。Please feel free to make any comments related to the learning of Japanese.



Appendix C

Likert scale questionnaire (Questionnaire 2)

(Criterion measures items)

1. 大学などで、日本語の授業があれば、受講したい。

If a Japanese course was offered at university or somewhere else in the future, I would like to take it.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

2. 今後、受講可能な日本語の授業があれば、受講したい。

If a Japanese course was offered in the future, I would like to take it.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

3. 私は、日本語の勉強をがんばっています。

I am working hard at learning Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

4. 私は、日本語学習のために努力するつもりです。

I am prepared to expend a lot of effort in learning Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

5. 日本語学習にベストを尽くしていると思います。

I think that I am doing my best to learn Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

6. 私は、日本語学習のためにたくさんの時間を使いたいです。

I would like to spend lots of time studying Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

7. 私は他の学習よりも日本語学習に集中したいです。

I would like to concentrate on studying Japanese more than any other topic.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

8. 私の他のクラスメートと比較して、私は、かなり一生懸命勉強しています。

Compared to my classmates, I think I study Japanese relatively hard.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

9. もしオプションの(必修ではない)日本語の課題があれば、率先して行います。

If my teacher would give the class an optional assignment, I would certainly volunteer to do it.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v



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10. 必修ではなくても日本語を勉強したいです。

I would like to study Japanese even if I were not required.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

(Ideal L2 self items)

11. 私は、日本に住み日本語でディスカッションする自分を想像することができます。

I can imagine myself living in Japan and having a discussion in Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

12. 私は、日本に住み日本語で日本人と良好なコミュニケーションをとる(スムーズに会話する)ことができる自分を想像することができます。

I can imagine myself living in Japan and using Japanese effectively for communicating with the locals.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

13. 私は、自分が日本人と日本語を話している状況を想像できます(イメージできます)。

I can imagine a situation where I am speaking Japanese with Japanese people.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

14. 私は、日本人の友達や同僚と日本語を話している自分を想像できます。

I can imagine myself speaking Japanese with Japanese friends or colleagues.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

15. 私は、日本語を話すことができる自分を想像できます。

I imagine myself as someone who is able to speak Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

16. 私は、自分が日本人のネイティブスピーカーのように日本語を話す自分を想像できます。

I can imagine myself speaking Japanese as if I was a native speaker of Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

17. 私の将来の仕事を考えるといつも、日本語を使っている自分が想像されます。

Whenever I think of my future career, I imagine myself using Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

18. 私が将来したいことは、日本語を使う必要があります。

The things I want to do in the future require me to use Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v



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19. すべての授業が日本語で教授される大学院/大学で勉強する自分をイメージできます。
I can imagine myself studying in a graduate school/a university where all my courses are taught in Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

20. 私は、流暢に日本語でメールを書く自分を想像できます。
I can imagine myself writing Japanese e-mails fluently.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

(Ought-to L2 self items)

21. 私は、仲の良い友達が日本語は大切だと考えているので、日本語を勉強します。
I study Japanese because close friends of mine think it is important.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

22. 私の両親が日本語を勉強しない私にがっかりしないように日本語を勉強しなければなりません。
I have to study Japanese, because, if I do not study it, I think my parents will be disappointed with me.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

23. 私の周りの人が私に期待しているので、日本語学習は必要です。
Learning Japanese is necessary because people surrounding me expect me to do so.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

24. 私の両親は、教養人になるためには、日本語を勉強しなければならないと考えています。
My parents believe that I must study Japanese to be an educated person.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

25. 私が尊敬する人たちが、日本語は学習するべきだと考えているので、日本語学習は大切であると私は思います。
I consider learning Japanese important because the people I respect think that I should do it.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v

26. 仲間/先生/家族/上司に認められるために、日本語学習は重要です。
Studying Japanese is important to me in order to gain the approval of my peers/teachers/family/boss.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(・o・)	(^_^)	(^O^)v



27. 日本語学習をしないと、私の人生にマイナスの影響があります。

It will have a negative impact on my life if I don't learn Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

28. 教養人であれば、日本語は話すことができると考えられているので、日本語学習は私にとって重要です。

Studying Japanese is important to me because an educated person is supposed to be able to speak Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

29. 日本語の知識がある人は、尊敬されるので、日本語学習は重要です。

Studying Japanese is important to me because other people will respect me more if I have a knowledge of Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

30. 私が日本語を勉強しないと周りの人をはっきりさせてしまいます。

If I fail to learn Japanese I'll be letting other people down.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

(Instrumentality (promotion) items)

31. 将来良い仕事に就くために役に立つと思うので、日本語学習は重要です。

Studying Japanese can be important to me because I think it will some day be useful in getting a good job.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

32. 日本語能力が高ければたくさんお金を得ることができると思うので日本語学習は重要です。

Studying Japanese is important because with a high level of Japanese proficiency I will be able to make a lot of money.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

33. 将来の昇進のために日本語能力が必要なので日本語学習は重要です。

Studying Japanese is important to me because Japanese proficiency is necessary for promotion in the future.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v

34. (勉強や仕事で)日本に長期滞在したいので、日本語学習は重要です。

Studying Japanese is important to me because I would like to spend a longer period living in Japan (e.g. studying and working).

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.)	(^_^)	(^O^)v



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35. 私の専門をさらに勉強するために必要だと思うので、日本語学習は重要です。
Studying Japanese can be important for me because I think I'll need it for further studies on my major.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

36. 将来の勉学のために日本語は必要だと思うので、日本語学習は私にとって重要です。
Studying Japanese can be important to me because I think I'll need it for further studies.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

37. 日本語ができると、グローバルに働くことができると思うので日本語は重要です。
Studying Japanese is important to me because with Japanese I can work globally.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

38. 将来したいことのためには日本語が必要です。
The things I want to do in the future require me to use Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

39. 日本語は、私の人生に新しい挑戦を与えてくれるので、日本語学習は重要です。
Studying Japanese is important to me because it offers a new challenge in my life.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

40. 特別な目的(例えば、学位や奨学金取得のために)、日本語学習は私にとって重要です。
Studying Japanese is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

41. より高い社会的敬意を得ることができるので日本語学習は重要です。
Studying Japanese is important to me in order to attain a higher social respect.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

(Instrumentality (prevention) items)

42. 日本語の授業をパスしない(合格しない)と卒業できないので、日本語を学習しなければなりません。
I have to learn Japanese because without passing the Japanese course I cannot graduate.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v



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43. 日本語の授業をパスしないと学位を修得できないので、日本語学習をしなければなりません。
I have to learn Japanese because without passing the Japanese course I cannot get my degree.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

44. 日本語の授業を落としたいくないので(不合格になりたくない)ので日本語を学習しなければなりません。
I have to learn Japanese because I don't want to fail the Japanese course.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

45. 大学の日本語の授業で悪い成績を取りたくない、日本語を勉強しなければなりません。
I have to study Japanese because I don't want to get bad marks in it at university.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

46. 私は、日本語を勉強しなければなりません。そうしないと将来キャリア(仕事)で成功しないと思います。
I have to study Japanese; otherwise, I think I cannot be successful in my future career.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

47. 日本語能力試験で悪い点を取りたくない、日本語を勉強することは必要です。
Studying Japanese is necessary for me because I don't want to get a poor score or a fail mark in Japanese proficiency tests.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

48. 日本語の知識がないと良い学生と見なされないので日本語を勉強することは私にとって重要です。
Studying Japanese is important to me because, if I don't have knowledge of Japanese, I'll be considered a weak student.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

49. 日本語の成績が悪いと恥ずかしいので、日本語を勉強することは私にとって重要です。
Studying Japanese is important to me, because I would feel ashamed if I got bad grades in Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

50. 教養のない人と見られたくないので、日本語学習は私にとって重要です。
Studying Japanese is important to me because I don't like to be considered a poorly educated person.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v



(Attitudes to learning Japanese items)

51. 私は、日本語の授業の雰囲気が好きです
I like the atmosphere of my Japanese classes.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

52. 日本語学習は本当に楽しいです。
I find learning Japanese really interesting.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

53. いつも日本語のクラスが楽しみです。
I always look forward to Japanese classes.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

54. とても楽しく日本語を学習しています。
I really enjoy learning Japanese.

1. Strongly disagree	2. Disagree	3. Slightly disagree	4. Slightly agree	5. Agree	6. Strongly agree
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

55. 学校で日本語のレッスンをもっと受けたいですか?
Would you like to have more Japanese lessons at school?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

56. 日本語を勉強していると時間が経つのが早いですか?
Do you think time passes faster while studying Japanese?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

(Cultural interest items)

57. 日本の音楽(たとえば歌謡曲)は好きですか?
Do you like the Japanese music (e.g. pop music)?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

58. 日本の映画は好きですか?
Do you like Japanese films?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

59. 日本の雑誌、新聞、本など好きですか?
Do you like Japanese magazines, newspapers, or books?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

60. 日本のテレビ番組は好きですか?
Do you like Japanese TV programs?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v



(Attitudes to L2 community items)

61. 日本を旅行するのは好きですか?

Do you like to travel to Japan?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

62. 日本人は好きですか?

Do you like Japanese people?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

63. 日本人と会うのは好きですか?

Do you like meeting Japanese people?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

64. 日本人についてもっと知りたいですか?

Do you like to know more about Japanese people?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

(Integrativeness items)

65. 日本の文化や芸術について学ぶために日本語学習はどのくらい重要だと思いますか?

How important do you think learning Japanese is in order to learn more about the Japanese culture and art?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

66. 日本人のようになるとしたら、どのくらい日本人のようになりたいと思いますか?

How much would you like to become similar to Japanese people?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v

67. 日本はどのくらい好きですか?

How much do you like Japanese?

1. not at all	2. not so much	3. so-so	4. a little	5. quite a lot	6. very much
(>_<)	(*_*)	(-_-)	(.o.o)	(^_^)	(^O^)v