

英語学習者の学習動機の変化とその要因

The Change in English Learners' Motivation and Their Causes

芝 すみれ

Sumire Shiba

大妻女子大学大学院 人間文化研究科 言語文化学専攻 修士課程

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1. 研究目的

The purpose of this study is to see what changes English learners' motivation toward English learning and investigate solutions for educators to plan lessons which have more potential to motivate the learners' attitude toward their learning experience.

My question which is why I am interested in English learners' motivation starts with my experience from Teaching Assistant (TA). I have been working as a TA at Otsuma Women's University for about 2 years. From this experience, I have been able to get to know various students. Also, there are some interesting sayings from the students. The most interesting one from them is that they do not know why they are in English literature department. This is the start of my research.

After the “大学全入時代” has started, most of high school students can choose their major and enter a university quite easily compared with the past. In my case, I decided to major in English because English was the only subject that I worked on for a long time and I thought it was my advantage skill. Moreover, I hoped to use English as a tool for my future career. Therefore, my image of students who decide to major in English was whether they like English or they want to use English for their future careers.

However, I have seen many students claiming that they do not know why they are in the English department or why they chose to study English in the university. To me, I wonder why they made a decision to major English and what motivates them to study it. Also, I came up with the question asking what led them to get confused about their learning experience.

According to my experience as the TA, I aim to see the causes which affect students' motivation toward English learning and clarify them either into motivator or demotivator.

2. 研究実施内容

First of all, I cleared the definition of motivation in my research. According to Hiromori (2010), motivation consists of three elements: 1) Motive which refers to a goal or a target of an action. It is like what you want to be or get. For example, if a student says that she wants to be good at speaking English, her goal or target of learning English will be being a good English speaker. 2) Motivation refers to how much a learner is eager to pursue her goal or target. It relates to a length or time or an eagerness for learning English. 3) Motivate / Motivating refers to how a learner pursues her goal or target. This term is showing a direction how the learner pursues the goal.

Moreover, according to Dörnyei and Ushioda (2011), they have defined motivation by dividing into 3 terms: 1) the choice of a particular action 2) the persistence with the action 3) the effort expended on the action. These terms can be matched with the 3 elements which Hiromori showed. The first term “choice” asks why people decide to do something, and this can go to the element “motive” which is a goal or a target of an action. The second term “persistence” shows the length of the action like how long people are willing to sustain their activity. Then, the last term “effort” describes how hard people are going to pursue their targets or goals. The second and third term can be fit with the second element from Hiromori, which is

“motivation”.

According to these definitions, there are also two types of motivations, intrinsic motivation and extrinsic motivation. These two motivations relate to a learner's behavior or an action for her study in different ways. First, intrinsic motivation is considered to be strongly related with a learner's self-determination. The factors of this motivation are from her personal feeling, such as enjoyment or satisfaction. In contrast, extrinsic motivation is considered to be weakly related with self-determination and its factors are not from the personal feeling, either. The extrinsic motivation is more caused by rewards, such as getting good grades or jobs. In short, intrinsic motivation is referred to fulfilling own self and extrinsic motivation is referred to outcomes.

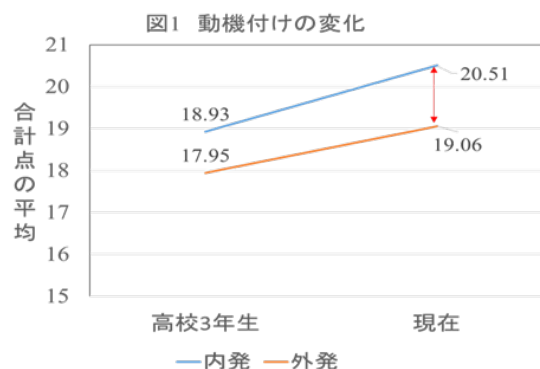
Based on these definitions and the background literatures, such as Taguchi (2013) and Kikuchi and Sakai (2016), I wondered what happens if learners categorize key codes which have influence on the learners' motivation into either motivator or demotivator and whether the job-hunting for a university student have as high influence as the university entrance exam for a 3rd year high school student.

From these viewpoints, I set three research questions. By comparing students' motivation toward English learning between their 3rd year in the high school and after entering the university, 1) how have students' motivation toward English learning changed? 2) Does job-hunting for university students increase learners' motivation as high as the university entrance exam for high school students? 3) Which type of motivation tends to increase students' motivation toward English learning, the intrinsic motivation or the extrinsic motivation? To answer these questions, in my research, I conducted the questionnaire.

The participants for my survey are 132 university students who belong to a university located in Tokyo. The students are 1st to 3rd students majoring in English and taking speaking classes taught by native speakers of English. I did not include the 4th year students' answer because they finished the job-hunting. I used the questionnaire by Miura (2010) as a model design. In his questionnaire, he used the rank orders of motivational reasons (ウィルコクソンの符号付順位

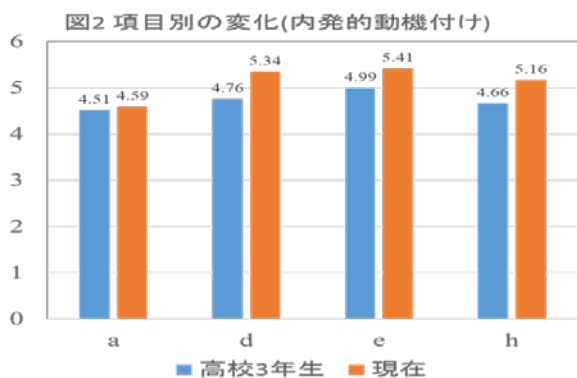
和検定), but I used the 6-point Likert scale instead of that and analyzed the data by t-test through SPSS.

According to analysis of the survey result, the graph (1) shows the average score of the intrinsic and extrinsic motivation. The Mean Difference (MD) of the intrinsic and the extrinsic motivation are 18.93 and 17.95 in 3rd year in the high school. At present, the MD of each motivation are 20.51 and 19.06. The total scores of the participants' motivation increased from the 3rd year the high school to the present.

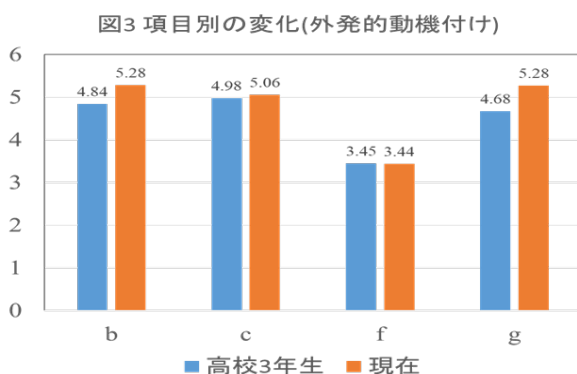


Also, the intrinsic motivation is higher than the extrinsic motivation in both 3rd year in the high school and the present, and the gap in the present between these two motivations is wider than the comparison in the 3rd year in the high school. According to this result, I tested t-test through SPSS and it showed that the change of the scores of the intrinsic motivation and the extrinsic motivation from the 3rd year in the high school to the present has the statistical significance.

Next, the graph (2) shows the result of each items about the intrinsic motivation. The item (a) is enjoyment, (d) is movie / music, (e) is communication, and (h) is desire. Through the t-test, the item (d), (e) and (h) are resulted to get statistical significance. Among the 4 items, (e) which is communication is the highest item in the intrinsic motivation in both 3rd year in the high school and the present. On the other hand, surprisingly, the item (a) which is enjoyment is the lowest.



The graph (3) shows the result of the extrinsic motivation. The item (b) is overseas, (c) is grade, (f) is status and (g) is the entrance exam or the job-hunting. The questionnaire answers demonstrate that (b) and (g) shows the statistical significance by t-test. Also, both (b) and (g) are the highest items among 4 extrinsic motivations.



According to the result from the questionnaire, the answer for 1st research question could be the students' motivation have increased from 3rd year in the high school to the present. Moreover, the total score of motivation and each score, the intrinsic motivation and the extrinsic motivation, shows a significant difference.

Next, the second research question is “does job-hunting for university students increase learners' motivation as high as the university entrance exam for high school students?”, and the answer for it is negative because the job-hunting for university students increased learners' motivation higher than the university entrance exam for high school students.

Lastly, the answer for the 3rd research question shows that the intrinsic motivation tends to increase the students' motivation toward English learning. Also, the three highest key items are all categorized under intrinsic motivation. Even though the job-hunting has

influence on learners' motivation, it is less strong than the intrinsic motivation. This result could be supported by what Taguchi (2013) states in his study. The learners' ideal L2 self is more connected with the communication skill, which is being able to speak with foreigners fluently.

3. まとめと今後の課題

In summary, the intrinsic motivation has more potential to increase students' motivation toward English learning. Also, the change of some key items shows a statistical significance. For the further research, first of all, I am planning to test the result of the questionnaire through ANOVA to see the accountability for statistical significances more carefully. Also, I need to analyze the answers for the second part of the questionnaire which has written answers by the participants. Through analysis, I hope to support the points came from this study stronger and see the causes affecting the motivation in depth.

Based on discoveries from the analysis, I am going to do interview as a qualitative research methodology. The interviewees are chosen from the participants. The purpose of interviewing is to reveal what I could not understand from the survey results and see the learners' mindset for English learning. For example, I got a question from the result in the extrinsic motivation, and it is “does the learners actually perceive going to overseas as a benefit for their future careers?”

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4. この助成による発表論文等

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