‘The most influential factors affecting the motivation and demotivation of Japanese university students studying English’.

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Abstract

This paper explores Japanese university students’ motivation for English learning in EFL classrooms at universities in Japan. A number of researchers have investigated language learning motivation in the area of L2 studies. However, few studies have been conducted in Japan concerning the actual factors and patterns of Japanese university students’ motivation and particularly demotivation. Therefore, in order to foster a greater understanding of the factors motivating Japanese learners of English at universities in Japan, the motivational and demotivational factors among Japanese students should be explored further. The data collection methods are both quantitative, in the form of questionnaires, and qualitative, by means of a selected number of interviews.

The findings indicate that the degree of motivation experienced by Japanese university students for English learning is based on the following factors: their autonomy, teachers’ influences, self-esteem, goal setting, and other intrinsic and external factors. In addition, case studies, based on each student’s first-hand English learning experience, discover deeper insights into the similar factors and patterns in the motivation and demotivation of Japanese students.
1. Introduction

Many studies have shown that motivation is essential for L2 learning, as it helps to determine the extent of involvement in learning (Oxford 1996; Oxford and Shearin 1996; Dornyei 1994). In view of the difficulties of learning a second language (L2), maintaining the motivation of students is a key factor for teaching an L2 successfully (Noels et al. 1999). Motivation is an inner state that arouses, leads, and sustains human behaviour (Glynn et al. 2005). It should be noted that motivation encourages students to make greater efforts in learning and is one of the most important factors for individuals’ success in a second or foreign language (Dornyei 2001; Ellis 1994; Gardner 1985; McCombs 1998; Scheidecker and Freeman 1999; Uwabuchi 2004; Hiromori 2006). Although motivation in the area of L2 studies has attracted many researchers’ interest, very few studies have been conducted concerning factors which enhance and reduce motivation (Dornyei 2001, 2005; Hiromori 2006). As a matter of fact, more and more educators in Japan have realized the great importance of enhancing Japanese students’ motivation for English learning in order to improve their English abilities, but many teachers still struggle to find a way of motivating their students in their language classrooms.

It is often demonstrated that L2 learning motivation is influenced by specific L2 learning contexts to which L2 learners are exposed (Oxford 1996; Oxford and Shearin 1994; Schmidt, Boraie and Kassabgy 1996; Dornyei 1990; Clement and Kruidenier 1983). Specifically, whereas learners in ESL (English as a Second Language) situations can have many opportunities to be exposed to English outside the classroom, English learning in EFL (English as a Foreign Language) contexts such as Japan
and Korea mostly takes place in formal or academic classroom settings without regular interaction with native English speakers (Pae 2008). Furthermore, there is no doubt that cultural influences have some effect on motivation (Oxford 1996). Therefore, as Hiromori (2006) points out, in order to motivate Japanese students in EFL contexts, there is a crucial need to investigate factors of motivation and demotivation for Japanese students learning English in language classrooms in Japan.

In the light of the importance of learning English as an international language, there has been a growing concern recently about successful English learners and factors among those who lack motivation to learn English in Japan. Moreover, many educators have been struggling with enhancing Japanese students’ motivation at school in Japan (Ichikawa 2004; Kojima and Terazaki; Kikuiri 2003; Sakurai 1998).

In order to explore how to enhance and maintain the motivation of Japanese students, it is important to examine not only the factors and patterns in the motivation of Japanese learners but also the individual causes of demotivation in students who have lost interest in learning English. This is because investigating demotivated learners will allow educators to comprehend how to restore the motivation of demotivated learners and lead them to be successful learners of English. Therefore, this study will examine the factors and common patterns in the motivation and demotivation of Japanese learners, in order to gain deeper insights into how to improve English teaching in the classrooms in Japan.

In the next chapter, a review of literature on motivational research will be presented. In Chapter 3, the research design and methodology in this
study will be explained. Chapter 4 will investigate the results and findings of the internal and external motivational factors which affect the motivation of Japanese students, based on the results of the questionnaire survey. Chapter 5 will examine and explore the ‘demotive’ factors that influence their lack of motivation for English learning. In Chapter 6, a brief summary of the conclusions of this study will be provided.

2. Literature Review

In this literature review, the following nine topics related to this study will be outlined: English learning situations in EFL (English as a Foreign Language) contexts in Japan, the issues of English education in Japan and the motivation of Japanese students, the concept of motivation and demotivation, teachers’ role and motivation, learning autonomy and motivation, framework of motivational strategies, self-determination theory, goal-orientation theory, and self-efficacy theory.

2.1. English learning in EFL contexts in Japan

As Hiromori (2006) points out, in EFL contexts such as Japan, the target language is seldom used in daily life. In addition, unlike the Western English-speaking classrooms, where immigrants learn English for communicating with native and other competent English speakers in daily life, in Japan there is less opportunity to use English outside the English classrooms. Under the circumstances, it is more difficult to improve the English abilities of Japanese students than those who are in ESL (English as a Second Language) contexts.

Therefore, in order to gain deeper insight into the English learning
motivation of Japanese students in EFL contexts in Japan, there is a crucial need to focus on exploring motivational factors in language classrooms in Japan. Many researchers have pointed out the great influence of intrinsic motivation for language learning. Nevertheless, Tachibana, Matsukawa and Zhong (1996) demonstrate that the motivation for Japanese learners to learn English tends to be external, such as gaining good marks, rather than intrinsic. However, it seems that they do not state the degree of concrete motivational factors among Japanese students. Therefore, in my view, this should be investigated in this study. The findings of the research will be discussed later.

Since the findings from the interview data, which will be discussed in Chapter 5, reveal that the demotivation of Japanese students is greatly influenced by the traditional Japanese learning, the issues of English instruction in Japan will be outlined in 2.2.

2.2. The issues of English education in Japan and the motivation of Japanese students

In Japan, English is a required school subject from junior high school to high school. The low performance achieved by Japanese learners of English in spite of the time and effort invested has been a frequent topic among language educators and researchers (Butler and Iino 2005). If Japanese students are to improve their English abilities, motivation to learn English is essential.

In these circumstances, as Butler and Iino (2005) state, the Japanese Ministry of Education proposed a five-year Action Plan to cultivate Japanese people with English abilities in 2003 in response to repeated
criticisms that most Japanese people do not have sufficient communicative
skills in English. In fact, the Action Plan (2003-2008), which placed a
strong emphasis on the communicative approach in actual English
classrooms in Japan, proposed various measures, such as specifying the
level of English to be achieved and standardized assessment devices to
measure such achievement, as well as steps to improve Japanese students’
motivation.

However, as Sakui (2004) demonstrates, most Japanese teachers of
English in junior and high school still spend most of the class time focusing
on teacher-led grammar instructions. For example, students mainly listen
to teachers’ explanations, learn to translate at the sentence level, read the
textbook aloud in choral reading, copy vocabulary items in their notebooks
and attend to sentence-manipulation exercises. In addition, although the
Japanese Ministry of Education proposed the Action Plan (2003-2008), a
number of Japanese English teachers in elementary, junior and high
schools have still been struggling to cope with the Action Plan. As a
matter of fact, as Sakui (2004) showed, most Japanese teachers lack
confidence in conducting Communicative Language Teaching (CLT)
because of the deficiency of their ‘communicative competence’ in English.
Furthermore, many Japanese teachers of English in junior and high school
still assume great responsibility for preparing their students for the high
school and university entrance examinations.

According to the findings in this study, which will be discussed in detail
in Chapters 4 and 5, such traditional methods of teaching English in Japan
are one of the main factors in the demotivation in Japanese students
studying English. (More details about ‘demotivation’ will be discussed in
2.3.) From the interview data, which will be discussed in Chapter 5, it can be seen that most of the participants reported that their intrinsic motivation decreased through the Japanese traditional grammar-translation method, whereas a majority of students increased their interest in English and overcame their demotivation for studying English through the communicative approach.

2.3. Motivation and Demotivation

In defining the meaning of the term ‘motivation’, Dornyei (2001) explains that it concerns the direction and magnitude of human behaviour: the choice of a particular action; the persistence with it; and the effort spent on it. Dornyei and Otto (1998:65) provide the following definition of motivation, which has been recognized as fostering a great understanding of the meaning of motivation:

‘In a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out.’ (cited in Dornyei 2001:9)

Furthermore, Ushioda (1996:40) states the following concept of motivation for learning:

‘The motivation to learn shapes our interactions with the world from the cradle to the grave, as we explore our surroundings, master new skills and ideas, tackle fresh challenges, develop our potential, and satisfy our interests and curiosity.’

Although it seems that much research has been conducted on language
learning motivation, few studies have been concerned with actual motivational factors for English learning in Japan, and particularly the demotivation of Japanese English learners in Japan. Therefore, in my view, further study of the factors affecting the motivation of Japanese learners and especially their demotivation for English learning needs to be investigated, in order to help English education in Japan.

The meaning of ‘demotivation’, in short, concerns various negative influences which remove existing motivation. As Dornyei (2001) demonstrates, a demotivated learner is someone who was once motivated but has for some reason lost his or her interest in or commitment to language learning. In addition, Dornyei (2001:143) explains that the definition of ‘demotivation’ refers to ‘specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action’.

Dornyei (2001) also differentiates between ‘demotivation’ and ‘amotivation’. According to him, demotivated learners are those who have lost their motivation because of negative external factors. On the other hand, as Deci and Ryan (1985) and Dornyei (2001) define it, ‘amotivation’ indicates that the relative absence of motivation is due not to a lack of initial interest but rather to the individual’s experiencing feelings of incompetence and helplessness regarding particular activities. Valerand (1997) categorizes four types of ‘amotivation’ as follows: capacity-ability beliefs (people are amotivated when they believe that they lack the ability to perform the behaviour); strategy beliefs (people are amotivated because they do not consider the strategies being followed to be effective enough); capacity-effort beliefs (‘amotivation’ occurs when people think that reaching their goals is far too difficult); and helplessness beliefs
(‘amotivated’ learners generally perceive that their efforts are inconsequential, considering the huge amounts of tasks they have to accomplish).

Two investigations of demotivation conducted by Christophel and Gorham (1992, 1995) reveal that the lack of motivation was mainly attributed to the behaviour of the teachers. In other words, the findings indicate that negative teacher behaviour is perceived as the central cause of the demotivation of students. Christophel and Gorham (1992) also outline the main causes of the various ‘demotives’ mentioned by college students taking introductory communication classes as follows: their dissatisfaction with grading and assignments, their dislike of the subject area, their teacher being boring, bored, unorganized, unprepared, unapproachable, self-centred, biased, condescending and insulting, and the inferior organization of their teaching materials (Dornyei 2001).

In addition, Gorham and Christophel (1995) used the same question to ascertain the causes of ‘demotives’ with another group of college students studying communication, and gained findings which were consistent with those from their previous investigation. Chambers’ (1993) study provides evidence that teachers and their students perceived the causes of demotivation differently. According to his investigation, the participating teachers understood the causes of demotivation to be related to psychological, social, attitudinal, historical and geographical reasons, but they eliminated themselves as one of the factors causing demotivation.

On the other hand, their students perceived that the causes of demotivation stemmed from the behaviour of the teachers, their previous experience in learning languages, and class size. As Dornyei (2001)
demonstrates, demotivated students in his investigation seemed to have very low self-esteem. This indicates that they needed to have extra attention and praise for what they were good at and what they could do, but insufficient attention and praise toward them to enable them to recover their self-esteem led them to lose motivation for learning.

Oxford (1998) conducted an investigation over a period of five years on a content analysis of essays written by approximately 250 American students in high schools and universities. This survey was implemented by asking the participants to describe their learning experiences, such as conflicts with their teachers and classrooms they felt uncomfortable in.

The findings made by Oxford (1998) from the content analysis of the student essays showed four broad types of demotivation as follows: the teacher’s personal relationship with the students, such as a lack of caring, general belligerence and hypercriticism; style conflicts between teachers and students, including conflicts about the amount of structure or detail; the teacher’s attitude towards the course or the material, such as a lack of enthusiasm and close-mindedness; and the nature of the classroom activities, including overload and repetitive activities.

Although Oxford (1998) puts a strong emphasis on the teacher’s role as a source of demotivation, it seems that other potential causes of demotivation were not demonstrated in his research; these will be stated in part of my investigation later.

Ushioda (1998) investigated effective motivational thinking of 20 Irish learners of French at Trinity College Dublin. Her findings indicated that the ‘demotives’ were related to negative aspects of the institutionalized
learning context, such as particular teaching methods and learning tasks.

Furthermore, as Dornyei (2001) points out, Dornyei’s (1998) study is different from those by Chambers (1993), Oxford (1998) and Ushioda (1998) in that it focused only on those who had been identified as ‘demotivated’ students. Participants were 50 secondary school students who were studying either English or German as a foreign language in various schools in Budapest. Only structured long interviews were conducted with the participants, who were identified by their teachers or peers as being particularly demotivated. The findings made by Dornyei (1998) revealed that the largest category of demotivating factors directly concerned their teachers, which is consistent with the findings of other researchers.

The other demotivating factors which he discovered included the learner’s lack of self-confidence, which was partly caused by some classroom event within the teacher’s control; inadequate school facilities (e.g. the group being too big or not at the right level, and frequent change of teachers); and negative attitudes towards the L2 (e.g. the dislike of the way the language sounds or operates). It was also revealed that less frequent but still influential demotivating factors in the study included the compulsory nature of L2 studies, the interference of another foreign language being studied, the negative attitude towards the L2 community, the attitudes of other group members, and the textbook used in the language class.

Taking into consideration those previous studies of demotivation, there is some doubt about whether demotivating factors are consistent across all
cultural situations, especially in Asian countries such as Japan. For example, the demotivating factors identified among the participants in the schools in Budapest or America may be different from those of Japanese students studying English as a foreign language. Therefore, my investigation casts light on the demotivation patterns of Japanese English learners, which will be explored in Chapter 5.

2.4 The role of teachers and students’ motivation

As Dornyei (2001) states, teachers play an important role in affecting the motivational quality of the students’ learning process. Some empirical studies conducted by Gardner (1985) and his colleagues have shown that students’ positive attitudes toward their L2 teachers are generally linked to motivation and achievement in classrooms. Dornyei (2001) suggests four interrelated dimensions in teachers’ multiple influences on students’ motivation, as follows:

1. the personal characteristics of teachers (e.g. warmth, great care, empathy, teaching competence, level of motivation and commitment, trustworthiness)
2. verbal and non-verbal ‘immediacy’ behaviour
3. active motivational socializing behaviour
4. classroom management practices.

First of all, the personal characteristics of teachers are one of the core factors in determining whether or not a good relationship is built between students and teachers. In other words, teachers who lack enthusiasm or are careless about thinking of students’ situations or needs are one of the crucial factors for causing the demotivation of students. Csikszentmihalyi (1997) demonstrates that the most influential teachers are those who are
remembered and who make a real difference in their students’ development. They are not the ones who have the most status, power and knowledge. Csikszentmihalyi (1997:77) also argues about the effect of teachers’ enthusiasm as follows:

‘If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake. If all the teachers they are exposed to are extrinsically motivated, students might well conclude that learning in general is worthless in and of itself. They look around them for adults who seem to enjoy their jobs, who believe in what they are doing, and take them as models.’

As a matter of fact, there is evidence of an experiment conducted by Wild et al. (1992) which empirically confirms Csikszentmihalyi’s argument. Specifically, in his study, participants who believed that a teacher was intrinsically motivated reported that they enjoyed lessons more and were more willing to learn and explore than those who thought that the teacher was extrinsically motivated and only a paid worker. According to the investigation, the participants also perceived that the intrinsically motivated teacher demonstrated greater enthusiasm and motivation.

Secondly, as Christophel (1990) and Dornyei (2001) remark, verbal and non-verbal ‘immediacy’ behaviour implies a reduction in the distance between teachers and students, such as using humour, talking about personal topics and moving around in class, and may affect students’ learning atmosphere in classrooms.

Thirdly, Dornyei (2001) notes that active motivational socializing
behaviour refers to the behaviour of teachers who actively socialize the motivation of learners through appropriate modelling (e.g. setting an example regarding both effort expenditure and expressions of interest in the subject) and task presentations (e.g. directing the attention of students to the objective of the activity they will perform, its interest potential and practical value, and the strategies which may be beneficial in completing the task). The feedback and reward system is also very important. Since in many cases students are unable to recognize their own errors, they need the aid of teachers or English native speakers to find their errors.

Moreover, in many cases, rewards from teachers after tasks have been achieved also serve to increase students’ motivation for learning. It seems that particularly demotivated students tend to increase their motivation by rewards, even if the rewards are very small things. This evidence is also supported by my own teaching experience at the cramming school. In fact, especially unmotivated students or extrinsically motivated students were often more encouraged to do homework or complete the tasks when I said I would give sweets or chocolates to them after their tasks were completed.

Finally, Deci et al. (1991) and Dornyeyi (2001) demonstrate the importance of classroom management in terms of teachers’ roles. Dornyeyi (2001) emphasises the following two aspects of the managerial role, which are particularly important: setting and maintaining group norms and the teacher’s type of authority.

To explain the two aspects of the managerial role, firstly, teachers have a special responsibility in organizing and managing the classroom as an
effective learning environment. In addition, as Deci et al. (1991) point out, it is also important to note that the authority type of the teacher (autonomy supporting or controlling) has a great influence on the motivation of students. Specifically, Deci et al. (1991) note that involving students in the decision-making process increases their self-determination and intrinsic motivation.

Deci and Ryan (1985) describe the type of teacher communication style which enhances self-determination. It is claimed that controlling styles, such as deadlines, imposed goals and the use of threats or rewards, tend to weaken students’ feelings of self-determination and intrinsic motivation. In addition, critical, negative feedback tends to undermine intrinsic motivation.

In contrast, autonomy-supportive styles, such as providing choice about which activities to perform and when to complete them, are likely to sustain feelings of self-determination and intrinsic motivation. Moreover, as Deci and Ryan (1985) claim, positive, compassionate feedback that provides information about how students can improve their competence tends to enhance intrinsic motivation. Therefore, as Noels and her colleagues (1999) demonstrate, perceptions of teachers as providing informative and autonomy-supportive feedback are correlated to enhanced intrinsic motivation.

Moreover, Brophy (1998:xviii) demonstrates the main motivational challenge for teachers as follows: ‘The motivational challenge facing teachers is to find ways to encourage their students to accept the goals of classroom activities and seek to develop the intended knowledge and skills
that these activities were designed to develop, regardless of whether or not the students enjoy the activities or would choose to engage in them if other alternatives were available’ (cited in Dornyei 2001:123).

As Dornyei (2001) points out, teachers need to contribute actively to generating positive attitudes among students towards learning the subject matter, even if the general conditions of students’ motivation mentioned by Brophy (1998) are in place. Dornyei (2001) suggests four strategies that can be useful to help L2 learners to be successful, as follows: enhancing learners’ language-related values and attitudes, increasing the learners’ ‘goal orientation’, making the curriculum in class relevant for learners, and creating realistic beliefs.

A student’s sense of values is largely determined by the individual’s internal preferences and basic approaches to tasks or activities. Therefore, as Dornyei (2001) demonstrates, it is important to promote positive language-related values and attitudes towards L2. In addition, educational psychological research has discovered repeatedly that, in an ordinary class, many students do not really understand why they are involved in a learning activity or a given task. Therefore, as Dornyei (2001) suggests, it is beneficial to increase the group’s goal-orientedness. An example of a way of achieving this is to initiate a discussion with students with the objective of outlining ‘group goals’ (Dornyei 2001).

Besides, it is also important to create a curriculum relevant to learners’ needs and to build these needs into the curriculum. Another key issue of motivation for learning is to create realistic beliefs among learners and to make them aware of the fact that the mastery of an L2 can be achieved by diverse strategies. Therefore, an important factor leading to success is for learners to discover for themselves the methods and techniques by
which they learn best (Dornyei 2001).

2.5. Learner autonomy and motivation

Learner autonomy refers to the ability to make one’s own decisions on one’s learning rather than being influenced by someone else, such as teachers or parents. In addition, contemporary language-teaching methodologies make the assumption that an autonomous learner has an advantage in learning (Benson 2000, Wenden 1991, Little 1991). Ushioda (1996) points out two motivational concepts which tend to be related to autonomous learning: self-motivation and intrinsic motivation. As Ushioda (1996) demonstrates, self-motivation plays an important role in maintaining positive belief in structures and self-perceptions, minimizing the subjective impact of negative experiences, and generating success and positive outcomes. Ushioda (1997:41) defines the concept of self-motivation as follows:

‘Self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimise and sustain one’s involvement in learning. In other words, a capacity for self-motivation may be defined as a capacity for effective motivational thinking. ... This capacity entails taking personal control of the affective conditions and experiences that shape one’s subjective involvement in learning. It entails minimizing the damage when these experiences are negative, and maximizing the subjective rewards when these experiences are positive, and so fostering optimum motivational conditions for continued engagement in language learning.’

Dornyei (2001) remarks that the key issues in fostering learner
autonomy include allowing students real choices, sharing responsibility with the students for organizing their learning process, providing them with positions of genuine authority, encouraging student contributions, peer teaching and project work. In addition, Benson (2000) lists four different types of practice associated with developing learner autonomy:

· *resource-based approaches* (focusing on independent interaction with learning materials)
· *technology-based approaches* (putting an emphasis on independent interaction with educational technologies)
· *learner-based approaches* (focusing on changes in the relationship between learners and teachers in the classroom and learner control over the planning and evaluation of learning)
· *curriculum-based approaches* (extending the idea of control over the planning and evaluation of learning).

(Dornyei 2001)

In addition, Good and Brophy (1994:228) outline learner autonomy as follows:

‘For one thing, the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy - let them decide what to do and when and how to do it. However, schools are not recreational settings designed primarily to provide entertainment; they are educational settings that students are required to come to for instruction in a prescribed curriculum. Some opportunities exist for teachers to take advantage of existing motivation by allowing students to select activities according to their own interests, but most of the time teachers must require students to engage in activities that they would not have selected on their own.’
2.6. A framework of motivational strategies
Motivational strategies cannot be employed successfully without certain preconditions. Dornyei (2001) suggests that the most important of these motivational conditions are as follows: *appropriate behaviour of teachers and a good relationship with the students; a pleasant and supportive classroom atmosphere; and a cohesive learner group with appropriate group norms.*

With regard to the appropriate behaviour of teachers and a good relationship with the students, these were discussed in 2.4. Concerning a pleasant and supportive atmosphere in the classroom, as MacIntyre (1999) and Young (1999) state, student anxiety created by a tense classroom climate is one of the most crucial factors that undermine learning effectiveness and L2 motivation.

Good and Brophy (1994:215) demonstrate the notion of the classroom environment and the teacher as follows:

‘To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere. The teacher should be a patient, encouraging person who supports students’ learning efforts. Students should feel comfortable taking intellectual risks because they know that they will not be embarrassed or criticized if they make a mistake.’

Regarding the third basic condition concerned with a cohesive learner group with appropriate group norms, as Dornyei (2001) remarks, it is beneficial to create explicit, long-lasting group norms such as ‘class rules’
early among the group members.

Hadfield (1992:134) states how to increase the learner group’s goal-orientedness as follows: ‘It is fundamental to the successful working of a group to have a sense of direction and a common purpose. Defining and agreeing aims is one of the hardest tasks that the group has to undertake together.’

2.7. Self-determination theory

One of the most well-known motivation theories is the self-determination theory. The main terms associated with the self-determination theory are intrinsic and extrinsic motivation. Vallerand (1997) and his colleagues suggest three subtypes of intrinsic motivation: motivation to learn, motivation toward accomplishment and motivation to experience stimulation.

On the other hand, as Dornyei (2001) points out, extrinsic motivation has traditionally been regarded as something that can weaken intrinsic motivation. Deci and Ryan (2002) state that extrinsic motivation means that individuals expect to receive some tangible rewards for performing something. Some empirical evidence suggests that the distinction between intrinsic and extrinsic goals can be beneficial for predicting L2 learning outcomes (Noels et al. 1999).

Intrinsically motivated actions are performed without the anticipation of rewards. Extrinsic motivation can be further divided into four subcategories as follows: external regulation, identified regulation, integrated regulation and introjected regulation (Deci and Ryan 1985, 2002;
Dornyei 2001). According to the theoretical framework proposed by Deci and Ryan (1985, 2002), *external regulation* is the least self-determined form of extrinsic motivation. In other words, it refers to the activities which an individual performs to satisfy external demands, such as praise or punishment (Dornyei 2001; Pae 2008). For example, a student who studies a foreign language to gain some rewards is externally regulated. *Identified regulation*, on the other hand, is the most self-determined form of extrinsic motivation. For instance, a person with identified regulation is engaged in learning a language which is necessary for the pursuit of his or her hobbies or interests (Deci and Ryan 1985, 2002; Dornyei 2001; Pae 2008).

Moreover, as Dornyei (2001) and Deci and Ryan (1985, 2002) note, *integrated regulation* is the most developmentally advanced form of extrinsic motivation. It involves intentional behaviour which is fully assimilated with the individual’s other values, needs and identity (Dornyei 2001). For example, a person with integrated regulation is studying English because proficiency in the language is part of an educated, cosmopolitan culture that he or she has adopted. In other words, it applies to those in ESL (English as a Second Language) contexts. In addition, *introjected regulation* occurs when a person feels some kind of pressure, such as guilt, shame, or self-aggrandizement (Pae 2008).

Many studies have shown that students lose their natural intrinsic interest in an activity if they have to perform it to meet some extrinsic requirement (Kissau 2006). In addition, as Ushioda (1996) points out, students who are extrinsically motivated simply for the purpose of gaining a good grade will always need a new set of stimuli and goals, whereas those who are intrinsically motivated do not need this kind of reward.
system. This is because intrinsically motivated learners have the internal rewards to encourage them to persist in learning (Ushioda 1996).

The rewards generated by intrinsic motivation stem from positive feelings such as pleasure, enjoyment and satisfaction (Ushioda 1996). Moreover, as Maehr (1984) and Ushioda (1996) point out, these intrinsic rewards arise directly from involvement in an activity and create a self-sustaining pattern of motivation that leads to continued performance of the activity. Therefore, in the classroom, maintaining and enhancing intrinsic motivation is highly desirable. In this study, the self-determination theory is regarded as one of the supportive frameworks to investigate the degree of Japanese students’ motivation to learn English.

2.8. Goal-orientation theory

In current research on goal theories, as Dornyei (2001) points out, the cognitive perceptions of goal properties have been seen as one of the fundamental motivational processes. Oxford and Shearin (1994) assert that ‘goal setting can have an exceptional importance in stimulating second language learning motivation’ (p.19). Atkinson and Raynor (1978) and Glynn et al. (2005) remark that goal theory is based on an earlier expectancy-value theory of achievement motivation, which postulated that students’ behaviour is determined by how much they value a particular goal and their expectancy of achieving the goal as a result of performing certain actions. Furthermore, Pintrich and Schunk (1996) demonstrate that university students with a learning goal orientation are not concerned about how many mistakes they make.

As a matter of fact, as Glynn (2005) points out, students with a learning goal orientation regard mistakes as learning opportunities and do not hesitate to ask others for help and feedback. In other words, those types of
learners are not afraid of making mistakes, for making mistakes does not threaten their sense of self-esteem. Therefore, Glynn (2005) notes that students with a learning goal orientation set reasonably challenging goals, take risks, and react to failure appropriately. When they succeed, they generally ascribe it to their own effort (Pintrich and Schunk 2002).

In contrast, Glynn et al. (2005) argue that students with a performance goal orientation are preoccupied with getting good grades and “looking smart” to peers and teachers. As Pintrich and Schunk (2002) and Glynn et al. (2005) point out, these students are likely to compare their grades with others, so they tend to choose courses and tasks which are easy for them in order to maximize their grades. Their confidence is based on external evaluations of their performance. In other words, they tend to lose their confidence and decrease their motivation toward learning easily if they do not receive positive external evaluations from others.

Oxford and Shearin (1994:19) demonstrate the importance of goal setting in the L2 classroom as follows:

*Goal setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal-setting.* (Dornyei 2001: 128)

Furthermore, Jones and Jones (1995) and Dornyei (2001) state that individual goal setting is one of the most effective means to enable learners to experience a sense of control over their own learning.

Pintrich and Schunk (1996) provide the following four useful principles based on the goal setting theory which can be applied in the language
classroom setting:

1. Goals should be clear and specific, referring to concrete outcomes.
2. Goals should be challenging and difficult, but should not be outside the range of students’ capabilities.
3. Both proximal and distal goals should be set. For instance, teachers can design a learning agreement with each student that specifies a series of subgoals that lead them to larger goals.
4. Teachers should provide feedback that increases students’ self-efficacy for obtaining their goals. Such feedback can involve informational input or extrinsic rewards which are dependent on actual academic performance.

(Dornyei 2001: 128)

2.9. Self-efficacy theory

As Dornyei (2001) states, the self-efficacy theory refers to people’s judgment of their capabilities to implement specific tasks. Bandura (1993) suggests that self-efficacy is determined by four factors: previous performance, vicarious learning (e.g. learning through observing models), verbal encouragement by others, and one’s physiological reactions (e.g. anxiety). Dornyei (2001) claims that people with a low sense of self-efficacy perceive difficult tasks as personal threats. In other words, he explains that they tend not to concentrate on how to perform tasks successfully, and they easily lose faith in their capabilities and are likely to give up easily.

In contrast, people with a strong sense of self-efficacy tend to approach threatening situations with confidence, and continue to perform tasks. In addition, Dornyei (2001) demonstrates that in many cases, even if they
face failure, they are likely to heighten and sustain effort.

Furthermore, as Dornyei (2005) points out, self-efficacy, self-confidence and self-esteem share a common emphasis on the individual’s beliefs about his or her attributes and abilities, and are highly correlated with each other. Clement and Gardner (2001) emphasize that linguistic self-confidence refers to the belief that a person has the ability to produce results, achieve goals, or perform tasks competently. Self-efficacy is generally regarded as one of the most important factors for enhancing motivation. As VanZile-Tamsen and Livingstone (1999) state, students who have high self-efficacy for a given task will set higher goals, keep going longer, make greater efforts, and endeavour to find better strategies. In contrast, students who have low self-efficacy will tend to give up or avoid a given task when the task becomes difficult. Research has shown that students will increase their self-efficacy and improve their achievement when they adopt short-term goals.

3. Methodology and Data Collection

3.1. Participants for questionnaire survey

The participants were 245 Japanese students majoring in English at Meiji Gakuin university in Tokyo and Tostuka. They comprised the following students: 146 first-year university students (male 43, female 103); 47 second-year students (male 4, female 43); 30 third-year students (male 5, female 25); and 22 fourth-year students (male 9, female 13). They had been studying English for at least six years through their junior and high school education.
3.2. Methodology and procedure for questionnaire survey

In order to assess students’ motivation for English learning, a questionnaire (see appendix) was designed to measure Japanese university students’ autonomy, intrinsic motivation, teachers’ motivational influence, goal-orientedness, external factors, goal setting, and demotivation, based on their perceptions and previous experience of English learning. The questionnaire consisted of 20 questions. Students simply had to tick the boxes on a six-point Likert scale that best represented their response to statements relating to those motivational factors (‘strongly disagree’, ‘disagree’, ‘slightly disagree’, ‘partly agree’, ‘agree’, ‘strongly agree’).

Data collection was made on regular English classes. Firstly, students heard about the purpose of this study and were given instructions on how to answer the questionnaire. It was emphasized that there were no right or wrong answers and that all information gained through this questionnaire survey would be used only for this research purpose. Students were further encouraged to record their responses to each statement as honestly as possible. Having completed the questionnaires, the students were requested to write their email addresses at the end if they were happy to participate in follow-up interviews one week later. Demographic information such as gender, age, length of time spent studying English and experience of living in English-speaking countries was also collected. Learners’ questionnaire responses were entered into a database. The percentages of Japanese students’ responses in each questionnaire section were presented in the form of a bar-chart. Further data collection was followed by open-ended interviews conducted with fourteen students (seven male, seven female).
3.3. Participants for interviews

From the 245 participants of the questionnaire survey, 13 students were selected to participate in semistructured interviews on the basis of the questionnaires. The participants' brief backgrounds are as follows:

<First year: 3 participants (Two males, one female)>
F. W. (Male) Age: 18  Years of English learning: 9 years
Experience of living in English-speaking countries: N/A
M.Y. (Male) Age: 19  Years of English learning: 7 years
Experience of living in English-speaking countries: N/A
N. M. (Female) Age: 18  Years of English learning: 6 years
Experience of living in English-speaking countries: N/A

<Second year: 2 participants (Two females)>
Y. S. (Female) Age: 19  Years of English learning: 7 years
Experience of living in English-speaking countries: N/A
M.K (Female) Age: 19  Years of English learning: 9 years
Experience of living in English-speaking countries: N/A

<Third year: 5 participants (Two males and three females)>
S. H. (Male) Age: 20  Years of English learning: 11 years
Experience of living in English-speaking countries: England
S. O. (Male) Age: 20  Years of English learning: 9 years
Experience of living in English-speaking countries: N/A
N. Y. (Female) Age: 20  Years of English learning: 8 years
Experience of living in English-speaking countries: N/A
Y. H. (Female) Age: 20  Years of English learning: 9 years
Experience of living in English-speaking countries: N/A
A.T. (Female) Age: 20  Years of English learning: 8 years
Experience of living in English-speaking countries: N/A

<Fourth year: 3 participants (Three males) >
Y. N. (Male) Age: 21  Years of English learning: 10 years
Experience of living in English-speaking countries: United States (he lived in the US in his elementary school days for one year)
Y. H. (Male) Age: 21  Years of English learning: 10 years
Experience of living in English-speaking countries: N/A
M. O. (Male) Age: 22  Years of English learning: 10 years
Experience of living in English-speaking countries: N/A

3.4. Methodology and procedure for interviews
In order to gain a deeper understanding of factors affecting the demotivation of Japanese learners and the degree of teachers’ influences based on their first-hand experiences of English learning and to add validity to the initial findings from the questionnaire survey, open-ended interviews with each of the fourteen students were conducted one week after the collection of the questionnaires. The participants were asked to recall their learning experiences over a period of time by means of a variety of prompts, such as ‘Please talk about a classroom in which you were motivated and unmotivated’ and ‘Please describe your good English teacher you were motivated by for English learning in your life.’

The data obtained from the interviews were intended to validate the quantitative findings through the questionnaire survey, to elaborate on these findings, and to explore the reasons behind them, providing possible solutions. This study uses a multiple case study methodology which allows data collection and analysis of more than one case (more than one
student).

In selecting participants for this study, I focused on interviewing students who had been identified as demotivated and those who answered ‘strongly agree’ to item 13 (I really like English, because I have met a good English teacher in my life), on the basis of the questionnaire data. This is because the purpose of implementing the interviews was to gain a deeper understanding of Japanese learners’ first-hand experiences of learning in relation to their perceptions of their teachers’ influences, demotivation and other factors in Japanese students’ motivation.

Specifically, regarding their perceptions of their teachers’ influences on their English learning, the participants were chosen to be interviewed on the basis of the following criteria: selected students were those who responded with ‘disagree’ to item 15 (When my English teacher points out my mistakes in class, I often lose my motivation) and item 16 (I feel my motivation for learning English is enhanced very highly by teachers who frequently find my good points and praise me, rather than teachers who point out my mistakes very often), so that the reasons for their disagreement with those statements could be explored.

Furthermore, with regard to their demotivation, as Dornyei (1998) claims, it should be noted that only demotivated students or those who have experienced demotivation can indicate actual factors which cause their loss of interest in English learning. Therefore, in the questionnaires, the selected participants for the interviews, those who answered ‘disagree’ to the statements ‘I like English’ (item 1) and ‘I would like to study English voluntarily outside classes’, had to answer sections A7 and A8,
which suggest the most likely reasons for their dislike of English, according to the six-point Likert scale. (See a sample of the questionnaire in the Appendix.)

In order to explore the third research question on the basis of the interview data, common factors for the demotivation of Japanese students are categorized. For example, “the English class was boring” was placed in the subcategory “teacher behaviour”. In addition, in order to understand better how Japanese students had overcome demotivation, similar factors were compared and contrasted, and the causes of overcoming demotivation were also classified. (See 5.2. and 5.3.) These categorizations were applied after the collection of the interview data.

3.5. Research questions

This study used motivation theories, such as self-determination theory, self-efficacy theory and goal-orientation theory, and teacher influences and demotivation as frameworks to gain a greater understanding of Japanese students’ motivation for English learning. The research questions are as follows: (1) What factors make Japanese students motivated for English learning? (2) To what degree do teachers’ roles affect Japanese students’ motivation? (3) What makes Japanese students unmotivated?

This study has two objectives. The first purpose of the present study is to investigate motivational factors in Japanese students’ EFL learning through the questionnaire survey. The second purpose is to explore through interviews the degree of influence of teachers on specific Japanese students and the sources of their demotivation in EFL learning.
4. Research findings and Discussion

This chapter presents the results of the study in two sections, in order to explore answers to the first and second research questions. It will address the results and findings of the questionnaire data. The main purpose of administering the questionnaire was to examine the response patterns of Japanese learners and to examine the common perceptions of Japanese learners in relation to: (A) their autonomy about English learning; (B) factors in their motivation to learn English; (C) the influence of their teachers on their English learning; and (D) their confidence in their abilities in English. The following chapter will explore the interview data and discuss case studies on the motivation and demotivation of Japanese university students, on the basis of their first-hand English learning experience.

4.1. Findings and discussion

The following figures (1, 2, 3, 4, 5 and 6) summarize the percentages of responses showing agreement and disagreement based on a six-point Likert scale in relation to the statements presented. The statements may be grouped into the following six categories: autonomy for English learning (items 1, 2, 3, 4, 5); intrinsic motivation (items 6, 7, 8, 9, 10, 11); teachers’ influence (items 13, 14, 15, 16, 17, 18); external factors (items 19, 20); goal setting (items 21, 22); and demotivation (items 23, 24, 25, 26, 27).
Figure 1: Autonomy for English learning

1. I study English voluntarily outside classes.
2. Everything we study in English classes is determined by my teachers.
3. If my English teacher gave me an opportunity to say what I would like to study in class and he or she took it into account in class, I believe English classes would be much more enjoyable.
4. I would like my English teachers to decide everything we will study in English classes.
5. I think whether or not students are good at English depends only on their endeavours rather than teachers.

As can be seen in Figure 1, the data show generally positive motivation across the population regarding autonomy for learning English. Specifically, 92% of the participants responded positively to the statement _I study English voluntarily outside classes_ (Item 1) (Strongly agree: 31%; Agree: 38%; Partly agree: 23%). On the other hand, of the 245 students, 4% of students slightly disagreed and 2% of participants disagreed with the
statement. In addition, items 2, 3 and 4 were intended to measure the perceptions of Japanese students towards their teachers’ type of authority. Dornyei (2001) demonstrates that the type of teacher - autonomy-supporting or controlling - determines student motivation. Moreover, Deci et al. (1991) and Dornyei (2001) state that offering students options and choices and letting them be part of the decision-making process enhances learner autonomy and classroom structure.

Regarding item 2 (Everything we study in English classes is determined by my teachers), of 245 participants, 61% of the students responded positively to the statement (Strongly agree: 4%; Agree: 24%; Partly agree: 33%) , whereas 38% of the respondents responded negatively to the remark (Strongly agree: 4%; Disagree: 11%; Slightly disagree: 23%) . This result indicates that teachers for the majority of Japanese students are controlling types in the classrooms, and teacher-led English instruction is still conducted in many English classrooms. Traditionally, as Iyengar (1999) demonstrates, it was believed that those in collectivistic cultures were most intrinsically motivated when choices were made for them by trusted authority figures such as teachers.

However, according to the results of item 3 (If my English teacher gave me an opportunity to say what I would like to study in class and he or she took it into account in class, I believe English classes would be much more enjoyable), 90% of the participants responded positively to the statement (Strongly agree: 16%; Agree: 36%; Partly agree: 38%) , whereas only 10% of the students answered negatively (Strongly disagree: 1%; Disagree: 1%; Slightly disagree: 8%) . Moreover, with regard to item 4 (I would like my English teachers to decide everything we will study in English classes), 81%
of the participants disagreed with the statement (Strongly disagree: 9%; Disagree: 27%; Slightly disagree: 45%), whereas 18% of the students responded positively (Strongly agree: 1%; Agree: 2%; Partly agree: 15%).

These results show that the majority of Japanese students prefer autonomy-supporting teaching styles in the classrooms. As Noels et al. (1999) demonstrate, students’ sense of self-determination and enjoyment is often related to teachers’ support of student autonomy and informative feedback. Besides, Benson (2000), Little (1991) and Wenden (1991) also state that becoming an autonomous learner is beneficial to learning. Undoubtedly, encouraging autonomy among Japanese students fosters their motivation to learn English.

Figure 2: Intrinsic motivation

6. Studying English is enjoyable.
7. I like English.
8. I think I will do well in English if I study it.
9. I am satisfied with my performance in English classes.
10. I am confident that I will do well on English tests.

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Figure 2 also indicates their positive beliefs about English. With regard to item 6 (\textit{Studying English is enjoyable}), of 245 participants, 27% of the participants strongly agreed, 42% of the students agreed, and 28% of the participants partly agreed with the statement. Moreover, 36% of the participants strongly agreed and 46% of the respondents agreed with item 7 (\textit{I like English}). In addition, regarding item 8 (\textit{I think I will do well in English if I study it}), 96% of the participants responded positively to the statement (Strongly agree: 31%; Agree: 38%; Partly agree: 27%).

However, interestingly, as shown in Figure 2, the participants' responses, based on the questionnaire data in this study, reveal that many students who have high autonomy and intrinsic motivation tend to feel that they are not satisfied with their performance in English classes. Specifically, with regard to item 9 (\textit{I am satisfied with my performance in English classes}), 62% of the students responded negatively to the statement (Strongly disagree: 7%; Disagree: 22%; Slightly disagree: 33%), whereas
37% of the participants responded positively (Strongly agree: 4%; Agree: 6%; Partly agree: 27%). In addition, although 53% of the participants responded positively to item 10 (I am confident that I will do well on English tests) (Strongly agree: 3%; Agree: 9%; Partly agree: 41%), 47% of the respondents answered negatively (Strongly disagree: 6%; Disagree: 14%; Slightly disagree: 27%).

This result may indicate that, in spite of their high autonomy and intrinsic motivation, Japanese English learners are not likely to bring their abilities into full play in the classrooms, or that a majority of students lack confidence in their English abilities. As a matter of fact, this finding reveals that not only demotivated students but also intrinsically or extrinsically motivated students experience a lack of self-confidence in their English abilities. As mentioned earlier in 2.8, self-efficacy is one of the important factors affecting the ability to perform tasks competently and achieve goals.

As Dornyei (2001) points out, if students with low linguistic self-confidence face failure or difficult tasks, they are likely to give up performing the tasks. Therefore, the findings may indicate that enhancing the self-efficacy of Japanese students is an important issue for English teaching in Japan in attempting to improve their English abilities. More evidence will be explored in the findings from the case studies in Chapter 5.
Figure 3: Teachers’ influences

12. I like English, because I have known a good English teacher.
13. I believe whether or not students are good at English greatly depends on English teachers.
14. When my English teacher points out my mistakes in class, I often lose my motivation to study.
15. I feel my motivation for learning English is enhanced very highly by teachers who frequently find my good points and praise me, rather than teachers who point out my mistakes very often.
16. I do not like English, because I have never met good English teachers.
17. If I had met a good English teacher, I think I would like English more than I do now.
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As seen in Figure 3, items 13, 14, 15, 16, 17, 18 were intended to examine the perception of Japanese students about the influence of their teachers on their English learning motivation. Judging from their responses, the results of the participants' opinions on this matter were especially interesting. First, concerning item 12 (*I like English, because I have known a good English teacher*), overall, 77% of the participants responded positively to this statement (Strongly agree: 22%; Agree: 25%; Partly agree: 30%). On the other hand, 23% of the respondents disagreed with it. In this respect, it can be stated that these students' interest in learning English was affected by other factors rather than the influence of their teachers.

According to Noels, Clement and Pelletier (1999), their research indicated that language learners studying the target language with external motivation tended to be less influenced by their teachers than intrinsically motivated learners, who are more likely to be motivated by their teachers.

With regard to item 13 (*I believe whether or not students are good at
English greatly depends on English teachers), 61% of the participants answered that they agreed with the statement (Strongly agree: 9%; Agree 20%; Partly agree: 32%), whereas 38% of the students responded negatively to the statement. The respondents who disagreed with the opinion of item 13 tended to agree with the remark of item 5 in Figure 1 (I think whether or not students are good at English depends only on their endeavours rather than teachers), which indicated the level of Japanese students' autonomy for English learning.

Taking this result into consideration, it can be inferred that Japanese students who have high autonomy for English learning do not tend to be greatly influenced by their teachers, but rely mainly on their own efforts in learning English. Furthermore, regarding item 14 (When my English teacher points out my mistakes in class, I often lose my motivation to study), interestingly, the participants' opinions on this matter were significantly varied. As indicated in Figure 3, 31% of the students agreed with the statement (Strongly agree: 3%; Agree: 4%; Partly agree: 24%). These types of students are strongly influenced by the teacher's communication style. This evidence is also supported by the investigation into motivation for French learning in Canada conducted by Noels, Clement and Pelletier (1999). Their study suggested that there was an average correlation between the intrinsic motivation of students and the communication style of teachers.

On the other hand, interestingly, 70% of the participants responded negatively to the statement in item 14 (Slightly disagree: 34%; Disagree: 29%; Strongly disagree: 7%). Overall, judging from the results of items 14 and 15, it can be implied that informative feedback tends to give students
positive reactions to help them to realize their weak points that need to be improved, but at the same time, in giving feedback, the communication style of teachers is also very important, in order not to decrease the motivation of students.

In other words, inappropriate feedback of teachers is also likely to cause the demotivation of students. This is supported by the evidence of some students’ first-hand experiences given in the open-ended interviews about the feedback of teachers. The detailed findings based on the interview data will be discussed later, in Chapter 5.

Regarding item 15 (I feel my motivation for learning English is enhanced very highly by teachers who frequently find my good points and praise me, rather than teachers who point out my mistakes very often), 82% of the students agreed with the statement (Strongly agree: 27%; Agree: 27%; Partly agree: 28%) , and only 17% of the participants disagreed with it (Slightly disagree: 11%; Disagree: 4%; Strongly disagree: 2%) . The result of item 15 indicates that the majority of Japanese students perceive a high correlation between teachers’ praises and their motivation. In contrast, 17% of the students who answered that they disagreed with the statement had a different point of view on this matter. In order to investigate those types of students, they were also interviewed regarding their reasons. The details will be discussed later, in Chapter 5.

When it comes to item 16 (I do not like English, because I have never met good English teachers), the majority of participants answered that they partly agreed or disagreed with the statement. Specifically, while 39% of the students agreed with the opinion (Strongly agree: 0%; Agree: 6%;
Partly agree: 33%), 61% of the participants responded negatively to the statement (Slightly disagree: 11%; Disagree: 39%; Strongly disagree: 11%). Taking these facts into consideration, it can be concluded that Japanese students’ dislike for learning English has been increased not only by teachers but also by other factors, such as their lack of confidence in their English abilities and the language environment surrounding them.

In addition, concerning item 17 (*If I had met a good English teacher, I think I would like English more than I do now*), the majority of the students agreed with the opinion (Strongly agree: 17%; Agree: 33%; Partly agree: 28%), and only 23% of the respondents answered negatively to this statement. Judging from the results of each item regarding the influence of teachers, it can be concluded that the demotivation of Japanese university students tends to depend mainly on teacher-related factors, such as teachers’ personality and teaching methods, but their demotivation towards English learning is also caused by other factors, which will be explored in the case studies for the demotivation of Japanese learners later, in Chapter 5.
19. I am studying English unwillingly in order to prepare for my future career and TOEIC (Test of English for International Communication).

20. If I do not have to study English in order to prepare for my future career and school exams, I do not want to study English.

21. To be honest, from my childhood I have wanted to study another language as a foreign language rather than English.

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When it comes to other external factors, as we can see in Figure 4, interestingly, the findings reveal a different viewpoint from that revealed by the investigation conducted by Tachibana, Matsukawa and Zhong (1996) concerning the attitude of Japanese English learners towards English learning. As mentioned earlier, Tachibana, Matsukawa and Zhong (1996) demonstrate that the interest Japanese English learners have in English tends to focus on gaining good scores on tests. In other words, they point out that the motivation of Japanese English learners is likely to stem from external regulation, which is one of the concepts of the self-determination theory.

However, with regard to item 19 (I am studying English unwillingly in order to prepare for my future career and TOEIC (Test of English for International Communication)) and item 20 (If I do not have to study English in order to prepare for my future career and school exams, I do not want to study English) in Figure 4, there is a negative attitude towards those opinions. Specifically, regarding item 19, although 26% of the participants agreed with the statement (Strongly agree: 1%; Agree: 2%; Partly agree: 23%), 73% of the students responded negatively to the remark (Strongly disagree: 19%; Disagree: 30%; Slightly disagree: 24%).

Furthermore, concerning item 20, while only 8% of the participants responded positively to the statement (Strongly agree: 2%; Agree: 2%; Partly agree: 4%), 91% of the students disagreed with the statement (Strongly disagree: 37%; Disagree: 38%; Slightly disagree: 16%). Moreover, even students identified as demotivated tended to disagree with the statement on this matter. In other words, their demotivation did not stem from external regulation, such as external pressures from the need to gain good scores on school exams or TOEIC tests for their future careers. In addition, with regard to item 21 (To be honest, from my childhood I have
wanted to study another language as a foreign language rather than English), although 24% of the participants responded positively to the statement (Strongly agree: 5%; Agree: 5%; Partly agree: 14%), 75% of the students disagreed with it (Strongly disagree: 13%; Disagree: 31%; Slightly disagree: 31%). All in all, taking the result in Figure 4 into account, it is indicated that there is a moderate correlation between external regulation and the motivation of Japanese English learners.

Figure 5: Goal setting
22. I would like to be employed in a job using English in the future.
23. I study English very hard, because I have been planning on studying abroad for the short term or the long term in the future.
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As seen in Figure 5, the two items concerning the long-term goals were intended to discover to what extent goal setting influenced the motivation of Japanese English learners. Overall, the majority of students answered that they agreed with item 22 (I would like to be employed in a job using English in the future). Specifically, 91% of the participants agreed with the statement (Strongly agree: 39%; Agree: 29%; Partly agree: 23%), whereas only 7% of the students disagreed with it (Strongly disagree: 4%; Disagree: 1%; Slightly disagree: 2%).

With regard to item 23 (I study English very hard, because I have been planning on studying abroad for the short term or the long term in the future), 62% of the participants answered 'Yes', and 38% of the students disagreed with the statement. Interestingly, even the students who were identified as 'demotivated' learners of English on the basis of other factors mostly tended to respond positively to the statement. This is because most of the participants identified as demotivated are those who have experienced demotivation due to external factors, such as uninteresting classes or teachers, although it seems that, in most of the cases, they have been trying to overcome their demotivation. In addition, in many cases, it may also be implied that even demotivated learners are likely to be
interested in being directly exposed to real communication with English native speakers and English cultures.

Moreover, according to the results, the majority of students indicated that they have a long-term goal. As Glynn (2005) points out, students with a learning goal orientation are not afraid of making mistakes, for making mistakes does not threaten their sense of self-esteem, and therefore, they tend to set reasonably challenging goals, take risks, and react to failure appropriately.

4.2. Demotivation

Figure 6: Demotivation
23. I do not like English, because I feel that I am not good at English.
24. I do not like English, because my English classes that I am taking are not enjoyable.
25. If I had studied more practical English rather than studying English
for the entrance examination for universities, I would have liked English.

26. I often feel that I am not good at English.

27. I do not like English, because I have never met good English teachers.

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<td>18%</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>11%</td>
<td>50%</td>
<td>24%</td>
<td>39%</td>
<td>6%</td>
</tr>
<tr>
<td>Partly agree</td>
<td>17%</td>
<td>33%</td>
<td>28%</td>
<td>17%</td>
<td>33%</td>
</tr>
<tr>
<td>Slightly disagree</td>
<td>11%</td>
<td>5%</td>
<td>6%</td>
<td>0%</td>
<td>11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22%</td>
<td>11%</td>
<td>22%</td>
<td>6%</td>
<td>39%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
</tr>
</tbody>
</table>

As indicated in Figure 6, the questionnaire survey shows that the majority of participants agree with the statement that *they do not like English, because they are not good at English* (see item 1) and remark that *their English classes they are taking are not enjoyable* (see item 2). In other words, interestingly, the finding indicates that their dislike of English mainly stems from their lack of self-confidence. Another problematic reason for disliking English is that many Japanese students perceive that English classes are not enjoyable. As a matter of fact, the evidence is supported by the fact that much English instruction in schools in Japan still uses teacher-centred teaching methods and grammar-translation methods.

With regard to item 3, a majority of demotivated students agree or partly agree with the statement that *if I had studied more practical English rather than studying English for the entrance examination for*
universities, I would have liked English. Specifically, 18% of the participants strongly agreed, 24% of the participants agreed, and 28% of the participants partly agreed with the opinion. In contrast, 22% of the participants disagreed with the statement. This result indicates that the majority of students experienced a decline in their motivation due to the preparation for the university entrance examinations. Several participants commented on their questionnaire papers that the focus of English instruction on cramming a lot of vocabulary and grammar into their heads for the university entrance examinations in English was very boring.

5. Case studies based on interviews

This chapter aims to gain a deeper understanding of the motivational factors for Japanese students, based on case studies of three selected students from the interviews. The second research question is concerned with exploring further perceptions of Japanese students on the influence teachers have on their motivation for English learning. Firstly, the case studies conducted are focused on reporting the previous English learning experiences of the participants. Then, in order to examine the third research question, common demotivating factors of Japanese students are categorized on the basis of the interview data and then discussed.

5.1. Findings and implications: Demotivation
Case study 1: Naomi M.

Naomi M., a female first-year university student, is studying English at the Meiji Gakuin University, Japan. She is eighteen years old, and has been studying English for approximately six years. Naomi M. started to learn English at junior high school. According to her, she did not like English at
first in her junior high school days. She insisted that her English classes in junior high school were not enjoyable, because they were conducted by a teacher-centered teaching method, which is very common in English teaching in Japan. Even when she studied English very hard, she was not able to do well on English tests, and therefore failed to gain good marks at junior high school. She lost her interest in studying English completely at the time.

However, according to Naomi M., her English abilities and attitude towards English learning were dramatically changed by one of her teachers in high school, and she began to like English very much from then on. Her English abilities improved gradually because of her female teacher in high school. In her case, her teacher’s influence was the crucial factor for overcoming her demotivation. As she explained:

‘Especially, my motivation was promoted by her teaching method. She emphasized the importance of individual oral reading in class and it made me realize the enjoyment of speaking English rather than writing the translation of the textbook from English to Japanese on a notebook in class. She was very good at creating a friendly atmosphere to allow us to ask any questions we may want to ask and then she responded to our questions in class.’

Furthermore, she emphasized that she succeeded in passing the level 2 English Language Proficiency test in Japan in the final year of her high school days. As a matter of fact, she informed me that her official interview on how to pass the level 2 English Language Proficiency test was reported on the homepage of the Society for Testing English Proficiency in Japan (See ‘References’).
When I asked her about other important aspects of teacher influences that motivate students, she provided the following answer:

‘Teachers should not teach lessons focusing on students who are already good at English. One of the most important points is not to make students give up their potential abilities, no matter what the present test scores are. Then, even if they are not good at English now, their English abilities will improve gradually. I would like to become an English teacher like her in the future.’

Naomi’s case indicates that her main source of motivation for English learning stems from the influence of teachers. This case may also indicate that this type of student who is very serious, honest and a delicate person tends to be greatly influenced by teachers, and his or her motivation and autonomy for learning English can dramatically increase.

There is also similar evidence that teaching methods especially have a great influence on the motivation of Japanese students. Although two investigations conducted by Christophel and Gorham (1992, 1995) showed that the lack of motivation in university students was mainly attributed to the behaviour of the teachers, these interview data reveal that more Japanese students studying English believed their demotivation was caused by teaching methods rather than the behaviour of the teachers. This finding shows the perceptions of Japanese students on the influence teachers have on English learning.

In addition, in Naomi’s case, it is also indicated that the traditional Japanese teacher-centred learning style often leads to demotivation. This finding is also supported by the evidence from the reports of other interviewed students that the teacher-centred learning methods and
grammar-translation method tend to cause the demotivation of Japanese students. These interview data reveal a clear dissatisfaction with the aspect of the Japanese traditional teaching of English which places a high emphasis on university entrance examinations.

Case study 2: Yuichi H.

Yuichi H. is a fourth-year male student at the same university. He has been studying English for approximately ten years. He began to learn English in his high school. According to him, he liked English very much at his high school. He studied abroad in Australia as an exchange student for one year, and he enjoyed the experience of communicating with people, such as classmates and flatmates, in English. However, his motivation for studying English started to decrease after entering the university. He claims the reasons for his demotivation were as follows:

‘I liked English very much in my high school days. The source of my motivation for learning English declined dramatically after I entered the university because I no longer know the purpose of studying English. When I attend classes at the university, I often feel that the main purpose of studying English in class is to gain academic credits to graduate from the university, and in many cases, the university instructors do not provide any individual, enlightened support. So, I do not know the real meaning of studying English in class at the university.’

In Yuichi’s case, his demotivation occurred when he lost his own purpose in studying English at the university. As LoCastro (1996) points out, this is because in Japan the mother tongue is used heavily in lessons, and in many cases, English teaching in Japan has still placed a heavy emphasis on grammar study and exam practice at school. In other words,
the fact that he had less opportunity to speak English in and outside classes caused his demotivation.

In addition, he also explained that a high school teacher he met raised his motivation for studying English. He emphasized that the teacher was strict, and some of the girls even cried because of his strictness, but he insisted that he liked his way of teaching. Interestingly, according to the interview data, several students who are boys and belong to sports clubs also reported similar views on teacher-student relationships. With regard to this, it can be inferred that boys who train at sports clubs are likely to have the mental strength to maintain their motivation, even if teachers give them strict opinions or negative feedback.

In contrast, on the basis of the interview data, it also turned out that for most of the girls the increase of strictness in teachers caused demotivation. In fact, demotivated girl students overcame their demotivation and made progress through the sympathy, praise, positive feedback and kindness given by teachers.

Case study 3: Yuriko H.

Yuriko H. is a third-year female student at the same university. She has been studying English for approximately nine years. She began to learn English in junior high school. According to her, her motivation for studying English increased when her high school teacher praised the good score she gained. She also emphasized that her interest in English was greatly influenced by teaching material such as a book of Aesop’s Fables which she read in class at junior and high school. Since then, she started to become interested in reading juvenile literature and her English marks
improved. She explained that she found enjoyment in reading her favourite books in English. As she stated:

‘Juvenile literature, such as the Grimm Fairy Tales and Aesop’s Fables, was used as textbooks in class, and reading the fairy tales was very interesting, and I started to read another story by myself, too.’

However, she lost her motivation for studying English in her high school days as a result of the English instruction that placed emphasis on memorization. As she explained: ‘I lost my motivation for studying English when I was forced to memorize English grammar rules and vocabulary to prepare for the university entrance examination, because only focusing on cramming my head with English grammar and vocabulary was not enjoyable at all.’

In Yuriko’s case, interesting teaching material was one of the crucial factors in enhancing her motivation to learn English. Her autonomy for learning English increased when she liked the teaching material.

5.2. Common sources of demotivation

The third research question deals with the demotivating factors that made Japanese students lose their interest in learning. According to the results of the interview data, teacher-related factors were among the most influential factors for the demotivation of Japanese English learners. Examples of these were teaching methods, teacher behaviour and teacher competence. This result is consistent with the results reported by other researchers. As other investigations of demotivation have shown, some of the common factors which caused demotivation were teacher-related factors. Nevertheless, among these factors, the present interview data revealed an interesting finding which is different from the two
investigations of demotivation conducted by Christophel and Gorham (1992, 1995). Specifically, while the results obtained by Christophel and Gorham (1992, 1995) showed that the lack of motivation of university students was mainly attributed to the behaviour of teachers, the present study reveals that the main factor among teacher-related factors affecting the demotivation of Japanese university students was teaching methods rather than teacher behaviour.

In addition, unlike the responses from the earlier study with demotivated learners in L2 learning, the second significant answer of the Japanese participants regarding demotivation factors reported a lack of self-confidence in their English abilities. Other similar factors identified in the interviews were the learning environment, the quality of teaching material, lack of a sense of purpose in studying English, and their experience of focusing on grammar and reading-centred English learning in order to enter university in Japan.
**TABLE 1**

Common demotivating factors

<table>
<thead>
<tr>
<th>Demotivating factors</th>
<th>52%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-related factors</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching method</td>
<td></td>
</tr>
<tr>
<td>lessons focused only on textbooks</td>
<td></td>
</tr>
<tr>
<td>lessons repeated from class to class</td>
<td></td>
</tr>
<tr>
<td>uncreative lessons</td>
<td></td>
</tr>
<tr>
<td>insufficient explanation, lack of informative feedback</td>
<td></td>
</tr>
<tr>
<td>teacher-centred lessons</td>
<td></td>
</tr>
<tr>
<td>Teacher behaviour</td>
<td></td>
</tr>
<tr>
<td>a little violence (e.g.: One of the participants was hit on his head by his teacher as a joke in front of his classmate.)</td>
<td></td>
</tr>
<tr>
<td>yelling at students</td>
<td></td>
</tr>
<tr>
<td>insulting students</td>
<td></td>
</tr>
<tr>
<td>lack of enthusiasm</td>
<td></td>
</tr>
<tr>
<td>lack of care (e.g.: A teacher did not check homework.)</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher competence</strong></td>
<td></td>
</tr>
<tr>
<td>contents of lessons difficult to comprehend</td>
<td></td>
</tr>
<tr>
<td>ignoring students who do not understand in class</td>
<td></td>
</tr>
<tr>
<td>lack of understanding of students’ needs and feelings</td>
<td></td>
</tr>
<tr>
<td>not caring about students who cannot answer questions in class and skipping to ask other students immediately</td>
<td></td>
</tr>
<tr>
<td>Lack of self-esteem</td>
<td>40%</td>
</tr>
<tr>
<td>(e.g: I do not like English, because I feel that I am not good at English.)</td>
<td></td>
</tr>
<tr>
<td><em>&lt;Other external factors&gt;</em></td>
<td>8 %</td>
</tr>
<tr>
<td>Learning environment</td>
<td></td>
</tr>
<tr>
<td>The huge number of students in class</td>
<td></td>
</tr>
<tr>
<td>Lack of a sense of purpose in studying English</td>
<td></td>
</tr>
<tr>
<td>(e.g.: only attending English classes to gain university credits)</td>
<td></td>
</tr>
<tr>
<td>Teaching materials</td>
<td></td>
</tr>
<tr>
<td>boring textbooks</td>
<td></td>
</tr>
<tr>
<td>boring and difficult handouts</td>
<td></td>
</tr>
<tr>
<td>Preparation for difficult university entrance examination</td>
<td></td>
</tr>
<tr>
<td>(e.g.: English learning focused on memorization is boring.)</td>
<td></td>
</tr>
</tbody>
</table>
As you can see in Table 1 on the previous page, demotivation factors were categorized according to the similarities of demotivating factors. For example, 'teacher methods' and 'teacher competence' were grouped under the classification 'teacher-related factors'. Out of the 245 participants, 25 students including the interviewed participants indicated that they had been demotivated according to the questionnaire data and the interview survey.

As mentioned earlier, out of the 25 students, teacher-related factors were the main sources for the demotivation of Japanese students, accounting for 52% of the total number of cases. Specifically, ineffective and inappropriate teaching methods were mentioned as the main source of demotivation of Japanese students. Among teacher-related factors, teaching methods were the most common factor for demotivating Japanese students, followed by teacher behaviour and teacher competence. Regarding teaching methods, the 'teacher-centred instruction' and 'lessons only focused on textbooks' were the most demotivating factors. Other examples of demotivating factors related to teaching methods were lessons repeated from class to class, uncreative lessons, insufficient explanation, lack of informative feedback and inappropriate workload. The second significant source of demotivation, lack of self-esteem, accounted for 40% of cases.

The remaining demotivating factors, accounting for 8%, were related to other external factors, such as the learning environment. Specifically, within the learning environment, lack of opportunities to communicate with foreigners and lack of opportunities to use English outside class were the most common sources for the demotivation of Japanese students.
Other examples of external demotivating factors were a lack of purpose in studying English, teaching materials, and the preparation for difficult university entrance examinations.

5.3. Common factors in overcoming demotivation

In order to understand better the common factors in overcoming the demotivation of Japanese students, similar factors were compared and contrasted on the basis of the interview data. The most common factors which enabled Japanese students to overcome their demotivation were related to both internal and external factors. Internal factors included self-achievement, personal reasons, an awareness of the importance of studying English and self-determination. For example, concerning self-achievement, many participants reported that making progress, such as gaining good scores, enabled them to overcome their demotivation. In addition, in relation to personal reasons, some respondents stated that English songs were crucial factors in overcoming their demotivation:

‘I was not good at English and I did not like it. But when I listened to good English songs, I felt like translating the songs from English into Japanese. Then, I tried to look up every word I did not know in an English-Japanese dictionary. Since then, my interest in English increased gradually, and I overcame my demotivation in learning English.’ (Interview - male, M.O., fourth-year student)

On the other hand, external factors, such as teaching methods, teacher encouragement and learning conditions, were also very significant factors in overcoming the demotivation of Japanese students. To take an example, as mentioned in the case studies (see section 5.1), better and more
effective teaching methods undoubtedly help Japanese students not only to improve their English abilities but also to overcome their demotivation in studying English. These findings suggest that demotivated Japanese students tend to be encouraged to overcome their demotivation through better teaching methods, teacher behaviour, teaching materials and teacher competence. Importantly, the more self-determination Japanese students have, the more possibilities they have to overcome demotivation. It should also be noted that most of the participants emphasized the great influence of teachers during the learning process.

6. Conclusion

In this study, we have examined the factors affecting the motivation and demotivation of Japanese university students studying English in EFL classrooms in Japan. As the first step, in order to gain a deeper understanding about the motivation of Japanese students, the EFL contexts in Japan and the issues of English education in Japan were explained. Then, the definition of motivation and demotivation and some motivation theories related to this research were discussed. Although a number of researchers have investigated motivation in the area of L2 studies, very few studies have been conducted regarding the actual factors which have motivated and demotivated Japanese students. In order to explore the motivational factors among Japanese students in EFL classrooms, both a questionnaire survey and interviews were conducted.

First, according to the results of the questionnaire survey and interviews, it turned out that a majority of Japanese students, including those who are intrinsically motivated as well as demotivated students,
experienced a lack of confidence in their English abilities. This finding indicates that, in spite of their high intrinsic motivation and autonomy in studying English, they tend to experience a lack of communicative competence in English, due to the great emphasis on grammar-translation in class. The majority of students reported that lessons focusing only on textbooks and fewer opportunities to communicate with people in English were among the crucial factors in their demotivation. One of the solutions to ease the problem would be to increase communication lessons with competent English teachers in class and enable Japanese students to have more opportunities to enjoy speaking English in class.

Second, according to the interview data, one of the findings, which is consistent with the results reported in previous research, is that the most common factor in demotivation is related to teachers. This indicates that teachers have a strong influence on the motivation and demotivation of Japanese students to learn English. Within the teacher-related factors, the findings revealed that a number of participants reported that teaching methods are the most common demotivating factor for Japanese students. This study suggests that investigating students’ expectations of teachers and satisfaction with teaching methods allows teachers to provide students with more effective and better English instruction in classrooms. Appropriate teacher behaviour and teacher immediacy are also very important factors in enabling Japanese students to overcome demotivation as well as maintaining or enhancing their motivation to learn English.

It should also be noted that, as Chambers (1993) points out, there are various demotivating factors that work differently with different students, under different circumstances. For instance, in a few cases, the same
teachers are regarded as motivating and demotivating at the same time in the eyes of different students. However, in many cases, this study has indicated that better teacher training and awareness as well as proper curriculum practices and support have the potential to have a great influence in enhancing the success of Japanese students in English learning and helping them to recover their motivation in studying English.

6.1. Further research

In this study, I focused on exploring motivational and demotivational factors in Japanese university students, based on autonomy for learning, intrinsic motivation, and external factors, such as the influence of teachers, external regulation and goal setting. However, in order to select appropriate strategies according to individual differences, further research should be carried out, with more detailed analysis and classroom observation focusing on individual differences according to students’ motivational profiles. In addition, factors affecting the L2 achievement of Japanese students should be investigated.

While this research has provided a deeper insight into the motivational factors of Japanese students studying English, further research would be beneficial to improve the English abilities of Japanese students and English teaching in actual classrooms in Japan.

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・<Additional information from an interviewed female student, Naomi M.>
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