

The Ideal L2 Self of Japanese Learners of English

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Abstract

The concept of “Ideal L2 Self”, which was developed to explain second language learning motivation, can be a useful conceptual device because it may be able to help to resolve the problematic issues related to the conventional integrative motivation theory. However, there have been few examples revealed regarding the type of Ideal L2 Self which the Japanese learners of English would construct in their mind.

This research aims to identify characteristics and development of Japanese English learners’ Ideal L2 Self by investigating the relationship between Japanese English learners’ Ideal L2 Self and the motivational factors which are thought to contribute to the development of their Ideal L2 Self. A questionnaire survey was conducted with junior and senior high school students as well as English major and non-English major university students.

As a result of the survey, three types of Ideal L2 Self were identified among the participants: “ideal self to use English efficiently at work”, “ideal self to participate in cultural exchange activities” and “ideal self to communicate in English”. The development of these three types of Ideal L2 Self is strongly associated with the motivational factors including “interest in English learning”, “interest in English-speaking countries and cultures”, “attitudes towards the native speakers of English” and “milieu”. “Ideal self to use English at work” and “ideal self to participate in cultural exchange activities” show a particularly strong association with the above-mentioned motivational factors except “milieu”.

This research succeeded in providing basic data to develop the conceptual foundation for the Ideal L2 Self of Japanese learners of English in the context of learning English as a foreign language.

I. Introduction

“Why do I have to study English? I don’t care if I cannot use English because there is not much opportunity to use English within Japan and I won’t go abroad.” As is often the case with the Japanese learners of English, it is difficult for some of them to find the meaning in learning English in Japan where English is learnt as a foreign language, and they cannot be positive towards English learning. Even epoch-making methods and approaches of English learning, authentic materials, and English teachers who are called experts would not be effective for the above-mentioned Japanese English learners. Finding the meaning in English learning is one of the most important but difficult issues in second language (L2) learning motivation research.

Although the integrative motivation theory, which is advocated by Gardner and Lambert (1972), has been considered to be one of the most influential theories for a long time, it is suggested that there are some problematic issues related to the conventional motivation theory when it is tried to be validated under the Japanese English learning environment. The issues are related to the validity of the integrative motivation for Japanese English learners and whether or not there truly exists a specific community which they desire to assimilate themselves with.

In this research, first, I am going to discuss the above-mentioned problematic issues related to the integrative motivation theory, followed by introduction of the concept of “Ideal L2 Self”. Ideal L2 Self is a L2 learning motivational concept which has been advocated recently by Zoltán Dörnyei and his associates (e.g. Dörnyei, 2005; Dörnyei, Csizér& Németh, 2006). Their motivation theory, which is based on Ideal L2 Self, is very different from other motivation theories in that it is future-oriented. I strongly believe that the idea of Ideal L2 Self can resolve the problematic issues related to the integrative motivation theory and can

contribute to explicating the motivational structures of L2 learners better. Based on the rationale of Dörnyei and his associates' motivational theory, I will investigate possible examples of the ideal L2 selves entertained by Japanese English learners, because there have been few of them revealed so far. I will also examine possible motivational factors contributing to the development of the examples of their ideal L2 selves. I hope that this research will provide basic data to develop the conceptual foundation for the Ideal L2 Self of Japanese learners of English in the context of learning English as a foreign language.

II. Background

In L2 learning motivation research, the integrative motivation theory, which is advocated by Gardner and Lambert (1972), has been considered to be among the most influential theories for a long time. However, it is suggested that there are some problematic issues related to the conventional motivation theory when it is tried to be validated under the Japanese English learning environment.

The concept of Ideal L2 Self, which is a fundamental concept in L2 Motivational Self System proposed by Dörnyei (2005) and Dörnyei *et al.* (2006), can be a useful conceptual device because it may be able to help to resolve the above-mentioned problematic issues related to the integrative motivation theory.

In this chapter, first, I am going to discuss the integrative motivation and the problematic issues in it when it is validated under the Japanese English learning environment, and then consider some characteristics of the L2 Motivational Self theory, followed by the previous research on Ideal L2 Self carried out in Japan.

2.1 Problematic issues in applying the integrative motivation theory to Japanese English learning environment

According to Gardner and Lambert (1972), there are two types of motivations to boost L2 learning: the integrative motivation and the instrumental motivation. Although there are many explanations about them, they are generally defined as follows. The integrative motivation is defined as a psychological desire to be interested in and accept the target language itself, the native speakers of the target language, and the customs and cultures of the countries where the target language is spoken. L2 learners who are highly motivated with the integrative motivation ultimately aim to assimilate themselves with a specific community in

which their target language is spoken. On the other hand, the instrumental motivation is defined as a psychological desire to achieve practical purposes such as passing entrance examinations for upper schools and succeeding in hunting jobs by learning English. Not all the L2 learners who are highly motivated with the instrumental motivation are interested in the target language itself, the native speakers of the target language, and the cultural background which the native speakers of target language have. Gardner and Lambert insist that the kind of L2 learning by learners motivated by the integrative motivation is more effective than that by learners motivated by the instrumental motivation.

Although Gardner and Lambert (1972)'s motivation theory may be convincing as long as the target language is learnt as a L2, it is difficult to apply their motivation theory to the environment where the target language is learnt as a foreign language like English learning for Japanese learners in Japan. There are two reasons of the difficulty to apply their motivation theory to Japan, where English is not a L2 but a foreign language. The first is that it is not realistic for most of the Japanese learners of English who learn English as a foreign language to aim to assimilate themselves with a specific community in which English is spoken. They can receive the tertiary education in their mother tongue; they have no difficulties within Japan in getting jobs which guarantee minimum social security and wages to them. Under the Japanese environment like this, most Japanese learners of English would not need or desire to assimilate themselves with a specific community in which English is spoken. Moreover, according to the first basic analysis of English learning in junior high school (Bennese, 2009), the strongest English learning motivation for junior high school students is based on the instrumental motivation.

Second, it is doubtful whether a specific community in which English is spoken such as the U.S.A and the U.K. can still exist in the world today, where English is used as a universal language. It is not thought to be practical that Japanese English learners want to be

like Americans or British. The idea of “international posture” proposed by Yashima (2000) is a L2 learning motivational concept. She defines the complex concept as an “interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and ... a non-ethnocentric attitude toward different cultures” (p. 57). Although the idea of international posture can resolve the problematic issues related to the integrative motivation theory, it is too inclusive and abstract to understand what it delineates as a motivational construct.

2.2 L2 Motivational Self System

Markus and Nurius (1986) first defined the term “possible selves” as “represent[ing] the individual’s ideas of what they might become, what they would like to become, and what they are afraid of becoming” (p. 954) in the psychological research field. Higgins (1987, 1996) advocates a learning motivation theory called “self-discrepancy theory” based on the concept of possible selves. The L2 Motivational Self System proposed by Dörnyei (2005) and Dörnyei *et al.* (2006) is what the self-discrepancy theory is introduced into the field of the L2 learning motivation research.

The main principle of the L2 Motivational Self System is that L2 learning becomes effective when a learner desires to reduce the discrepancy between his/her current self and Ideal L2 Self, which is one of his/her possible selves. Ideal L2 Self is explained by Dörnyei (2009) as “the L2-specific facet of one’s ‘ideal self’: If the person we would like to become speaks an L2, the ‘Ideal L2 Self’ is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves” (p. 29). The point to be emphasized in this motivation theory is that it is future-oriented. Dörnyei emphasizes the importance of being future-oriented in order to be highly motivated, while most of us tend to judge current selves from the viewpoint of what we have done. In other words, according to

the L2 Motivational Self System, the current motivation of the learners is regulated not by what they have done but what they would like to be or do in the future.

I strongly agree with the idea of the L2 Motivational Self System especially because I believe that being future-oriented will play a key role in boosting motivation of Japanese learners of English. As mentioned in the previous section, many Japanese English learners cannot find the meaning in English learning and lack of having the meaning tends to lead them to dislike English. If they can find their own ideal L2 selves, they will be able to get out of the situation of studying English reluctantly.

According to Dörnyei (2009), Ideal L2 Self is different from the goal of L2 learning in that Ideal L2 Self must include vision. When asked what they want to do by studying English, students often answer, “I want to pass the entrance exam.” This is not an Ideal L2 Self because it is impossible to visualize what kind of person the students ideally want to be by using English. Moreover, the Ideal L2 Self functions as “future self-guides”, so that learners will not go off the track and will keep motivated. Dörnyei argues the conditions for the Ideal L2 Self to function as powerful future self-guides and summarizes them as being “vivid”, “substantiating”, and “elaborating”. Dörnyei’s formulation of the Ideal L2 Self as future self-guides can be schematized as Figure 1 below, which shows the main principle of the L2 Motivational Self System.

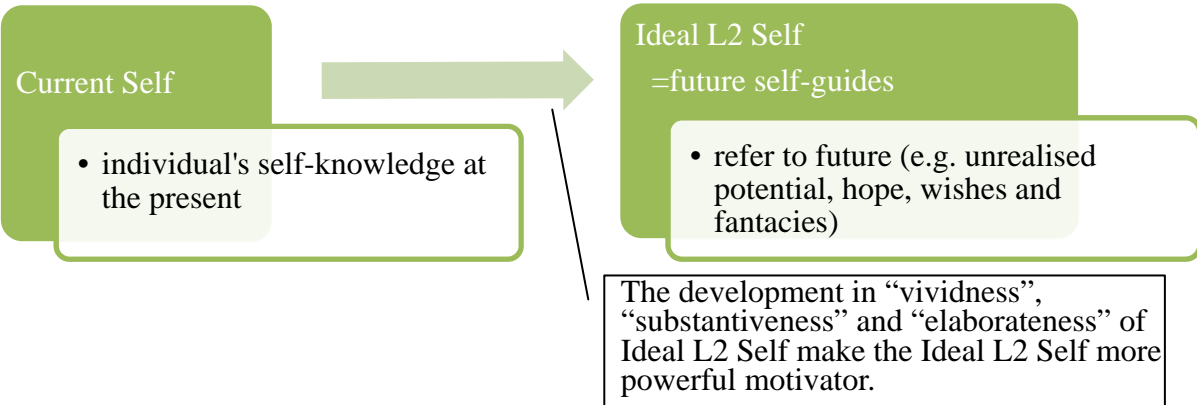


Figure 1. Main principle of L2 Motivational Self System

2.3 Previous study of Japanese English learners' ideal L2 self carried out in Japan

Ryan (2009) carried out a study of Japanese English learners' ideal L2 self in Japan. The purpose of his study is to see whether the idea of Ideal L2 Self can be applied to Japanese learners of English in Japan. A questionnaire survey for senior high school students and the university students was conducted in his research, and the questionnaire was based on 'Motivational Factors Questionnaire' (MFQ), which was developed by Dörnyei and his colleagues for their longitudinal studies in Hungary (Dörnyei & Clement, 2001; Dörnyei & Csizér, 2002; Csizér & Dörnyei, 2005; Dörnyei *et al.*, 2006). "Cultural interest", "Attitudes towards L2 community", "Instrumentality", "International contact", "Interest in foreign languages", "International empathy", "Fear of assimilation", "Ethnocentrism", "Travel orientation", "English learning anxiety", "Attitudes to learning English", "Milieu", "Parental encouragement", "L2 self-confidence", "Willingness to communicate (in Japanese/English)", "Intended leaning effort" and "Ideal L2 Self" were set up as the factors which possibly influence motivational structures of Japanese learners of English. The participants were asked to answer the questions which are related to each of the motivational factors. Ryan argues that the idea of Ideal L2 Self can be applied to Japanese learners of English because the motivational factor of "Ideal L2 Self" marked a high average score for both the senior high school students and the university students.

However, in his study Ryan regards "Ideal L2 Self" almost as identical with the idea of international posture proposed by Yashima (2000). Thus the research to reveal possible examples of the Ideal L2 Self of Japanese English learners is needed.

III. Purpose and Method

3.1 Purpose and Research Questions (RQ)

This research aims to identify characteristics and development of Japanese English learners' ideal L2 self by investigating its relationship with the motivational factors which are thought to contribute to the development of their ideal L2 self. Three research questions are set up in this research to achieve the purpose:

- 1) What motivational factors highly influence Japanese English learners at different developmental stages?
- 2) What motivational factors highly influence Japanese English learners through the developmental sequence?
- 3) What motivational factors contribute to the development of Japanese English learners' Ideal L2 Self?

3.2 Participants

125 Japanese learners of English as a foreign language took part in the present questionnaire. The learners are divided into four different developmental stages groups: the group of the first-year students in junior high school, the group of the third-year students in junior high school, the group of the third-year students in senior high school, and the group of university students. The group of university students is further divided into two groups: the group of English majors and the non-English majors, because English major are expected to have more positive attitudes toward English learning than non-English majors. The university student participants are composed of students who belong to different universities and faculties so that various data can be collected to make analysis from wider perspectives possible. Table 1 on the next page shows the summary of their characteristics.

Table 1

Summary of the participants' characteristics

| Developmental stage | Number of students | | Name of school/ faculty | | Characteristics | | |
|--|--------------------|----|----------------------------|----------------|--|--|---|
| First-year junior high school students | 32 | | Red junior high school* | | This school is located in <i>A City</i> *. The students have been studying English as one of the school subjects for about six months. | | |
| Third-year junior high school students | 30 | | Blue junior high school* | | This school is located in <i>A City</i> *. The students are going to take entrance examinations for high schools about six months later. | | |
| Third-year senior high school students | 39 | | Yellow senior high school* | | This school is located in <i>A City</i> *. It is known as one of the high schools in <i>A City</i> * which are oriented toward preparation for university entrance examinations. Most of the students are going to take entrance examinations for institutions for tertiary education. | | |
| University students | 24 | 12 | | English majors | Education | Ten students are freshmen, one a junior and the other one a senior. Only the junior student belongs to a different university. | |
| | | 12 | 5 | | Non-English majors | Medicine and Pharmacy | Three students are seniors, one a junior and the other one a graduate student. One of the senior students and the junior student belong to different universities from the other students'. |
| | | | 3 | | | Education | All of the students are seniors. They all belong to the same university. |
| | | | 2 | | | Science and engineering | Both of the students are seniors. They both belong to the same university. |
| | | | 2 | | | Humanities | One is a sophomore and the other one a junior. They both belong to different universities. |

Notes. *Names are all fictitious.

3.3 Procedure

3.3.1 Questionnaire

In order to examine the research questions mentioned in the section 3.1., the motivational factors which Japanese English learners consider to be important are to be investigated along with their free written answers about their ideal L2 selves. A questionnaire research which consists of three parts was prepared in Japanese (See appendix A and B for the complete questionnaire and the complete list of question items). In the first part, the participants were asked to answer the questions regarding English learning. A total of fifty question items were created by the author with reference to ‘Motivational Factors Questionnaire (MFQ)’ developed by Dörnyei and his colleagues for their longitudinal studies in Hungary (Dörnyei & Clement, 2001; Dörnyei & Csizér, 2002; Csizér & Dörnyei, 2005; Dörnyei *et al.*, 2006) to be answered with a five point Likert scale. The questions are categorized into ten groups as below:

- 1) Interest in English leaning
- 2) Interest in English-speaking countries and cultures
- 3) Attitudes towards the native speakers of English
- 4) Attitudes towards international society and foreign culture including not only English-speaking countries but also non-English-speaking countries
- 5) Instrumentality
- 6) Milieu
- 7) Willingness to communicate in Japanese
- 8) Willingness to communicate in English
- 9) Self-confidence in English
- 10) English learning anxiety

In the second part, the participants were asked to answer the following two questions regarding their ideal L2 self.

- 1) What is the meaning of learning English for you, especially when you think about your future? What kind of English user would you ideally like to be in the future? Please write about them as much in detail as possible.
- 2) How long have you had the vision of the ideal English user that you described in question No.1? Are there any person or incident that influenced the vision? Please write about them as much in detail as possible.

In the third part, the kind of English learning that the participants have done and still do was asked to see what kind of English learning is associated with the development of their ideal L2 selves. However, there was not sufficient data collected to analyze in the present survey. Accordingly, the data is not included in the discussion.

3.3.2 Data collection

All the data were collected in September 2013. The questionnaire survey was conducted on the paper base, except for two English majors and all the non-English majors, who were asked to answer with e-mail.

IV. Results and Discussion

4.1 Motivational factors influencing each developmental group of Japanese English learners

The data obtained from the questionnaire show that each developmental group of Japanese English learners has some characteristics in terms of the way of regarding the motivational factors which possibly influence their motivational structures. To be more specific, the participants included in each group evaluate themselves more highly in some categories of the motivational factors than in the others. This section addresses RQ No.1 by discussing the categories of the motivational factors in which the participants evaluated themselves highly and lowly.

4.1.1 First-year junior high school students

First, an analysis of variance (ANOVA) was conducted to see whether there is any statistically significant difference in the average score across the ten categories. The Table below shows the results.

Table 2

ANOVA of the average scores of the ten categories for the first-year students in Red junior high school

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 39.74 | 9 | 4.42 | 6.06 | 7.66E-08 |
| MSE | 225.94 | 310 | 0.73 | | |
| Total variation | 265.69 | 319 | | | |

As shown in Table 2, there is a statistically significant difference in the average score across the ten categories with $p < .05$. A post hoc multiple comparison was carried out with Fisher's PLSD. The Table below shows the results of the comparison.

Table 3

Post hoc multiple comparison of the average scores of the ten categories for the first-year students in Red junior high school

| <i>Rank</i> | <i>Motivational factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Instrumentality | 32 | 3.69 | 0.49 |
| 2 | Interest in English learning | 32 | 3.59 | 0.78 |
| 3 | WTC in Japanese | 32 | 3.31 | 0.88 |
| 4 | Milieu | 32 | 3.26 | 0.79 |
| | English learning anxiety | 32 | 3.26 | 0.72 |
| | Attitudes towards the native speakers of English | 32 | 3.24 | 0.89 |
| 7 | Self-confidence in English | 32 | 3.21 | 0.97 |
| | Interest in English-speaking countries and cultures | 32 | 3.07 | 0.89 |
| 9 | Attitudes towards international society and foreign culture | 32 | 2.72 | 1.09 |
| 10 | WTC in English | 32 | 2.44 | 0.89 |
| | Total | 320 | 3.18 | 0.91 |

As Table 3 shows, the average scores of “Instrumentality” and “Interest in English learning” are high, whereas those of “Attitudes towards international society and foreign culture” and “WTC in English” are low. This means that the first-year junior students in Red junior high school tend to see English as an instrument, and many of them are interested in English learning. Moreover, their attitudes towards international society and foreign culture are not positive, and most of them are reluctant to communicate in English.

As for “Instrumentality”, one of the reasons that the students tend to see English as an instrument would be the change of characteristics of English learning. In elementary school, they studied English as a foreign language activity and there were no tests or evaluation with the test results. However, in junior high school, English becomes one of the school subjects and students have to take tests and be evaluated. In addition, it is expected that teachers and parents often mention the importance of getting good scores in exams in relation to the

entrance examination for senior high school. The existence of examinations, evaluation and pressure from adults would boost their way of seeing English as an instrument.

“Interest in English learning” is rated as the second highest motivational factor. The length of time that the students study English as a school subject could explain why “Interest in English learning” is a highly-rated motivational factor. It was only six months since they began to study English as a school subject at the time when the questionnaire survey was conducted, and it would be the time to study basic grammar and they seldom felt difficulty with English learning.

The average score is low in “Attitudes towards international society and foreign culture” which includes the five questions as follows,

Q13. I would like to work in foreign countries in the future.

Q21. I am interested in foreign culture.

Q36. I would like to do great things as a cosmopolitan in the world in the future.

Q43. I would like to work with people who have various foreign cultures.

Q44. I would like to participate in cultural exchange activities with foreign people.

The key word among these five questions is the “foreign countries, people and culture” which includes not only English-speaking countries’ but also non-English countries’. However, the foreign culture is thought to be difficult for the first-year junior high school students to imagine what it is like. As mentioned above, they had studied English as a school subject for only six months, and they may not have been able to imagine to be a cosmopolitan or having cultural exchange with foreign people.

The first-year students in Red junior high school rate their “WTC in English” the lowest. In other words they are thought to be reluctant to communicate in English. In fact, their WTC in English is deeply related to the “Self-confidence in English” factor. A

correlation analysis yielded a strong correlation ($r = .76$) between the two factors with $p < .05$. This means that the less confident the students are about their English, the more reluctant they are about communicating in English.

4.1.2 Third-year junior high school students

First, ANOVA was conducted to see whether there is any statistically significant difference in the average score across the ten categories. The Table below shows the results.

Table 4
ANOVA of the average scores of the ten categories for the third-year students in Blue junior high school

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 112.83 | 9 | 12.54 | 15.36 | 1.92E-20 |
| MSE | 236.77 | 290 | 0.82 | | |
| Total variation | 349.6 | 299 | | | |

As shown in Table 4, there is a statistically significant difference in the average score across the ten categories with $p < .05$. A post hoc multiple comparison was carried out with Fisher’s PLSD. The Table below shows the results of the comparison. As Table 5 on the next page shows, the third-year students in Blue junior high school evaluated higher in “Milieu”, “Instrumentality” and “English learning anxiety” compared to others. On the other hand, they evaluated relatively low in “Self-confidence in English” and “WTC in English”. In other words, many of the third-year students in Blue junior high school are aware that people around them think English important, see English as an instrument, and they feel anxious when they study English. In addition, they tend to be unconfident in their English abilities and to be reluctant to communicate in English.

Table 5

Post hoc multiple comparison of the average scores of the ten categories for the third-year students in Blue junior high school

| <i>Rank</i> | <i>Motivation factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Milieu | 30 | 3.44 | 0.83 |
| | Instrumentality | 30 | 3.39 | 0.54 |
| | English learning anxiety | 30 | 3.35 | 0.76 |
| 4 | WTC in Japanese | 30 | 3.11 | 0.98 |
| 5 | Interest in English-speaking countries and cultures | 30 | 2.83 | 1.11 |
| | Attitudes towards the native speakers of English | 30 | 2.78 | 0.99 |
| 7 | Interest in English learning | 30 | 2.46 | 1.16 |
| | Attitudes towards international society and foreign culture | 30 | 2.39 | 0.82 |
| 9 | Self-confidence in English | 30 | 1.88 | 0.97 |
| | WTC in English | 30 | 1.56 | 0.68 |
| | Total | 300 | 2.72 | 1.08 |

It can be argued that the entrance examination for senior high school could explain the strength of “Milieu” and “Instrumentality”. As for “Milieu”, which asks participants what those who influence them, such as parents, teachers and friends, think about English learning, it is quite natural that people around the third-year junior high school students become keener on impressing them on the importance of studying English to pass the entrance examination for senior high school. Regarding the category of “Instrumentality”, there is no doubt that the students enhance the way of seeing English as an instrument by both their self-awareness as students preparing for the entrance examination and persuasion from people around them.

One of the reasons that “English learning anxiety” is rather high is that the English class becomes more complex and that the students have more difficulty in keeping up with the classes. The more anxious they become about English learning, the less confident they would become about English learning. As Table 5 shows, both their self-confidence and WTC in

English are extremely low. As is the case with the first-year junior high school students, there is a strong correlation ($r = .72$) detected between the categories of “Self-confidence in English” and “WTC in English” with $p < .05$. It is obvious that they tend to hesitate to communicate in English because they are not confident in their English abilities.

4.1.3 Third-year senior high school students

Table 6 below shows the results of the ANOVA conducted to see whether there is any statistically significant difference in the average score across the ten categories.

Table 6

ANOVA of the average scores of the ten categories for the third-year students in Yellow high school

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 190.34 | 9 | 21.15 | 28.74 | 5.3E-38 |
| MSE | 279.64 | 380 | 0.74 | | |
| Total variation | 469.98 | 389 | | | |

As shown in Table 6, there is a statistically significant difference in the average score across the ten categories with $p < .05$. Table 6 shows the results of the post hoc multiple comparison carried out with Fisher’s PLSD. As Table 7 on the next page shows, higher average scores are indicated in “English learning anxiety”, “Milieu” and “Instrumentality” compared to others, whereas relatively lower average scores are indicated in “Self-confidence in English” and “WTC in English”. These results are almost the same as those of the third-year junior high school students as mentioned above. It can be said that the pressure caused by the entrance examination for the tertiary education and job hunting, and the hardness to keep up with English classes are the main reasons for the height and lowness in the average score of each motivational factors.

Table 7

Post hoc multiple comparison of the average scores of the ten categories for the third-year students in Yellow high school

| <i>Rank</i> | <i>Motivational factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | English learning anxiety | 39 | 3.87 | 0.59 |
| | Milieu | 39 | 3.83 | 0.93 |
| | Instrumentality | 39 | 3.81 | 0.65 |
| 4 | Attitudes towards the native speakers of English | 39 | 3.54 | 0.87 |
| 5 | WTC in Japanese | 39 | 3.38 | 0.82 |
| | Interest in English-speaking countries and cultures | 39 | 3.38 | 1.07 |
| 7 | Interest in English learning | 39 | 2.87 | 0.95 |
| | Attitudes towards international society and foreign culture | 39 | 2.86 | 1.00 |
| 9 | Self-confidence in English | 39 | 2.12 | 0.76 |
| | WTC in English | 39 | 1.74 | 0.82 |
| | Total | 390 | 3.14 | 1.10 |

4.1.4 Non-English major university students

Table 8 below shows the results of the ANOVA conducted to see whether there is any statistically significant difference in the average score across the ten categories.

Table 8

ANOVA of the average scores of the ten categories for the non-English major university students

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 40.93 | 9 | 4.54 | 6.32 | 3.59E-07 |
| MSE | 79.21 | 110 | 0.72 | | |
| Total variation | 120.13 | 119 | | | |

As shown in Table 8, there is statistically significant difference in the average score across the ten categories with $p < .05$. Table 9 on the next page shows the results of the post hoc multiple comparison carried out with Fisher's PLSD.

Table 9

Post hoc multiple comparison of the average scores of the ten categories for the non-English major university students

| <i>Rank</i> | <i>Motivational factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Milieu | 12 | 3.97 | 0.88 |
| 2 | English learning anxiety | 12 | 3.85 | 0.71 |
| 3 | Attitudes towards the native speakers of English | 12 | 3.67 | 0.57 |
| 4 | Interest in English-speaking countries and cultures | 12 | 3.60 | 0.76 |
| 5 | Interest in English learning | 12 | 3.27 | 1.15 |
| 6 | Instrumentality | 12 | 3.02 | 0.47 |
| 7 | Attitudes towards international society and foreign culture | 12 | 2.93 | 0.66 |
| 8 | WTC in Japanese | 12 | 2.90 | 0.87 |
| 9 | Self-confidence in English | 12 | 2.37 | 1.09 |
| 10 | WTC in English | 12 | 2.13 | 1.05 |
| | Total | 120 | 3.17 | 1.00 |

As Table 9 shows, the non-English major university students rate higher in “Milieu” and “English learning anxiety” than in the others, whereas they rate relatively lower in “Self-confidence in English” and “WTC in English”. It can be said that many of the students are aware that people around them think English learning important and that they feel anxious when they study English. Moreover, they tend to be unconfident in their English abilities and to hesitate to communicate in English.

As for “Milieu”, their professors, their senior students and the general public are thought to among those who influence the non-English major university students a lot. They would sense from the opinions of above mentioned people that English skills are crucial for getting jobs in spite of the kind of jobs. It is easy to imagine that “English learning anxiety” becomes stronger because of the pressure for the success in getting jobs they desire. One of the reasons that “Instrumentality” is not considered to be very important by the students may be that they have positive attitudes towards the native speakers of English and are interested

in English-speaking countries and cultures as shown in Table 9. This may seem to contradict the fact that “Milieu” is a strong motivational factor to non-English majors. It can be argued that the persuasion by people around them and the general public make them aware of the importance of studying English for practical uses, but they understand that it is not the only meaning in studying English.

Regarding “Self-confidence in English” and “WTC in English”, the average scores in both categories are low, as with the third-year junior high school and senior high school students, and there was a strong correlation ($r = .78$) detected between the two categories. Again their reluctance to communicate in English is thought to be caused by their lack of self-confidence in English.

4.1.5 English major university students

First, ANOVA was conducted to see whether there is any statistically significant difference in the average score across the ten categories. The Table below shows the results.

Table 10

ANOVA of the average scores of the ten categories for the English major university students

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 38.90 | 9 | 4.32 | 11.60 | 1.19E-12 |
| MSE | 40.98 | 110 | 0.37 | | |
| Total variation | 79.88 | 119 | | | |

As shown in Table 10, there is a statistically significant difference with $p < .05$. A post hoc multiple comparison was carried out with Fisher’s PLSD. The Table on the next page shows the results of the comparison.

Table 11

Post hoc multiple comparison of the average scores of the ten categories for the English major university students

| <i>Rank</i> | <i>Motivational factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Interest in English-speaking countries and cultures | 12 | 4.57 | 0.42 |
| | Interest in English learning | 12 | 4.55 | 0.44 |
| 3 | Milieu | 12 | 4.10 | 0.76 |
| 4 | Attitudes towards the native speakers of English | 12 | 3.97 | 0.71 |
| 5 | Attitudes towards international society and foreign culture | 12 | 3.63 | 0.63 |
| 6 | Self-confidence in English | 12 | 3.55 | 0.47 |
| 7 | WTC in Japanese | 12 | 3.28 | 0.59 |
| | English learning anxiety | 12 | 3.27 | 0.66 |
| 9 | Instrumentality | 12 | 3.07 | 0.51 |
| 10 | WTC in English | 12 | 2.83 | 0.79 |
| | Total | 120 | 3.68 | 0.82 |

As shown in Table 11, higher average scores are indicated in “Interest in English-speaking countries and cultures” and “Interest in English learning” compared to in the others while the average score of “WTC in English” is relatively low. This means that many of the English major university students are interested in English-speaking countries and cultures as well as English learning. On the other hand, their willingness to communicate tends to be low.

The strength of the English major university students’ “Interest in English-speaking countries and cultures” and “Interest in English-learning” can be regarded quite natural as they are presumed to have positive attitudes towards English. What should be paid attention to here is that even the English major students tend to be reluctant to communicate in English. At first, their lack of self-confidence in English was expected to be the cause of their reluctance to communicate in English like junior high and senior high school students, but a correlation analysis showed only a weak correlation ($r = .24$) between the two factors with $p < .05$. So it is difficult to say that they hesitate to communicate in English because they are

not confident in their English abilities. One of the possible reasons why their WTC in English is low is that they do not have much opportunity to talk with foreigners in English as most of them are freshmen and that they have not got used to communicating in English.

Taking everything discussed in this section, as the answer for RQ No.1, the highly influential motivational factors at each of the developmental stage are shown in Table 12.

Table 12

Highly influential motivational factors at each of the developmental stages

| <i>Developmental stage</i> | <i>Highly Influential motivational factor</i> |
|--|---|
| First-year junior high school students | Interest in English learning, Attitudes towards international society and foreign culture, Instrumentality and WTC in English |
| Third-year junior high school students | Instrumentality, Milieu, WTC in English, Self-confidence in English and English learning anxiety |
| Third-year senior high school students | |
| Non-English major university students | Milieu, WTC in English, Self-confidence in English and English learning anxiety |
| English major university students | Interest in English learning, Interest in English-speaking countries and cultures and WTC in English |

The reasons why the motivational factors shown in Table 12 are highly influential for each group of the developmental stages are mainly related to the length of English learning, the style and difficulty of English classes, the pressure from entrance examinations for upper schools and getting jobs, and the lack of self-confidence. The difficulty of understanding the idea of “foreign countries, people and culture” and the insufficient opportunity to communicate in English also influence some of the motivational factors to be highly influential.

4.2 Change in the motivational factors influencing Japanese learners of English through the developmental sequence

In the previous sections, we saw horizontal analyses of the motivational factors

influencing each developmental group of Japanese English learners. This section addresses RQ No.2 by focusing its discussion on vertical analyses of the change in the motivational factors in terms of the developmental sequence.

Some remarkable changes through the developmental sequence are seen in the categories of “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Instrumentality”, “Milieu”, “WTC in English”, “Self-confidence in English” and “English learning anxiety”. Table 13 on the next page shows the changes and it was put into the form of a graph as Figure 2 on the next page. As shown in Table 13 and Figure 2, the ways of changes through the developmental sequence are categorized into two patterns. I am going to discuss each pattern and the categories included in it.

As Table 13 and Figure 2 show, the view point to separate two patterns is whether an increase can be seen in the category after the third-year of senior high school. The first pattern, which an increase can be seen, includes “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Milieu”, “WTC in English” and “Self-confidence in English”, and the other pattern, which an increase cannot be seen, includes “Instrumentality” and “English learning anxiety”. Of these seven categories “Interest in English learning”, “WTC in English”, and “Self-confidence in English” become lower for the third-year junior high and senior high school students, compared to the first-year junior high school students. On the other hand, the categories of “Interest in English-speaking countries and cultures”, “Instrumentality”, “Milieu” and “English learning anxiety” become higher for the third-year junior high and senior high school students, compared to the first-year junior high school students.

Regarding “Interest in English learning”, the rank of the category within each developmental group is low for the third-year junior high and senior high school students as shown in Table 13 and Figure 2. This means that other motivational factors apart from

Table 13

Average scores of the seven selected categories for each developmental group

| <i>Motivational factor</i> | <i>First-year junior high school students</i> | <i>Third-year junior high school students</i> | <i>Third-year senior high school students</i> | <i>Non-English major university students</i> | <i>English major university students</i> | <i>M</i> |
|---|---|---|---|--|--|----------|
| Interest in English learning | 3.59 | 2.46 | 2.87 | 3.27 | 4.55 | 3.35 |
| Interest in English-speaking countries and cultures | 3.07 | 2.83 | 3.38 | 3.60 | 4.57 | 3.49 |
| Instrumentality | 3.69 | 3.39 | 3.81 | 3.02 | 3.07 | 3.40 |
| Milieu | 3.26 | 3.44 | 3.83 | 3.97 | 4.10 | 3.72 |
| WTC in English | 2.44 | 1.56 | 1.74 | 2.13 | 2.83 | 2.14 |
| Self-confidence in English | 3.21 | 1.88 | 2.12 | 2.37 | 3.55 | 2.63 |
| English learning anxiety | 3.26 | 3.35 | 3.87 | 3.85 | 3.27 | 3.52 |
| Total | 3.18 | 2.72 | 3.14 | 3.17 | 3.68 | 3.18 |

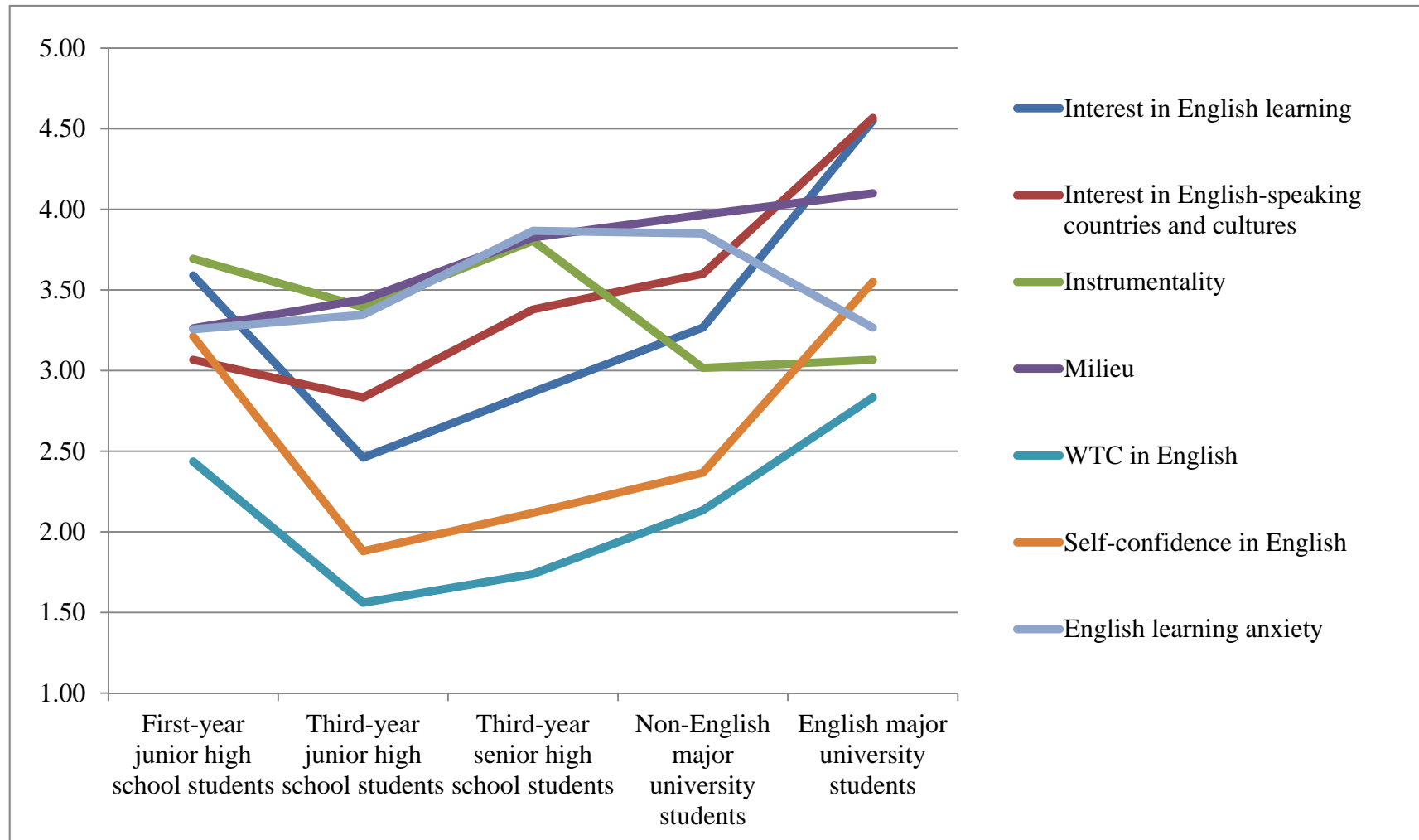


Figure 2. Change of the average scores of the seven selected categories for each developmental group

“Interest in English learning” bear more concern to the third-year junior high and senior high school students. In addition, there is a statistically significant difference in the average score across the developmental groups with $p < .05$ as the results of ANOVA shows. A post hock multiple comparison was carried out with Fisher’s PLSD. Tables 14 and 15 below show the results of the ANOVA and the multiple comparison.

Table 14

ANOVA of the average scores of “Interest in English learning” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 47.22 | 4 | 11.81 | 12.95 | 8.57E-09 |
| MSE | 109.43 | 120 | 0.91 | | |
| Total variation | 156.65 | 124 | | | |

Table 15

Post hock multiple comparison of the average scores of “Interest in English learning” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | English major university students | 12 | 4.55 | 0.44 |
| 2 | First-year junior high school students | 32 | 3.59 | 0.78 |
| 3 | Non-English major university students | 12 | 3.27 | 1.15 |
| 4 | Third-year senior high school students | 39 | 2.87 | 0.95 |
| | Third-year junior high school students | 30 | 2.46 | 1.16 |
| | Total | 125 | 3.15 | 1.12 |

As shown in Table 15, the third-year of junior and senior high school students show lower interest in English learning compared to the first-year junior high school students and English major and non-English major university students.

It can be argued from Tables 13 and 15, and Figure 2 that the Japanese learners of English tend to be interested in English learning when they are the first-year junior high school students. However, their interest in it becomes lower and they show stronger concern

to other motivational factors than “Interest in English learning” when they become the third year junior and senior high school students. The style of English classes can be related to the decrease of their interest in English learning. The Japanese English classes which the students take usually focus on the knowledge of language forms because they are by far the most important in entrance examinations for upper schools which the students are going to take soon. Such style of English classes would not be interesting for many of the students. In addition, the pressure from entrance examinations for upper schools weakens their interest in English learning, whereas it strengthens other motivational factors.

After entering university, they show relatively high interest in English learning again. In addition, it becomes the influential motivational factor again for English major university students, too. Release from the pressure of entrance examinations for upper schools and the style of English classes in university which emphasizes communication activities would be some of the reasons for restoration of their interest in English learning. The difference between English major university students and non-English major university students is thought to be based on English major university students’ stronger preference for English over non-English major university students. This stronger preference makes English major university students’ motive to study English more self-determined, and “Interest in English learning” is a highly influential motivational factor for them as shown in Table 13 and Figure 2.

As for “Interest in English-speaking countries and cultures”, Table 13 and Figure 2 show that its rank within each developmental group gradually becomes higher as the developmental group advances. So it can be said that “Interest in English learning” becomes a bigger concern than other motivational factors as the developmental group advances. In addition, Table 16 shows the results of ANOVA of the average scores of “Interest in English-speaking countries and cultures” across the developmental groups.

Table 16

ANOVA of the average scores of “Interest in English-speaking countries and cultures” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 28.85 | 4 | 7.21 | 7.72 | 1.42E-05 |
| MSE | 112.03 | 120 | 0.93 | | |
| Total variation | 140.88 | 124 | | | |

The ANOVA detected a statistically significant difference with $p < .05$. A post hoc multiple comparison was carried out with Fisher’s PLSD. The Table below shows the results of the comparison.

Table 17

Post hoc multiple comparison of the average scores of “Interest in English-speaking countries and cultures” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | English major university students | 12 | 4.57 | 0.42 |
| 2 | Non-English major university students | 12 | 3.60 | 0.76 |
| | Third-year senior high school students | 39 | 3.38 | 1.07 |
| 4 | First-year junior high school students | 32 | 3.07 | 0.89 |
| 5 | Third-year junior high school students | 30 | 2.83 | 1.11 |
| | Total | 125 | 3.30 | 1.07 |

As shown in Table 17, English major university students are the most highly interested in English-speaking countries and cultures, followed by non-English major university students and the third-year senior high school students. On the other hand, junior high school students are not as interested in English-speaking countries and cultures as the other developmental groups.

Based on Tables 13 and 17, and Figure 2, it is thought that the longer the Japanese learners of English study English, the more they tend to be interested in English-speaking countries and cultures. It would take time to know what English-speaking countries and

cultures are like and deepen their interest in them. In addition, the existence of tests and entrance examinations for upper schools could explain why “Interest in English-speaking countries and cultures” is not rated high by the junior and senior high school students. It is difficult for them to find the main value of learning English in getting familiar with English-speaking countries and cultures because getting good scores in tests and passing entrance examinations for upper schools are their top priorities.

Table 13 and Figure 2 show that “Milieu” is rated high in the every developmental group. In particular, it is rated the first for the third-year junior and senior high school students and non-English major university students. The Japanese learners of English all through the developmental sequence are thought to be strongly aware that people around them think that English learning is important, and “Milieu” is the most influential motivational factor for the third-year junior and senior high school students and non-English major university students. ANOVA was further conducted to see whether there is any statistically significant difference in the average score of “Milieu” across the developmental groups. Table below shows the results.

Table 18

ANOVA of the average scores of “Milieu” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 10.91 | 4 | 2.73 | 3.74 | 0.01 |
| MSE | 87.39 | 120 | 0.73 | | |
| Total variation | 98.30 | 124 | | | |

As shown in Table 18, there is a statistically significant difference in the average score across the ten categories with $p < .05$. A post hoc multiple comparison was carried out with Fisher’s PLSD. The Table blow shows the results of the comparison.

Table 19

Post hoc multiple comparison of the average scores of “Milieu” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | English major university students | 12 | 4.10 | 0.76 |
| 2 | Non-English major university students | 12 | 3.97 | 0.88 |
| | Third-year senior high school students | 39 | 3.83 | 0.93 |
| 4 | Third-year junior high school students | 30 | 3.44 | 0.83 |
| 5 | First-year junior high school students | 32 | 3.26 | 0.79 |
| | Total | 125 | 3.63 | 0.89 |

As shown in Table 19, English major university students are the most aware that people around them think that English learning is important. Non-English major university students and the third-year students pay less attention to “Milieu” than English major university students. Junior high school students are relatively less aware that people around them consider English learning to be important.

It is interesting that the average score of “Milieu” is the third highest in the group of English major university students as shown in Table 13 and Figure 2, while the average score of “Milieu” of all the participants is the highest as shown in Table 19. The English major university students themselves probably know how English learning is important and interesting, compared to the other developmental groups, and they would be able to obediently accept the recognition about the importance of English learning by the people around them. However, “Interest in English learning” and “Interest in English-speaking countries and cultures” are bigger concerns to them because English major university students’ motives to study English are self-regulated as mentioned above.

As Table 13 and Figure 2 show, “WTC in English” is the category of which the rank within each developmental group is the lowest at all the developmental groups. Table 20 below shows that the ANOVA of average scores of “WTC in English” across the

developmental groups yielded a statistically significant difference with $p < .05$, and Table 21 below shows the results of a post hoc multiple comparison conducted with Fisher’s PLSD.

Table 20
ANOVA of the average scores of “WTC in English” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 23.07 | 4 | 5.77 | 8.37 | 5.45E-06 |
| MSE | 82.68 | 120 | 0.69 | | |
| Total variation | 105.75 | 124 | | | |

Table 21
Post hoc multiple comparison of the average scores of “WTC in English” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | English major university students | 12 | 2.83 | 0.79 |
| 2 | First-year junior high school students | 32 | 2.44 | 0.89 |
| 3 | Non-English major university students | 12 | 2.13 | 1.05 |
| 4 | Third-year senior high school students | 39 | 1.74 | 0.82 |
| 5 | Third-year junior high school students | 30 | 1.56 | 0.68 |
| | Total | 125 | 2.02 | 0.92 |

As shown in Table 21, it can be said that Japanese learners of English tend to have negative attitudes towards communicating in English all through the developmental sequence, and the tendency is especially strengthened at the third year of junior and senior high schools.

Although the Japanese English learners’ reluctance to communicate in English still remains after they enter universities, their WTC in English shows a gradual increase, compared to that of the third-year students in junior high and senior high schools as shown in Tables 13 and 21, and Figure 2. The reasons are discussed in the previous sections that the lack of self-confidence in English is related to the low WTC in English of the junior and senior high school students and non-English major university students, and the insufficiency of the opportunity to communicate in English is related to the low WTC of English major

university students. In addition, the change in style of English classes influences the change in WTC in English. Junior and senior high school students are thought to be more reluctant to communicate in English because they are extremely afraid of making mistakes when they speak in English during the English classes in which there is not enough opportunity to practice speaking English, and answering grammatically correctly is considered to be the most important. After entering university, they are not afraid of making mistakes when they speak in English during English classes maybe because there is more opportunity to practice speaking, and answering grammatically correctly is not considered to be important excessively.

As for “Self-confidence in English”, it is shown in Table 13 and Figure 2 that the rank within each developmental group is rated the fourth for the first-year students and English major university students while it is rated the sixth for the third-year junior high and senior high school students and non-English major university students. This means that the first-year junior high school students and English major university students are rather confident in their English abilities, whereas the third-year junior high and senior high school students and non-English major university students are not. This can be seen from the result of ANOVA which detected a statistically significant difference in the average score across the developmental groups with $p < .05$, and a post hock multiple comparison with Fisher’s PLSD. The Tables show the results of the ANOVA and the multiple comparison.

Table 22

ANOVA of the average scores of “Self-confidence in English” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 46.91 | 4 | 11.73 | 15.02 | 5.56E-10 |
| MSE | 93.70 | 120 | 0.78 | | |
| Total variation | 140.61 | 124 | | | |

Table 23

Post hoc multiple comparison of the average scores of “self-confidence in English” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | English major university students | 12 | 3.55 | 0.47 |
| | First-year junior high school students | 32 | 3.21 | 0.97 |
| 3 | Non-English major university students | 12 | 2.37 | 1.09 |
| | Third-year senior high school students | 39 | 2.12 | 0.76 |
| | Third-year junior high school students | 30 | 1.88 | 0.97 |
| | Total | 125 | 2.50 | 1.06 |

As shown in Table 23, English major university students and the first-year junior high school students are more confident in their English abilities than non-English major university students and the third-year students of junior and senior high school.

One of the reasons the first-year junior high schools students are rather confident in their English ability would be related to the difficulty of English classes. It is about the time to study basic parts and that they seldom feel difficulty in English classes. When they become the third-year junior and senior high school students, English classes get more difficult. In addition, they might feel that they are haunted by the pressure of entrance examinations for upper schools. So it becomes difficult for them to be confident in their English abilities.

Non-English majors' self-confidence in English is not as recovered as English majors' although that of the university students is recovered compared to high school students. English majors are thought to be more confident in their English abilities than non-English majors because English majors spend more time on learning English than non-English majors.

As mentioned above, the characteristic of the first pattern is that an increase can be seen between the third-year senior high school students and the university students. The length of English learning, the style and difficulty of English classes and the pressure from getting jobs in addition to the pressure of entrance examinations for upper schools, which I

mentioned above, are thought to be some of the causes influencing the change of motivational factors through the developmental sequence.

The second pattern includes “Instrumentality” and “English learning anxiety”. As for “Instrumentality”, as shown in Table 13 and Figure 2, the rank within each developmental group is the first or the second for the junior and senior high school students, whereas it becomes the fifth or the sixth for the university students. It can be said that “Instrumentality” is very influential for junior and senior high school students while other factors such as “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Milieu” and “English learning anxiety” bear bigger concern to university students. In addition, as shown in the result of ANOVA, there is a statistically significant difference in the average score across developmental groups with $p < .05$, and a post hoc multiple comparison was conducted with Fisher’s PLSD. The Tables below show the results of the ANOVA and the multiple comparison. As shown in Table 25 on the next page, the tendency of seeing English as an instrument is stronger for the junior and senior high school students than the university students, which can be also seen in Table 13 and Figure 2.

Table 24

ANOVA of the average scores of “Instrumentality” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 10.11 | 4 | 2.53 | 8.17 | 7.29E-06 |
| MSE | 37.10 | 120 | 0.31 | | |
| Total variation | 47.21 | 124 | | | |

Table 25

Post hoc multiple comparison of the average scores of “Instrumentality” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | Third-year senior high school students | 39 | 3.81 | 0.65 |
| | First-year junior high school students | 32 | 3.69 | 0.49 |
| 3 | Third-year junior high school students | 30 | 3.39 | 0.54 |
| 4 | English major university students | 12 | 3.07 | 0.51 |
| 5 | Non-English major university students | 12 | 3.02 | 0.47 |
| | Total | 125 | 3.53 | 0.62 |

Taking the pressure from entrance examinations for upper schools into accounts, it is quite natural that the junior and senior high school students tend to see English as an instrument. Although the pressure of succeeding in hunting jobs, which would boost “Instrumentality”, exists among the university students, they understand that it is not the most important meaning of English learning after overcoming the pressure from entrance examinations for upper schools.

Regarding “English learning anxiety”, Table 13 and Figure 2 show that the rank within each developmental group is high for the third-year students of junior and senior high school, whereas it becomes lower for the first-year junior high school students and English major university students. In addition, a statistically significant difference in the average score of “English learning anxiety” across the developmental groups was detected with $p < .05$ as a result of ANOVA, and a post hoc multiple comparison was carried out with Fisher’s PLSD. The Tables on the next pages show the results of the ANOVA and the comparison. As Table 27 shows, the third year senior high school students and non-English major university students show the strongest anxiety. The junior high school students and English major university students are not as anxious about English learning as the two other developmental groups.

Table 26

ANOVA of the average scores of “English learning anxiety” across the developmental groups

| <i>Variation factor</i> | <i>SD</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 9.89 | 4 | 2.47 | 5.23 | 6.44E-05 |
| MSE | 56.72 | 120 | 0.47 | | |
| Total variation | 66.60 | 124 | | | |

Table 27

Post hoc multiple comparison of the average scores of “English learning anxiety” across the developmental groups

| <i>Rank</i> | <i>Developmental group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|--|----------|----------|-----------|
| 1 | Third-year senior high school students | 39 | 3.87 | 0.59 |
| | Non-English major university students | 12 | 3.85 | 0.71 |
| 3 | Third-year junior high school students | 30 | 3.35 | 0.76 |
| | English major university students | 12 | 3.27 | 0.66 |
| | First-year junior high school students | 32 | 3.26 | 0.72 |
| | Total | 125 | 3.53 | 0.73 |

It can be argued from Tables 13 and 27, and Figure 2 that the first-year students are not very anxious about English learning because they seldom feel difficulty in English learning as mentioned above. When they become the third-year junior and senior high school students, they cannot avoid being under English learning anxiety because of the pressure from entrance examinations for upper schools. It is resolved to some extent after they enter university, but it still remains high for non-English majors. Their less time spent on English learning compared to English majors could be one of the possible reasons.

As mentioned above, the characteristic of the second pattern is that an increase cannot be seen between the third-year senior high school students and the university students. The pressure from entrance examinations for upper schools and getting jobs, the length of English learning, the style of English classes and the difficulty of English classes, which are the same as in the first pattern, are thought to be some of the causes influencing the change of

motivational factors through the developmental sequence.

Everything taken into account, I conclude as the answer of RQ No.2 that “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Instrumentality”, “Milieu”, “WTC in English”, “Self-confidence in English” and “English learning anxiety” are the motivational factors which highly influence Japanese English learners through the developmental sequence. Although each motivational factor influences differently through the developmental sequence, there are two patterns in the change in the influence of each motivational factor. The viewpoint in dividing the way of the change into two patterns is whether an increase can be seen in the categories after the third-year of senior high school. “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Milieu”, “WTC in English” and “Self-confidence in English” are included in the first pattern, and “Instrumentality” and “English learning anxiety” are included in the other pattern. The pressure from entrance examinations for upper schools and getting jobs, the length of English learning, the style of English classes and the difficulty of English classes are some of the causes related to both patterns of the change.

4.3 Motivational factors contributing to the development of Japanese English learners’

Ideal L2 Self

As a result of qualitative analysis of the data obtained from the participants’ free written answers about their ideal L2 selves, their ideal L2 selves could be categorized into three groups. In addition, it was found that some motivational factors contribute to the developed ideal L2 selves of each group. This section addresses RQ No.3 by focusing its discussion on the motivational factors contributing to each of the three groups of developed ideal L2 selves of Japanese learners.

4.3.1 Developed Ideal L2 Self of Japanese English learners

84 out of 125 participants wrote about their ideal L2 selves in the present survey. The rest of the participants wrote nothing or without concrete visions which are essential for an ideal L2 self. For example, the statement of “I want to pass the entrance examination for high school.” cannot be accepted as an ideal L2 self because it is just a goal of English learning and it is impossible to visualize what kind of person the participant ideally wants to be by using English. For a complete list of the participants’ free written answers about their ideal L2 selves, see Appendix C.

As mentioned above, the participants’ ideal L2 selves were categorized into three groups: the “ideal self to use English efficiently at work”, the “ideal self to participate in cultural exchange activities” and the “ideal self to communicate in English”. Moreover there seemed to be qualitative differences in the participants’ answers about their ideal L2 selves in term of vividness, substantiveness and elaborateness. To make the differences clear and extract the developed ideal L2 selves, their answers were evaluated and scored with three-point scale with the three viewpoints mentioned above respectively, and each of the evaluated scores was integrated. On the basis of this evaluative method, the answers which were given the score of more than six out of the full marks of nine were judged as the developed ideal L2 selves. The Tables 28 on the next page shows the results of the evaluation for each of the three groups of ideal L2 selves, and Table 29 on the next page shows the evaluation for each of the three groups of developed ideal L2 selves.

Table 28

Average scores across each group of Ideal L2 Self

| <i>Ideal L2 Self group</i> | <i>N</i> | <i>Vividness</i> | <i>Substantiveness</i> | <i>Elaborateness</i> | <i>Total</i> |
|---|----------|------------------|------------------------|----------------------|--------------|
| Ideal self to use English efficiently at work | 24 | 2.58 | 2.13 | 1.83 | 6.54 |
| Ideal self to participate in cultural exchange activities | 17 | 1.76 | 1.82 | 1.82 | 5.41 |
| Ideal self to communicate in English | 41 | 1.68 | 2.00 | 1.24 | 4.93 |
| Total | 82 | 2.01 | 1.98 | 1.63 | 5.63 |

Table 29

Average scores across each group of developed Ideal L2 Self

| <i>Ideal L2 Self group</i> | <i>N</i> | <i>Vividness</i> | <i>Substantiveness</i> | <i>Elaborateness</i> | <i>Total</i> |
|---|----------|------------------|------------------------|----------------------|--------------|
| Ideal self to use English efficiently at work | 16 | 2.81 | 2.31 | 2.25 | 7.38 |
| Ideal self to participate in cultural exchange activities | 6 | 2.33 | 2.33 | 3.00 | 7.67 |
| Ideal self to communicate in English | 10 | 2.00 | 2.30 | 1.70 | 6.00 |
| Total | 32 | 2.38 | 2.32 | 2.32 | 7.01 |

4.3.2 Motivational factors contributing to the development of Japanese English learners' ideal L2 self

In the previous section, we saw that there are three groups of ideal L2 selves of Japanese English learners and some participants' ideal L2 selves are more developed than others in terms of vividness, substantiveness and elaborateness. This section is going to focus on the motivational factors contributing to each of the three groups of developed ideal L2 selves.

First, ANOVA was conducted to see whether there is any statistically significant

difference in the average score across the ten categories. The Table below shows the results.

Table 30

ANOVA of the average scores of the ten categories for the participants with the developed ideal L2 selves

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 83.45 | 9 | 9.27 | 11.50 | 1.42E-15 |
| MSE | 249.90 | 310 | 0.81 | | |
| Total variation | 333.35 | 319 | | | |

As shown in Table 30, there is a statistically significant difference with $p < .05$. A post hoc multiple comparison was carried out with Fisher's PLSD. The Table below shows the results of the comparison.

Table 31

Post hoc multiple comparison of the average scores of the ten categories for the participants with the developed ideal L2 selves

| <i>Rank</i> | <i>Motivational factor</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Interest in English-speaking countries and cultures | 32 | 4.16 | 0.76 |
| | Interest in English learning | 32 | 3.92 | 1.02 |
| | Milieu | 32 | 3.81 | 0.90 |
| | Attitudes towards the native speakers of English | 32 | 3.79 | 0.87 |
| 5 | English learning anxiety | 32 | 3.34 | 0.82 |
| | Attitudes towards international society and foreign culture | 32 | 3.32 | 0.96 |
| 7 | WTC in Japanese | 32 | 3.23 | 0.87 |
| | Instrumentality | 32 | 3.16 | 0.61 |
| 9 | Self-confidence in English | 32 | 2.79 | 1.04 |
| 10 | WTC in English | 32 | 2.41 | 1.04 |
| | Total | 320 | 3.39 | 1.02 |

As shown in Table 31, the average scores of "Interest in English-speaking countries and

cultures”, “Interest in English learning”, “Milieu” and “Attitudes towards the native speakers of English” are higher compared to the others. This means that the participants who have the developed ideal L2 selves are more interested in English learning and English-speaking countries and cultures, have more positive attitudes towards the native speakers of English, and are more strongly aware that people around them think English learning important, compared to the participants whose ideal L2 selves are not developed enough.

The participants who have developed their ideal L2 selves can vividly visualize their image of using English regarding where to use, with whom to communicate in English, what level of English to use such as everyday English or business English. It is quite natural that they set up English-speaking countries and the native speakers of English in the detailed visualization of their ideal L2 selves because English is generally considered to be used not within Japan but in the outside of Japan, and not with Japanese people but with foreigners who speak English. This would be one of the reasons why “Interest in English-speaking countries and cultures” and “Attitudes towards the native speakers of English” are highly influential motivational factors for the participants with the developed ideal L2 selves.

In addition, it is worthwhile to mention specially that the participants with the developed ideal L2 selves have positive attitudes towards the native speakers of English, while it is not a big concern to all the other participants through the developmental sequence as shown in Table 13 and Figure 2. It can be said that having positive attitudes towards the native speakers of English and visualizing with whom to communicate in English play a key role to develop the Ideal L2 Self of Japanese learners of English.

It is also interesting that “Attitudes towards international society and foreign culture” is not as influential as “Interest in English-speaking countries and cultures” and “Attitudes towards the native speakers of English”, although the three categories seem to have categorical similarity. The idea of the international society and foreign culture would be more

abstract than that of English-speaking countries, cultures and the native speakers of English to the participants, and that even the participants with the developed ideal L2 selves do not pay much attention to “Attitudes towards international society and cultures”, compared to the other two categories which seem similar.

As for “Interest in English learning” and “Milieu”, it is natural that the opinions about English learning which people around them have influence English learners deeply, and that the English learners with the developed ideal L2 selves are really into English learning because they are enthusiastic about realizing their ideal L2 selves if they are influenced positively by the people.

On the other hand, Table 31 shows that the average scores of “Self-confidence in English learning” and “WTC in English” are lower compared to the other motivational factors. We saw that these two categories show lower average scores with all the participants through the developmental sequence in the previous section. This tendency seems to be deeply rooted among the Japanese learners of English, possibly because of their cultural backgrounds in part and also because of the values shared traditionally in formal education in Japan. At least, it can be said that the lack of confidence and WTC is not something easily resolved by the development of the Ideal L2 Self with Japanese learners of English.

ANOVA of the average score in each of the above-mentioned four motivational factors across the Ideal L2 Self groups was further carried out in order to find what motivational factors especially contribute to each group. As a result, the participants with the “ideal self to use English efficiently at work” or with the “ideal self to participate in cultural exchange activities” marked higher average scores than the participants with the “ideal self to communicate in English” in several categories: “Interest in English-speaking countries and cultures”, “Interest in English learning” and “Attitudes towards the native speakers of English”. This is shown in Tables 32 through 37.

Table 32

ANOVA of the average scores of “Interest in English-speaking countries and cultures” across the Ideal L2 Self groups

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 3.77 | 2 | 1.89 | 3.83 | 0.03 |
| MSE | 14.26 | 29 | 0.49 | | |
| Total variation | 18.04 | 31 | | | |

Table 33

Post hock multiple comparison of the average scores of “Interest in English-speaking countries and cultures” across the Ideal L2 Self groups

| <i>Rank</i> | <i>Ideal L2 Self group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Ideal self to participate in cultural exchange activities | 6 | 4.50 | 0.53 |
| | Ideal self to use English efficiently at work | 16 | 4.35 | 0.63 |
| 3 | Ideal self to communicate in English | 10 | 3.66 | 0.88 |
| | Total | 32 | 4.16 | 0.76 |

Table34

ANOVA of the average scores of “Interest in English learning” across the Ideal L2 Self groups

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 8.98 | 2 | 4.49 | 5.58 | 0.01 |
| MSE | 23.33 | 29 | 0.80 | | |
| Total variation | 32.31 | 31 | | | |

Table 35

Post hock multiple comparison of the average scores of “Interest in English learning” across the Ideal L2 Self groups

| <i>Rank</i> | <i>Ideal L2 Self group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Ideal self to participate in cultural exchange activities | 6 | 4.67 | 0.16 |
| | Ideal self to use English efficiently at work | 16 | 4.09 | 1.15 |
| 3 | Ideal self to communicate in English | 10 | 3.20 | 0.63 |
| | Total | 32 | 3.92 | 1.02 |

Table 36

ANOVA of the average scores of “Attitudes towards the native speakers of English” across the Ideal L2 Self groups

| <i>Variation factor</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P</i> |
|----------------------------|-----------|-----------|-----------|----------|----------|
| Variation between subgroup | 3.77 | 2 | 1.89 | 3.83 | 0.03 |
| MSE | 14.26 | 29 | 0.49 | | |
| Total variation | 18.04 | 31 | | | |

Table 37

Post hoc multiple comparison of the average scores of “Attitudes towards the native speakers of English” across the Ideal L2 Self groups

| <i>Rank</i> | <i>Ideal L2 Self group</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
|-------------|---|----------|----------|-----------|
| 1 | Ideal self to participate in cultural exchange activities | 6 | 4.50 | 0.53 |
| | Ideal self to use English efficiently at work | 16 | 4.35 | 0.63 |
| 3 | Ideal self to communicate in English | 10 | 3.66 | 0.88 |
| | Total | 32 | 4.16 | 0.76 |

As shown in Table 31 through 37, “Interest in English-speaking countries and cultures”, “Interest in English learning”, “Milieu” and “Attitudes towards the native speakers of English” are the strong motivational factors contributing to the participants’ developed Ideal L2 Self. Moreover, the factors except “Milieu” are especially associated with the “ideal self to use English efficiently at work” and the “ideal self to participate in cultural exchange activities”. Let us consider below why the three motivational factors have stronger association with the “ideal self to use English efficiently at work” and the “ideal self to participate in cultural exchange activities” than the “ideal self to communicate in English”.

As for “Interest in English-speaking countries and cultures” and “Attitudes towards the native speakers of English”, one of the possible reasons is that the situation to use English and the kind of English to use can be identified more closely in the visions of the participants with the “ideal self to use English efficiently at work” and the “ideal self to participate in cultural exchange activities”. Regarding “Interest in English learning”, the participants with

the “ideal L2 self to communicate in English” did not show as much interest as those with the “ideal self to use English efficiently at work” and the “ideal self to participate in cultural exchange activities”, because they may be more interested in using English, but not in learning English in class. English learning includes various types of learning activities, such as practice of the four skills, study of vocabulary and grammar, pronunciation, and so on. All of them are important to improve English ability. However, influenced by the traditional style of English classes that the participants have actually taken, they may have connected English learning only with the study of language forms.

Before concluding our consideration, it may be needed to mention one thing. The participants with the “ideal self to communicate in English” were evaluated lower in their development of ideal L2 selves than those with the “ideal self to use English efficiently at work” and the “ideal self to participate in cultural exchange activities”, as indicated in Table 29. This may be another reason for the lower average scores that the participants with the “ideal self to communicate in English” showed for the above-mentioned three motivational factors.

Taking everything discussed above into consideration, as the answer for RQ No.3, I suggest that “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Attitudes towards the native speakers of English” and “Milieu” are the motivational factors which contribute to the developed Ideal L2 Self. In other words, if an English learner is motivated by the above-mentioned factors, the English learner is likely to have a developed ideal L2 self. Moreover, if he/she is strongly interested in English learning, English-speaking countries and cultures, in addition to having positive attitudes towards communicating in English, it is possible that the ideal self to use English efficiently at work or the ideal self to participate in cultural exchange activities will be formed and developed as his/her ideal L2 self.

V. Conclusion

This research aims to identify characteristics and development of Japanese English learners' ideal L2 self by investigating its relationship with the motivational factors which are thought to contribute to the development of their ideal L2 self. Three research questions are set up in this research to achieve the purpose:

- 1) What motivational factors highly influence Japanese English learners at different developmental stages?
- 2) What motivational factors highly influence Japanese English learners through the developmental sequence?
- 3) What motivational factors contribute to the development of Japanese English learners' Ideal L2 Self?

Regarding RQ No.1, the first-year junior high school students tend to show high interest in English learning and see English as an instrument. On the other hand, it is difficult for most of them to imagine what the international society is like and to be positive about communicating in English. The third-year junior and senior high school students tend to be aware that people around them think English learning important, and see English as an instrument like the first-year junior high school students. Moreover, many of them are not confident in their English ability and feel anxious when they study English, in addition to their lack of WTC in English. Non-English major university students show the same tendency as the third-year junior and senior high school students except for the way of seeing English as an instrument. They see English less as an instrument. English major university students tend to be interested in English learning, English-speaking countries and cultures. However many of them hesitate to communicate in English.

As for RQ No.2, seven motivational factors highly influence the Japanese learners of

English all through the developmental sequence. “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Instrumentality”, “Milieu”, “WTC in English”, “Self-confidence in English” and “English learning anxiety” are included in the seven motivational factors. In addition, the change in the influence of the motivational factors can be divided into two patterns. The viewpoint in dividing the way of the change into two patterns is whether an increase can be seen in the categories after the third-year of senior high school. “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Milieu”, “WTC in English” and “Self-confidence in English” are included in the first pattern, and “Instrumentality” and “English learning anxiety” are included in the other pattern. The pressure from entrance examinations for upper schools and getting jobs, the length of English learning, the style of English classes and the difficulty of English classes are some of the causes related to both patterns of the change.

Regarding RQ No.3, it is suggested that “Interest in English learning”, “Interest in English-speaking countries and cultures”, “Attitudes towards the native speakers of English” and “Milieu” are the motivational factors which contribute to the developed ideal L2 self. If an English learner is motivated by the above-mentioned factors, the English learner is likely to have a developed ideal L2 self. Moreover, it is possible that the ideal self to use English efficiently at work or the ideal self to participate in cultural exchange activities will be formed and developed as his/her ideal L2 self if he/she is strongly interested in English learning, English-speaking countries and cultures, in addition to having positive attitudes towards communicating in English.

This research succeeded in providing basic data to develop the conceptual foundation for the ideal L2 self of Japanese learners of English in the context of learning English as a foreign language in the following three viewpoints. First, this research is based on the participants among wide developmental stages from junior high school students to university

students while the previous research carried out in Japan hardly focused on junior high school students. Second, possible examples regarding the type of ideal L2 self which Japanese learners of English would construct in their mind has been revealed in this research. This is valuable because there were only few examples of the Ideal L2 Self revealed. Third, this research succeeded in making progress in making clear the motivational factors contributing to the development of ideal L2 self.

However there were some points which need to be reconsidered in this research. For example, the reliability and the validity of the motivational factors used in the questionnaire survey should have been more carefully examined in advance. Although a pilot research was conducted before the present survey, only the wording of the questionnaire items was focused on in it. Therefore, more improvement is needed for refining questionnaire items and categories of the motivational factors. In addition, it is difficult to describe the context-based development of Japanese English learners' ideal L2 self and identify the motivational factors contributing to the development because they cannot be able to be achieved by analyses with the questionnaire surveys.

For future research, the improvement of reliability and validity of the motivational factors will be necessary. Also, the detailed qualitative analyses such as interviews and narrative research will be expected to provide more insight into the development of the Ideal L2 Self of Japanese learners of English in the context of learning English as a foreign language.

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Appendix A Questionnaire sheet

アンケート調査票

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教科教育専攻英語教育専修英語科教育分野
大和田 悠里子

私は弘前大学大学院教育学研究科教科教育専攻英語教育専修英語科教育分野 2年大和田悠里子です。現在、修士論文のテーマとして、「英語を使う自分の理想の姿と英語学習に対する考え方の関係」について研究しています。今回この研究調査用データ収集のために、中学生・高校生・大学生を対象として、アンケートへの回答をお願いいたしております。回答結果によって得られた情報は、本研究の目的以外で使用されることはありません。また、個別の回答がそのままの形で外部に公表されることはありませんので、ご安心ください。恐縮ではございますが、ご協力よろしくお願い申し上げます。

1. 性別： 男 ・ 女 2. 年齢： _____ 歳 3. 英語学習期間： _____ 年
4. 英語に関する資格の有無： 有 ・ 無

有を選択した方は質問 5 へ、無を選択した方は質問 6 へお進みください。

5. 資格名・取得年月日・スコアなど

| 資格名 | 取得年 | スコア・階級など |
|--------|---------|----------|
| (例) 英検 | 平成 23 年 | 3 級 |
| | | |
| | | |
| | | |

6. 次の質問に、1. そうではない、2. どちらかと言えばそうではない、3. どちらとも言えない、4. どちらかと言えばそうだ、5. そうだ、の5段階の当てはまる番号に○をつけてください。

6-1. 私は英語が好きだ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-2. 私は英語が母国語となっている国の人々が好きだ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-3. 私は英語の授業内容がよくわかる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-4. 私は英語が母国語となっている国の人々と関わりたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-5. 私は英語が母国語となっている国を訪れてみたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-6. 英語学習は試験・進学・就学にも役に立つ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-7. 私はこれまでに会ったことのない少人数のグループの人と日本語で進んで話をする。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-8. 私は英語を母国語としている人々と英語で話すのは苦手だ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-9. 私が日頃影響を受けている人々(例：親, 友人)は、英語を学ぶことは価値があると思っている。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-10. 私は自分が大勢の人々の前で英語を使って進んでスピーチをすることができると思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-11. 私は英語学習に向いている方である。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-12. 私は英語が母国語となっている国の本, 音楽, 映画を読んだり聞いたり見たりしたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-13. 私は将来外国で働いてみたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-14. 私は英語の授業で自発的に答えるのは苦手だ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-15. 私は主に試験・進学・就学などの目的のために英語を勉強している。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-16. 私が日頃影響を受けている人々(例：親, 友人)は、英語学習は人生の成功につながる
と思っている。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-17. 私は英語学習をととても楽しんでいる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-18. 私はこれまでに会ったことのない人と日本語で進んで話をする。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-19. 私は英語が母国語となっている国の人々に憧れる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-20. 私はこれまでに会ったことのない少人数のグループの人と英語で進んで話ができると思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-21. 私は異文化に興味がある。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-22. 私はクラスメイトが自分より上手に英語を話していると感じる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-23. 私は英語が母国語となっている国の人々を尊敬している。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-24. 私は少人数の友達のグループの中で日本語で進んで話をする。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-25. 私は英語学習にやりがいを感じる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-26. 私は試験・進学・就職に必要なければ英語は勉強しなくていいと思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-27. 私は他の人より英語ができる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-28. 私が日頃影響を受けている人々(例：親，友人)は、英語学習は重要だと思っている。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-29. 私は自分がこれまでに会ったことのない人と英語を使って進んで話ができると思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-30. 私は英語が母国語となっている国の文化を自分の生活に取り入れたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-31. 私は英語が母国語となっている国の人々をより深く理解したい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-32. 私は英語の成績は良い方だ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-33. 私は英語の授業中に英語で自発的に話すとき、緊張し混乱する。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-34. 試験・進学・就職のために英語を勉強することは私にとって大切だ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-35. 私は自分が少人数の友達のグループの中で英語を使って進んで話をする事ができると思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-36. 私は将来国際人として世界で活躍したい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-37. 私は英語が母国語となっている国の生活習慣についてより詳しく知りたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-38. 私は英語学習は面白いと思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-39. 私が日頃影響を受けている人々(例：親, 友人)は, 英語を学ぶことは将来役に立つと
思っている。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-40. 私は少数の顔見知りのグループの中で日本語で進んで話をする。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-41. 私は学校の教科に英語がないとしても英語を勉強するだろう。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-42. 私は英語が母国語となっている国の文化をより詳しく理解したい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-43. 私は将来様々な文化を持つ人々と一緒に働きたい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-44. 私は異文化の人々と交流したい。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-45. 私は試験・進学・就職に必要なければ英語は使えるようにならなくていいと思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-46. 私が日頃影響を受けている人々(例：親, 友人)は, 英語は大切な教科であると思っている。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-47. 私は大勢の人々の前で日本語で進んでスピーチをする。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-48. 私は自分が少数の顔見知りのグループの中で英語を使って進んで話をするこ
とができると思う。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-49. 私は英語でコミュニケーションをすることができる。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

6-50. 私は英語を話すときに他の生徒が自分のことを笑わないか心配だ。

1. そうではない 2. どちらかと言えばそうではない 3. どちらとも言えない 4. どちらかと言えばそうだ 5. そうだ

7. 英語を勉強することは将来のあなたにとってどのような意味があると思いますか。また、英語を勉強する上で、将来、自分になりたいと思っている理想の姿はどのようなものですか。できるだけ、詳しく、具体的に説明してください。



8. あなたが7で書いた、将来の自分にとっての英語の勉強の意味と自分の理想の姿について、それらがあなたの中で形作られた時期、きっかけ、影響を与えた出来事・人物などを、できるだけ、詳しく、具体的に説明してください。



9. あなたが7で書いた、将来の自分にとっての英語の勉強の意味と理想の姿について、それらを達成するために、過去にどんなことをしたことがありますか。あてはまる選択肢の番号に○をつけてください。また、あなたが選んだものがどれくらい効果があったかについて、1. 全く効果がなかった、2. どちらかと言えば効果がなかった、3. どちらとも言えない、4. どちらかと言えば効果があった、5. とても効果があった、の5段階の中から当てはまるものを1つ選び、選択肢の隣の空欄に番号を書いてください。与えられた選択肢以外にやったことがあるものがある場合には、その内容と効果について同じようにその他の欄に記入してください。

1. 塾

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

2. 英会話教室

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

3. 英会話サークル

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

4. ラジオなどで英語放送を聴く

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

5. テレビやDVDなどで英語の映画・番組を視聴する

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

6. 英語で書かれた本を読む

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

7. 英語でメールを書く

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

8. その他

10. あなたが7で書いた、将来の自分にとっての英語の勉強の意味と理想の姿について、それらを達成するために、今現在どんなことをしていますか。あてはまる選択肢の番号に○をつけてください。また、あなたが選んだものがどれくらい効果があったかについて、1. 全く効果がなかった、2. どちらかと言えば効果がなかった、3. どちらとも言えない、4. どちらかと言えば効果があった、5. とても効果があった、の5段階の中から当てはまるものを1つ選び、選択肢の隣の空欄に番号を書いてください。与えられた選択肢以外にやったことがあるものがある場合には、その内容と効果について同じようにその他の欄に記入してください。

1. 塾

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

2. 英会話教室

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

3. 英会話サークル

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

4. ラジオなどで英語放送を聴く

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

5. テレビやDVDなどで英語の映画・番組を視聴する

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

6. 英語で書かれた本を読む

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

7. 英語でメールを書く

1. 全く効果がなかった 2. どちらかと言えば効果がなかった 3. どちらとも言えない 4. どちらかと言えば効果があった 5. とても効果があった

8. その他

質問は以上で終わりです。ご協力ありがとうございました。

Appendix B List of question items included in each category

《英語学習への興味関心》

- 41. 私は学校の教科に英語がないとしても英語を勉強するだろう。
- 17. 私は英語学習をとっても楽しんでいる。
- 1. 私は英語が好きだ。
- 38. 私は英語学習は面白いと思う。
- 25. 私は英語学習にやりがいを感じる。

《英語圏の国・文化に対する興味関心》

- 30. 私は英語が母国語となっている国の文化を自分の生活に取り入れたい。
- 37. 私は英語が母国語となっている国の生活習慣についてより詳しく知りたい。
- 42. 私は英語が母国語となっている国の文化をより詳しく理解したい。
- 12. 私は英語が母国語となっている国の本、音楽、映画を読んだり聞いたり見たりしたい。
- 5. 私は英語が母国語となっている国を訪れてみたい。

《英語圏の国の人々に対する態度》

- 23. 私は英語が母国語となっている国の人々を尊敬している。
- 4. 私は英語が母国語となっている国の人々と関わりたい。
- 31. 私は英語が母国語となっている国の人々をより深く理解したい。
- 19. 私は英語が母国語となっている国の人々に憧れる。
- 2. 私は英語が母国語となっている国の人々が好きだ。

《国際社会や異文化に対する態度》

- 36. 私は将来国際人として世界で活躍したい。
- 13. 私は将来外国で働いてみたい。
- 43. 私は将来様々な文化を持つ人々と一緒に働きたい。
- 44. 私は異文化の人々と交流したい。
- 21. 私は異文化に興味がある。

《道具性》

45. 私は試験・進学・就職に必要なければ英語は使えるようにならなくていいと思う。
26. 私は試験・進学・就職に必要なければ英語は勉強しなくていいと思う。
15. 私は主に試験・進学・就学などの目的のために英語を勉強している。
34. 試験・進学・就職のために英語を勉強することは私にとって大切だ。
6. 英語学習は試験・進学・就学にも役に立つ。

《周囲状況》

16. 私が日頃影響を受けている人々(例：親, 友人)は, 英語学習は人生の成功につながると思っている。
39. 私が日頃影響を受けている人々(例：親, 友人)は, 英語を学ぶことは将来役に立つと思っている。
9. 私が日頃影響を受けている人々(例：親, 友人)は, 英語を学ぶことは価値があると思っている。
28. 私が日頃影響を受けている人々(例：親, 友人)は, 英語学習は重要だと思っている。
46. 私が日頃影響を受けている人々(例：親, 友人)は, 英語は大切な教科であると思っている。

《日本語 WTC》

47. 私は大勢の人々の前で日本語で進んでスピーチをする。
7. 私はこれまでに会ったことのない少人数のグループの人と日本語で進んで話をする。
18. 私はこれまでに会ったことのない人と日本語で進んで話をする。
40. 私は少人数の顔見知りのグループの中で日本語で進んで話をする。
24. 私は少人数の友達のグループの中で日本語で進んで話をする。

《英語 WTC》

10. 私は自分が英語を使って進んで大勢の人々の前でスピーチをすることができると思う。
20. 私はこれまでに会ったことのない少人数のグループの人と英語で進んで話ができると思う。
29. 私は自分がこれまでに会ったことのない人と英語を使って進んで話ができると思う。
48. 私は自分が少人数の顔見知りのグループの中で英語を使って進んで話をするができると思う。
35. 私は自分が少人数の友達のグループの中で英語を使って進んで話をするができると思う。

《英語に対する自信》

49. 私は英語でコミュニケーションをすることができる。
11. 私は英語学習に向いている方である。
27. 私は他の人より英語ができる。
32. 私は英語の成績は良い方だ。
3. 私は英語の授業内容がよくわかる。

《英語学習不安》

50. 私は英語を話すときに他の生徒が自分のことを笑わないか心配だ。
33. 私は英語の授業中に英語で自発的に話すとき、緊張し混乱する。
22. 私はクラスメイトが自分より上手に英語を話していると感じる。
14. 私は英語の授業で自発的に答えるのは苦手だ。
8. 私は英語を母国語としている人々と英語で話すのは苦手だ。

Appendix C Participants' free written answers about their ideal L2 selves

1. First-year junior high school students

| | ideal L2 self の姿 | ideal L2 self が形作られた時期, きっかけ, 影響を与えた出来事・人物など | 明確性 | 具体性 | 詳述性 | 合計 |
|---|--|--|-----|-----|-----|----|
| A | 高校の試験で合格したい。 | 高校には入らなければいけないと思ったから。 | | | | |
| B | | | | | | |
| C | 夢が陸上選手になりたくてもし成功したら外国に行くときに英語が分からないとどうすることもできないのでせめて英語を話せるようになりたい。 | 4年生のときになりたいと思った。 | 2 | 1 | 2 | 5 |
| D | 英語をやればやるほど外国の友だちが増えるから。英語力が上がる。 | 自力だと色々学校より早く覚えるから。 | 1 | 1 | 1 | 3 |
| E | 高校入試でいい点を取りたい。 | いい高校に入りたいから。 | | | | |
| F | アメリカに住んで働くまで勉強をしたい。 | アメリカ人といっぱい話をして, アメリカの友だちをたくさん作る。 | 2 | 2 | 1 | 5 |
| G | 高校入試でいい点を取りたい。 | 英語が簡単そうだから。 | | | | |
| H | 入試で受かるぐらい。 | 中学校の英語 | | | | |
| I | 僕の夢はアメリカでNBAプレイヤーとして活躍したいから, 英語ができないと困る。 | 小4でバスケットを始めて, 気づいたときにはNBAが大好きになっていてNBAでプレーしてる人が格好良くて憧れたから。 | 2 | 1 | 2 | 5 |
| J | 高校入試でいい点を取りたい。 | 目標の高校に入れるようにするため。 | | | | |
| K | まずは高校入試で100点近く取ってみたい。あと, 英検で3級以上を取りたい。 | 小学校のときから英語が好きだったから。 | | | | |
| L | 高校入試でいい点を取りたい。 | 英語が楽しいから。 | | | | |
| M | 日常会話で使える程度の英語を覚えたい。 | 大学の時で若干ペラペラ。きっかけ渡辺謙。 | 1 | 2 | 1 | 4 |
| N | 外国で話せるようになったり高校入試などでいい点数を取りたい。 | 中学で別れた友だちと, 弘高で会おうと約束したから。 | 2 | 1 | 1 | 4 |
| O | 高校入試でいい点数を取れるようになりたい。 | 英語が分かりやすいから。 | | | | |
| P | 高校入試のときにいい点数を取りたい。 | | | | | |
| Q | 英語を勉強していたら, 海外に行くときに勉強しなくても行けると思うので。日常会話ができるぐらいの英語は使えるようになっている。 | 外国に行っても, 何も話さずに1人でのいるより, 日常会話がペラペラできたらいいなと思ったから。 | 2 | 2 | 2 | 6 |
| R | 外国の人と交流し, 英語で話したい。 | 小学校のとき, ロシアの人と交流したときに先輩 | 1 | 1 | 1 | 3 |

| | | | | | | |
|----|---|---|------|------|------|------|
| | | が英語で話していた。 | | | | |
| S | 大学入試で点を取る。 | 小1からやっていたから、大学入試までやりたいから。 | | | | |
| T | 道に迷っている外国の人と話したり、海外旅行した時に話せるぐらいがいい。 | 英会話教室のALTの先生と沢山話したかったから。 | 2 | 2 | 1 | 5 |
| U | 例えば英語を喋る仕事についたら、ペラペラ喋れるから役に立つ。別に、将来はそんなに英語は喋れなくてもいい。 | 自分で思った。 | | | | |
| V | 高校の試験で合格したい。 | 英語ができると高校の試験で合格しやすいから。 | | | | |
| W | 世界で有名になる。石川遼（ゴルフの選手）みたいに、英語をペラペラ喋れるようにする。 | | 2 | 2 | 1 | 5 |
| X | 高校入試で点数をとれるぐらい。 | 兄がぎりぎり高校に入ったので。余裕を持つためにも英語を頑張ろうと思った。 | | | | |
| Y | 高校入試でいい点数を取りたい。 | 入試で英語の点数が良ければ、高校に入れるかもしれないとテストで思ったから。 | | | | |
| Z | 英語を勉強して仕事とかに役立てたい。自分は英語がペラペラで仕事もしっかりできる人になりたい。高校に入るときも英語ができるように！ | 小学校6年生のとき、お母さんに「英語は大切」って言われたので大切だと思ったり、CMとかでも英語のことが流れているからやっぱり英語って大切なんだなあって思った。 | 2 | 2 | 1 | 5 |
| AA | 高校に入れるぐらい。 | 学校の英語の時間 | | | | |
| BB | 高校入試で合格したい。 | 英語が好きだから。 | | | | |
| CC | 高校でいい点数をとりたい。 | 目標の高校に390点位で入りたいから。 | | | | |
| DD | 道で迷っている人に教えてあげたい。 | 前に困っている人がいたけど、何もできなかったから。 | 2 | 2 | 1 | 5 |
| EE | あまり分からないけど、英語を学ぶことによって海外と仲良くできると思う！文化に足を踏み入れることによって、自分のためになる！英語が大好きだから、将来の夢（通訳）に向けて頑張る！ | 中1のときの英語の担任のおかげで英語に興味が変わり、大好きになった！ | 3 | 1 | 2 | 6 |
| FF | 英語をすらすら言えるようになって、いろんな国に旅行に行って外国人と沢山語り合いたい。 | 小学校の先生が英語が上手で、たくさん旅行に行っていて楽しそうだったから。 | 2 | 2 | 1 | 5 |
| | | 平均 | 1.86 | 1.57 | 1.29 | 4.71 |

2. Third-year junior high school students

| | ideal L2 self の姿 | ideal L2 self が形作られた時期, きっかけ, 影響を与えた出来事・人物など | 明確性 | 具体性 | 詳述性 | 合計 |
|---|---|--|-----|-----|-----|----|
| A | 仕事場で相手が外国人でも日本語と変わらずペラペラ会話できるようになりたい。 | 英語の先生とALTの先生が英語で会話していた。 | 2 | 2 | 1 | 5 |
| B | 人気のない小説家 | 英語の歌詞を訳したいと思った。 | | | | |
| C | 英語で外国の人と話をしてみたり, 英語で書かれているものを読んだりしてみたい。 | | 1 | 2 | 1 | 4 |
| D | 英語がペラペラな人になりたい。 | | 1 | 2 | 1 | 4 |
| E | 将来, 国際的な活動・仕事をするようになったとき, とても役に立つと思う。世界中どこでも通じるであろう英語は, 国内においても使いこなせるようになることが理想的だと思う。 | 中学生になってから英語の大切さを先生に教えてもらった。 | 2 | 2 | 2 | 6 |
| F | 英語をペラペラ話せるようになりたい。 | なんとなく英語を言えるとかっこいいと思ったから。 | 1 | 2 | 1 | 4 |
| G | 町で外国人に会ったとき, コミュニケーションがとれる。英語は喋れても喋れなくてもいい。 | 他の教科と比べ英語の点数がずば抜けて低い。 | | | | |
| H | | | | | | |
| I | | | | | | |
| J | 英語と関わりのある仕事には就かないと思う。しっかりと働く大人。 | 中学校で本格的に英語の勉強を始めてとても良かった。 | | | | |
| K | | | | | | |
| L | | | | | | |
| M | | | | | | |
| N | 外人と話せるようになりたい。 | | 1 | 2 | 1 | 4 |
| O | 将来は外国にも行きたいと思っているからしっかりと勉強をして普通に話せるようになりたい。 | NBA選手に憧れて外国に行きたいと思った。 | 2 | 2 | 2 | 6 |
| P | 外国人に道を尋ねられたとき英語で説明してみたい。 | | 2 | 2 | 1 | 5 |
| Q | 英語を覚えていれば, 使うことはあまりなくても役に立つとは思っている。 | 外人と英語の先生が会話していてすごいと思った。 | | | | |
| R | ペラペラになって子ども「やりたい」と思うようになりたい。 | たまたま, 日本人で言っている人がいると自分ができないからかっこいいと思う。 | 1 | 2 | 1 | 4 |
| S | 就職とかに役に立つと思う。困っている外国の人も助けられるようになりたい。 | | 2 | 2 | 1 | 5 |
| T | 将来自分がなりたいことになっていること。 | 子どもが好きだから。 | | | | |

| | | | | | | |
|----|---|--|------|------|------|------|
| U | 世界の国々との交流が図れると思う。できればけど、英語で話せる自分を作りたい。 | スポーツ選手。初めは英語を言えない、話せない人でも、少し時がたてば英語がペラペラに話せるから。カッコいい！ | 2 | 2 | 1 | 5 |
| V | 街中で、外国人に道を聞かれても答えられるようになるために英語は必要だ。 | テレビで外国人の人に道を教えられない人を見て下さいと思ったから。 | 2 | 2 | 1 | 5 |
| W | 受験には必要かもしれないけれど、誰もが皆英語が必要な仕事をするとは限らないから時と場合による。 | | | | | |
| X | これからは、今まで以上に英語が必要だと思う。だから、やっぱり大事なんじゃないかなあ…と。将来は、英語関係の仕事に就きたいなあって思います。外国に住んで、異文化に触れて勉強したい！ | 小2くらいのときに、塾で初めて英語をやりました。初めて聞く言葉が本当に楽しかったんです。それ以来、お遊び程度ですが続けています！いつかは留学とかして、本場の英語に触れたいです！ | 2 | 2 | 2 | 6 |
| Y | 英語がスラスラ出てくる人や普通に言える人 | テレビとかでスラスラ英語で会話をしていること。 | 1 | 2 | 1 | 4 |
| Z | スラスラと話せる人。外国の人と会話できる人。 | なんとなくカッコいいから。 | 1 | 2 | 1 | 4 |
| AA | もし仕事に就いたとき外国の人と話をするとしたら英語は大切だと思う。 | テレビのCMなどでよくやっているから。 | 2 | 1 | 1 | 4 |
| BB | 英語をスラスラと言えたらカッコいいと思うけど、動詞がどうだの主語がどうなどとか全然わからない。 | 道が分からない人に教えるぐらいや、度に行つてわからないことを聞いて聞き取るぐらいの英語で十分。 | 1 | 2 | 1 | 4 |
| CC | 英語を勉強することで自分の世界が広がると思う。知っていて損はない。外国の人に道などを聞かれても英語で答えられるぐらいの基本的な英語は身につけたい。 | 東京はどこにでも普通に外人がいたから。 | 2 | 2 | 2 | 6 |
| DD | 将来役に立つと思う。外国との交流がある仕事に就きたい。 | 中学3年生。祖母の入院。医療関係の職に就きたいと思った。 | 2 | 2 | 1 | 5 |
| | | 平均 | 1.58 | 1.95 | 1.21 | 4.74 |

3. Third-year junior high school students

| | ideal L2 self の姿 | ideal L2 self が形作られた時期, きっかけ, 影響を与えた出来事・人物など | 明確性 | 具体性 | 詳述性 | 合計 |
|---|---|--|-----|-----|-----|----|
| A | 英語を母国語として使っている人々とコミュニケーションをとれるようになるという意味がある。英語を母国語として使っている人々とコミュニケーションをとる姿。 | 将来の大人になった自分を考えたころ。英語を話せるのがカッコいいから。 | 2 | 2 | 1 | 5 |
| B | | | | | | |

| | | | | | | |
|---|--|---|---|---|---|---|
| C | 英語を勉強することによって、自分を更にレベルアップできると思う。理想の姿は、外国人の人と普通に話せること。 | 英語をスラスラ話せることに敬意を持ったから。 | 2 | 2 | 1 | 5 |
| D | | | | | | |
| E | | | | | | |
| F | 英語を勉強することで国際的に有利になれて、外国での仕事などに役立って、自分にとってプラスになると思う。 | 英語の先生。 | 2 | 2 | 1 | 5 |
| G | 大学に入るために英語学習は必須であり、英語を勉強し得点源にすることで、入れる大学の選択肢を広げ、将来の自分の職業に役立つと思います。 | 進路について考えたとき。 | | | | |
| H | 将来の夢はまだ決まっていないので何も言えません。 | 将来の夢はまだ決まっていないので何も言えません。 | | | | |
| I | 他国の人も対等に話すことができるようになり、さらに自分をレベルアップできる。 | | 2 | 2 | 1 | 5 |
| J | | | | | | |
| K | 授業中に使う英語のほかに日常的に使う英語をたくさん覚えたい。海外のドラマや映画を字幕なしで観たい。 | 小さいときから海外ドラマなどを見ているけど、字幕に集中してしまい、映像が頭に入ってこないから。 | 2 | 2 | 1 | 5 |
| L | 直接意味はないと思うが、これから先、社会がグローバル化するので、英語は必要だと思う。外国人観光客に案内できるくらいの姿。 | 中学3年のときの入試。 | 2 | 2 | 1 | 5 |
| M | スムーズに英語を話せるようになりたい。 | テレビで英語を上手に話せる人に憧れたから。高校に入ってから。 | 1 | 2 | 1 | 4 |
| N | 海外旅行をしたときに役に立つと思う。英語の映画を字幕なしで見たいし、海外旅行へ行ったら英語で話を通じるくらい理解したい。 | 英語の映画を見て、英語を理解できるようになりたいと思った。 | 2 | 2 | 1 | 5 |
| O | 働くときに役に立つ。海外旅行が楽しめる。友人や家族と海外旅行に行ったら言葉に困らずに楽しめるようになりたい。 | 両親の新婚旅行の話を聞いて旅行したいと思ったから。 | 2 | 3 | 1 | 6 |
| P | 国際社会においてコミュニケーションに役に立つ。英語を学んで異国の文化や習慣などを理解したいと思う。 | | 1 | 2 | 1 | 4 |
| Q | 自分が行きたい大学に入れる。多くの資格をとって | | | | | |
| R | | | | | | |
| S | | | | | | |

| | | | | | | |
|----|---|--|---|---|---|---|
| T | | | | | | |
| U | センター試験での全体の点数を上げ、大学合格に少しでも近づくため。 | 高校2年から高校3年にかけて。 | | | | |
| V | | | | | | |
| W | 私は将来看護師となり、世界の貧困な子どもたちを助けたいと考えています。そのため、英語を学んで会話ができるようになりたいです。 | テレビで知った国境なき医師団の存在に魅力を感じた。 | 3 | 2 | 2 | 7 |
| X | 社会に出ると外国の人と交流する機会があるかもしれないし、大学でも、英語の論文を読んだりするのに必要だと思う。 | 大学進学を目指してから。 | 1 | 2 | 1 | 4 |
| Y | 将来は酪農関係の仕事に就いて、他の有名な農業国を訪れて、その技術も学んでみたい。せめて、日常会話程度。 | 中2～中3。おじいちゃん。 | 3 | 2 | 2 | 7 |
| Z | 旅行に行ったときに英語が通じ、外国で友だちを作れるようになりたい。 | 実際に、「英語をもっと使えなければ、少しの知識では役に立たない」と思ったのは、1年前に海外に行ったときです。同じくらいの生徒に会話がなかなか伝わらなかったのも、もっと話せるようになって相手に伝えられなければ、相手も困るし、外国で困ってもどうすることもできないと思いました。 | 2 | 1 | 2 | 5 |
| AA | 英語はたくさんの人々とのコミュニケーションのツール。たくさんの人と出会って、たくさんを経験を積んで、大きな人間になりたい。 | 小学校の頃から映画が好きで、特にハリウッド映画が好きだった。そのハリウッドの俳優さんや女優さん、監督さんのスピーチを翻訳する人がとても立派に見えた。 | 2 | 2 | 1 | 5 |
| BB | 外人との交流があったときに使える。 | | 1 | 1 | 1 | 3 |
| CC | 仕事などで英語を使うことはないだろうが、海外旅行に行ったときなどに、ある程度の会話ができるくらいの英語力をつけたい。 | 中学のときの英語の先生の海外での話や体験を聞いたときに思った。 | 2 | 3 | 1 | 6 |
| DD | 様々な場面で人を助けることのできる手段になると思います。相手に伝わる程度の英語が話せるようになりたいです。 | | 1 | 2 | 2 | 5 |
| EE | 英語を勉強することで将来外国人と普通に話すことができると思う。 | | 2 | 2 | 1 | 5 |
| FF | 他国の人との交流を可能にしたり、単純に学問として知識を深める意味がある。進んで英語で会話ができ、外国でも困らないレベルの人間。 | 高3の英検を受けた時。英語は苦手で成績もすごく悪いけれど、二次試験の内容に答えられた時、話せるって楽しいなあと思った。 | 2 | 2 | 2 | 6 |
| GG | 英語力が身につく。いろんな国へ行き、国際的な交流を積極的にする姿。 | 元々外国に興味があったので。 | 2 | 1 | 1 | 4 |

| | | | | | | |
|----|---|-------------------------------|------|------|------|------|
| HH | | | | | | |
| II | 社会に出て、外国の人と話すときに役に立つと思う。日常会話程度は話せるようになりたい。 | 中学校の頃から思っていることです。特に人物などはいません。 | 2 | 2 | 1 | 5 |
| JJ | 旅行したときに役に立つ。 | | | | | |
| KK | 進学。知識が広がる。多少英語で会話できるようになるのが理想。 | | 1 | 2 | 1 | 4 |
| LL | 国際的な人になれる。仕事で役に立つ。英語圏の人とコミュニケーションをとることができる。英語で日常会話ができるようになりたい。 | 中学ぐらい。通訳の人や外国で働く日本人をテレビで見たとき。 | 2 | 2 | 1 | 5 |
| MM | 将来どのような場面に出会うか分からないが、例えば外国人に道を聞かれたときなどに、少しでも説明できたらいいなという程度に考えている。 | | 2 | 3 | 1 | 6 |
| | | 平均 | 1.84 | 2.00 | 1.20 | 5.04 |

4. Non-English major university students

| | ideal L2 self の姿 | ideal L2 self が形作られた時期、きっかけ、影響を与えた出来事・人物など | 明確性 | 具体性 | 詳述性 | 合計 |
|---|---|--|-----|-----|-----|----|
| M | 将来、英語を直接的に利用する職業以外についても、海外に行ったり、外国人と意見交換する場があるかもしれず、その時に最低限のコミュニケーションができるよう準備するという意味で、英語を勉強する必要がある。自分が選ぶ職業によって、英語学習の必要度と、期待される習熟度は異なってくると思うが、私の場合、上で述べた、最低限の日常会話能力+専門的知識や意見を相手に伝えるのに必要な英語スキル(専門分野に関する英単語など)を身につけたい。 | 最低限のコミュニケーション能力について、大学1年次に、大学の必修単位の英語の科目で、留学生が主に受ける英語ⅢA・ⅢBの授業を受けた際、留学生に比べて日本人(自分)の英語能力、特に会話能力の低さに衝撃を受けた。 | 2 | 3 | 3 | 8 |
| N | 仕事の上で外国人とコミュニケーションをとる必要があるときや、英語文献から情報を得るときに効率がよい。また、プライベートでも海外旅行を気楽に楽しむことができる。 | 3年前に弘前大学医学部に編入して医師を目指すようになってから。世界の最新情報は英語で書かれているし、海外の優れた研究者や施設と交流するためには英語は必要不可欠な存在だということを知った。実際にSan Diegoの病院に実習のために行ってみてその思いを強くしたし、現地の友人ができたことでもコミュニケーション能力向上への欲求が増した。 | 3 | 2 | 2 | 7 |

| | | | | | | |
|---|---|--|---|---|---|---|
| O | <p>英語を勉強することは、自分にとってのスキルアップだと思う。私自身、中学生の時にオーストラリアにホームステイをしたことがあり、それをきっかけに英語をもっと学びたいと思った。今でももっと勉強して、オーストラリアに行きたいと思っている。私は、中学の理科教師を目指しています。今年度、サポーター実習にいったときにALTと会話する機会があったのですが、子供たちの手前、あまりうまく話すことができなかったです。そのため、勉強をして自信をつけたいです。国際化が進んでいるので、日常的にも英会話を取り入れていくことが大切なのかなと考えたり、理科の楽しさを教えるために、海外の授業を学んだりなど、いろいろなことをやっていきたいと思っています。</p> | <p>中学2年の時に、オーストラリアでホームステイをしたとき、自分自身はとて行きたくない気持ちでいっぱいだったけれども、いざいってみると、お世話になった家族がとても優しく、もっと話せたらいいのという悔しい思いと、海外の文化に直に触れたことでもっと知りたいという好奇心がきっかけで英語が好きになりました。</p> | 3 | 3 | 3 | 9 |
| P | <p>英語を勉強することで国際化が進んだ今の世の中で様々な人とコミュニケーションをとり、幅広い意見や視野を持てるようになると思う。自分がなりたいと思う理想像は、英語を母国語とする人と日常会話ができる程度の力を身に着けていることです。</p> | <p>大学に入り進路について考えたとき、絶対に困ることのない能力が英語力だと思ったからです。また、父から英語は身に着けて損のすることがないから勉強しておくと普段から言われていたからです。</p> | 2 | 2 | 2 | 6 |
| Q | <p>教職に就いた際、様々な言語をもつ子どもたちと出会う可能性が高くなると思う。もし学級担任として異文化の子どもを担当することになった場合、コミュニケーションをとることや普段の学校生活を支援する意思疎通において英語を勉強しておかなければならないと思う。英語を勉強し、コミュニケーションの手段としてたくさん子ども(様々な文化をもつ子どもたち)と関わっていきたいと思う。そして人種や文化関係なく子どもと関係を築いていけるような教師になりたいと考える。</p> | <p>大学4年生の研究教育実習を通して。実際に関わってはいなかったが、上級生にアメリカ？アフリカ系人の生徒が数名在籍している。(これについては個人情報なので学校のほうに聞くことを避けていました。なので分かりません。すみません)私の送ってきた学校生活の中で外国人の方は出会うことがなかったため、日本の学級にいることが当たり前の時代なのかな…とふと思ったのがきっかけです。教職に就くことを目前に控え、英語をつかった学校教育の場で用いるコミュニケーションは今後、大切になるのではないかと感じたため。</p> | 3 | 3 | 3 | 9 |
| R | <p>薬学部に在籍しており薬剤師をめざしているので、日本語ができない患者が来た場合に対応できるのではないかと思います。英語を話すのはあまり得意ではないので、最低限の受け答えができればよいと思っています。</p> | <p>大学の英語の授業で薬剤師と患者の会話を学習したとき、病院に来るのは日本人だけでないのだと認識させられたため。</p> | 3 | 3 | 2 | 8 |

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| S | 論文・学会誌などは高度な知識・技術については必ず英語で書かれており、また、英語圏から日本に来た外国人の方々のリハビリの世界において、世界の方々に通用するコミュニケーションが重要になってきているため、少しでも大勢の人々に対応できるセラピストを目指すために英語学習が必要であると思います。 | 日本政府が進めている東南アジアからの介護職員受け入れについて、日本語ができないために、素晴らしい技術・実力を持ちながら、8割以上が不採用となった研修生に、日本が世界に働きかけることの障害の一部を見たと感じたからです。今の時代は技術・実力を生かすためには、コミュニケーション能力を高める必要性が非常に大きいのではないかと思います。 | 3 | 2 | 2 | 7 |
| T | 将来自分一人だけで外国を旅行してみたい。 | 高校生のとき、弘前の桜祭りで話しかけられた外国人と視線を合わせることもできず、逃げるように遠ざかった自分がとても惨めだったので、なんとかチャレンジしようとしている。 | 2 | 2 | 1 | 5 |
| U | 世界の人と交流する機会が増えていくと思うので、世界人としてのコミュニケーション能力を身につけるためにも必要である。また、海外旅行に行くときに便利である。仕事をするとき、英語は必ず必要になると思う。 | 中・高校生の頃ALTの先生が日本語をたどたどしく話していたので、自分も英語を少しでも学んで話したいと思った。 | | | | |
| V | 私は今心理学を勉強していて、将来は大学院に進もうと考えています。その際の入学試験科目に英語が含まれているため、英語の勉強をすることでより目標に近づけると考えています。また、英語の勉強をするからには、せめて日常会話を理解し話せる程度には使いこなせるようになりたいです。 | 進学準備のために英語を勉強しようと思いはじめたのは大学3年の夏です。英語を日常会話程度には使えるようになりたいと思ったのは、英語を勉強しはじめた小学4年生のころからだと思います。ただ漠然と、外国人の人に話しかけられた時に英語で答えられたら格好良いだろうな、という考えから理想に至りました。 | 1 | 2 | 1 | 4 |
| W | 英語は、英語を母国語としている人との関わりにおいて、相手を理解するために必要だと思います。たくさん意味合いがある単語の中で、日本語には訳すことが難しい感覚を含む英語もあるだろうし、同じ言葉でも状況によって意味が変わるものもあると思うので、特に英語を母国語として話す人とコミュニケーションをとる際に、より相手を理解することに繋がるのではないかと考えています。(←簡単に言うと、私にとって英語を勉強することの意味は他者理解だと考えています。)理想の姿としては、前述したことと重複しますが、より相手を“その人のまま”理解できることです。そのため、私は英語をコミュニケーションスキルとして勉強することも必要だと思うと同時に、相手の | 大きいきっかけは2つあります。①映画「アバター」を日本語の吹き替え+英語の字幕で見たこと:字幕では表示されているのに、日本語では話されていない(訳されていない)内容があったシーンを見たときに、英語ではここまで表現しているんだー素敵だなーと思ったのがきっかけです。(セリフは忘れてしまいました。)②大学3年の終わりに、NZに行き(約2週間)、様々な人と英語でコミュニケーションをとったこと:意思疎通を図りたいと思ったのがきっかけです。加えて、私は、中学・高校では英語の「文法」がしっかり教えられていたんだと実感しました。クラスメイトの会話はもちろん英語がどんどん飛び交っていましたが、実際クラスで授業を始めると、すぐに文法の理解に | 1 | 2 | 3 | 6 |

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| | 文化も知りたいと思うのかなと感じています。 | は至っていなかったことがわかりました。私は、「英語で話すことには全く自身が無い。でも、文法は周りよりもわかっている。」ということにとっても衝撃を覚えました。そのため、その頃からコミュニケーションとして使われている言語である英語を、文法の理解で留まるのではなく、使えないともったいないと感じるようになりました。 | | | | |
| X | 英語を勉強すれば、今までよりもっと多くの国の方とコミュニケーションがとれると思う。外国の文化を知ることにもつながるし、自分の世界をひろげることができる気がする。できるなら英語がペラペラになりたい。出会った外国の方とスムーズに話せるのが理想。外国に旅行に行き、積極的に話しかけられるようになりたい。 | 小学校の同級生が、中学卒業後にアメリカに行ったこと。高校の同級生が、大学卒業後に外国人と結婚してノルウェーに行ったこと。どちらも驚いたが、尊敬できると思った。 | 2 | 2 | 2 | 6 |
| | | 平均 | 2.27 | 2.36 | 2.18 | 6.82 |

5. English major university students

| | ideal L2 self の姿 | ideal L2 self が形作られた時期, きっかけ, 影響を与えた出来事・人物など | 明確性 | 具体性 | 詳述性 | 合計 |
|---|--|---|-----|-----|-----|----|
| A | 英語の教師 | 中学校のときから英語がわりと得意で、人に教えるのも好きだった。だから、ぼんやりと教師というものを意識していて、中学のときに尊敬できる先生に出会ったから。 | 3 | 1 | 1 | 5 |
| B | グローバルな社会の中で生きていく上で、英語力はきっと自分の強みになると思う。今の時代、「英語が話せる」ということは決して珍しいことではない。だからこそ、私はそれに加えて、英語を使ってどんな人間とも良好な人間関係を築いていけるような人になりたいと考えている。おそらく今の自分は、英語で話をするとなると緊張や不安が表情に出てしまってコミュニケーションや笑顔どころではないだろう。英語と言う、母語ではない言葉を使いながらも、相手の気持ちを | 8でも書いたように、英語を使って世界中で活躍している人たちは沢山いる。そのような人たち(具体的に誰とは限らないが)の活躍の様子をテレビのニュースなどで目にする機会があると、自分もこんな風になりたいという気持ちが強くなった。もともと英語は好きだったので、話せるようになりたい、使いこなしたいという思いは中学生の頃からずっと持ち続けているように思う。 | 3 | 2 | 3 | 8 |

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| | 思いやったりなどということができるような話し手になりたいと考える。 | | | | | |
| C | 英語を勉強することで、語学だけでなく、異文化理解にもつながると思う。将来は英語を使って仕事をしたい。 | きっかけは覚えていないが、高校2年生の頃。 | 2 | 2 | 2 | 6 |
| D | 英語を勉強して話せるようになれば、教職に限らず仕事の幅が広がると思う。また、海外に行ったときのコミュニケーションに役立つし、日本にいても外国の人と接する機会があれば役立つと思う。また、私は外国の文化や人々の特性に憧れているのもあって、発言や人々の接し方に対する積極性も身につけたいと思い、英語を勉強していくことで身につけられると思う。英語で少し複雑な部分までコミュニケーションをとれるようになることが理想。英語を勉強することで、異文化に触れ、日本の文化を改めて見直したい。 | 中学生のときから教師を目指し始め、高校1年生のとき、何の教科を教えたいか考えたら英語も選択肢にあった。そのときの担任が英語教師であり、留学の経験から発音良く話す姿を見て、単純にかっこいいと思い、自分も英語を話したいと思った。また、英語を勉強するのが楽しかったので強みにできれば教職以外にも仕事の幅が広がると思った。高校2年生のとき、修学旅行でカナダに行き、実際の外国の文化に触れて日本との違いを感じ、何より楽しかった。また、自分のコミュニケーション能力の無さを実感し、もっと勉強して話せるようになってまた行きたいと思った。 | 3 | 3 | 3 | 9 |
| E | 2つほどあります。1つは英語教師として高校に勤め、英語を学ぶ楽しさを教え、また、部活動指導にも力を入れている自分。2つ目は通訳として海外もしくは国内で働いている自分。サッカーが好きなので、クラブチームに所属していきたい。 | 上記のことを考え始めたのは、高3になってからだと思います。自分の部活動の先生がいい人で、部活動に熱心でした。また、2年間担任だった英語の先生の影響もあり、英語教師を目指し始めたと思う。通訳は中学3年ごろ。将来の夢を考え始めたときに、サッカーに携わる仕事がしたく、また、当時から英語が好きだったので、そう考えたと思います。 | 3 | 2 | 3 | 8 |
| F | 英語を勉強すると言うことは、英語を話す人々の文化や価値観、考え方などを知ることだと思っています。そして同時に、日本語や私たち日本人の文化や考え方を知ることだとも思っています。私はそうやって、自分の知らない世界、自分が気づかなかった世界を見るのが面白いと感じています。そして、自分とは違う人々の違う世界に触れる度に新しい発見があって、いつも私を成長させてくれます。私はそのこと自体が楽しいのかもしれない。もちろん、英語をもっと勉強して、外国人とコミュニケーションをとれる | 私は小学校1年生のころから学校で英語に触れる機会がありました。ALTの先生方と、楽しく歌を歌ったり、ゲームをしたり、そのころから英語は楽しいという感覚がありました。それから、かなり小さいころから、母が日本語字幕付きの洋画を見るのに一緒に見ていたりして、英語を話す人への憧れのような気持ちがかっこいいと思う気持ちがあったと思います。でも、英語を学ぶこと自体の奥の深さとか本当の面白さを知ったのは、中学の頃でした。中学の時の英語の先生は、教科書の勉強だけでなく、アメリカの人々 | 2 | 3 | 3 | 8 |

| | | | | | | |
|---|---|--|---|---|---|---|
| | <p>ようになって、外国に行って沢山のものを見て、たくさんの方の話を聞くと言うのも私の夢です。でも、これから先英語を学び続けると言うのも私の理想の姿かもしれません。学ぶことはいっぱいあると思うし、学ぶこと自体が楽しいし、もっと知りたいことがあるからです。</p> | <p>の生活の様子や行事のことも沢山教えて下さいました。それから、英語のこういう表現はアメリカ人のこういう気質から来てるのかもしれないねというような話もしていただきました。それが、私が言葉の裏には文化があると気づききっかけだと思います。高2のとき、姉妹都市交流でアメリカに行ったことも、かなり大きな刺激になりました。そこでの10日間程の出来事がとても楽しくて楽しくて、英語と言うよりアメリカの人々、生活が大好きになったことも大きかったです。</p> | | | | |
| G | <p>世界が広がる。英語はネイティブ並に話せて、英語を母語とする友人をつくり、授業がすべて英語でも苦しまない先生。</p> | <p>高校のときの先生。彼女の授業は、私の理想とする英語の世界へと引き込んでくれた。単語が楽しく覚えられた。</p> | 3 | 3 | 2 | 8 |
| H | <p>日本に縛られない、視野を広げることができるようになると思う。英語に限らず、外国語を学ぶと言うことは、その国・地域の文化を学ぶことにもつながってくると考えている。だから、1つに囚われない、様々な視点のものの考え方ができる人間になりたい。ただし、核となるものをしっかりと自分の中に持つこともできなければならない。</p> | <p>小学校のときに行っていた英会話教室が良かった。楽しく英語を勉強できたため。中学校のときの英語の先生の授業がわかりやすく、点数が取れたので、勉強を楽しくできた。この先生がきっかけで、教育学部の英語専修への進学を決めた。</p> | 3 | 2 | 3 | 8 |
| I | <p>外国人との交流や仕事を一緒にしたときなどに上手くコミュニケーションがとれる。理想の姿…生徒が英語を好きになり、進んで学ぶたいと思うような教育ができるようになりたい。</p> | <p>高校3年の秋、ふと英語なら勉強したいと思い、この道に決めた。</p> | 3 | 2 | 2 | 7 |
| J | <p>まず第1に英語の教師になりたい。また、私生活でも海外旅行に行きたいと思う。さらに言えば、ホームステイしても一切困らないレベルの英語を話したい。コミュニケーションだけでなく、自分の考えを言える程度の英語を話したい。</p> | <p>父親(高校の英語教師)が英語を話せる。小2、小5、小6のときの海外旅行。中2のときのホームステイ(その後も外国人の友人とメールのやりとり)</p> | 3 | 3 | 2 | 8 |
| K | <p>将来教員となって英語を指導したいと考えているので、英語を勉強することは必要不可欠であると思う。また、将来は実用力のある英語の指導をしていきたいと思っている。</p> | <p>中学生の時から英語が好きだったので、将来は英語を使った職に就こうと決めていた。高校の時に出会った部活の顧問に影響を受け、教師を目指すことにした。大学1年の時にESD海外インターンシップでオーストラリアに行き、現地での日本語教育に携わることで、第二言語教育にも興味をもち始めた。</p> | 3 | 2 | 2 | 7 |

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| L | <p>英語を学び、身につけることで、日本人だけでなくさまざまな人とコミュニケーションがとれるようになると思う。それによって、自分の視野が広がり、自分自身の内面が豊かになると思う。たとえ外国へ行かなくとも、日本国内で英語を母語とする人々と触れ合う機会はいくらでもあるので、そういった場面で彼らと積極的にコミュニケーションをとれるようになりたい。また、それをきっかけに同僚として、あるいは友人として、彼らと長く付き合っていけたらと思う。</p> | <p>ALTの先生とのふれあいが一番最初だった。とにかく楽しいという思いがあり、両親もそんな自分の様子を見て喜んでいて。そんなに好きなら他でも勉強してみたら、ということで、公文式で英語を習い始めた。また、おじが外資系企業に勤めており、ちょうど私が中学校に入学したあたりから、「英語はしっかり勉強しておいた方がいい」「自分も学生時代に英語をもっと勉強しておけばよかった」などと言うようになった。最近も、「外国の方がたくさんいるのに、自分は英語が得意ではないために、コミュニケーションがとれない、せめて、会議以外の日常会話くらいできるようになりたい」と言っており、最初は自分にとって「楽しい」だけの英語学習だったが、しだいに「英語を身につければ、何かが変わるかもしれない」という期待のようなものもくっついてきた。</p> | 2 | 2 | 3 | 7 |
| | | 平均 | 2.75 | 2.25 | 2.42 | 7.42 |