

## 論文

# L2 Learning Motivations of Japanese College Students: A Survey II

清水 律子<sup>1)</sup>・久保田 靖子<sup>1)</sup>・中野 香<sup>1)</sup>

Ritsuko Shimizu, Yasuko Kubota, and Kaori Nakano

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### 1 Introduction

The study reported here formed the second part of an investigation into L2 learning motivations of Japanese college students. Our previous research revealed similar attitudinal tendencies and motivation patterns across college students with three different majors (Shimizu et al., 2013). These students also agreed on the four most important reasons for learning English. However, a significant difference was observed between four-year and two-year college students in their overall attitudes toward learning English and in the strength of their motivation for learning English. The four-year college students showed significantly more positive attitudes towards learning English and were more motivated to learn the language. They also placed greater importance on their reasons for learning English than did the two-year college students. The results also indicated that students' attitudes and motivation levels were significantly correlated with their English proficiency levels.

Examination of the students' major reasons for learning English indicated that some students were more interested in foreign people and cultures than others. Furthermore, results showed that although students seemed to agree on the importance and value of learning English, they did not feel a clear and immediate need to learn the language.

The purpose of the present study is twofold: (1) to confirm the tendencies observed in the 2013 study regarding Japanese college students' attitudes, motivation, and reasons for learning English, and (2) to further analyze their reasons for learning English in order to investigate the orientation construct in the context of learning English as a foreign language (EFL) in Japan. First, we review some past research on the orientation construct in EFL contexts. Then, we present the research questions and

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<sup>1)</sup> 山陽学園大学総合人間学部言語文化学科

methods of the present study. Finally, the results of the analyses are reported, followed by discussion.

## 2 The Orientation Construct in EFL Learning Contexts

Clément and Kruidenier (1983) investigated the influence of contextual factors on the L2 learners' reasons for learning a target language (orientations). The participants in the study were 871 L2 learners in Canada, who were divided into eight groups according to ethnicities (English or French), target languages (official language or foreign language), and cultural composition of their communities (multicultural or unicultural). They reported that four orientations to L2 acquisition were common across all the groups: "Instrumental," "Travel," "Friendship," and "Knowledge." Five further orientations, including "Social-Cultural," emerged in subsets of the eight groups. The authors posited that knowledge, travel, friendship, and instrumentality should be considered as independent orientations regardless of contextual differences. They also pointed out that sociocultural orientations in EFL learning contexts "might lack the affective connotation proper to the integrative orientation" (p.288).

In order to investigate the contextual influence on L2 learning pertaining to EFL learning contexts outside Canada, Dörnyei (1990) examined 134 EFL learners in Hungary who were enrolled in a language school run by a British organization. By examining the relationships among seven identified orientations and the actual fields of language use reported by the learners, he proposed an EFL motivation construct consisting of four components: "Instrumental Motivational Subsystem," "Integrative Motivational Subsystem," "Need for Achievement," and "Attributions about Past Failures." The instrumental motivational subsystem concerns professional utility, whereas the integrative motivational subsystem comprises four loosely related but distinct dimensions. Each dimension in (1) to (4) below is related to the orientations identified by Clément and Kruidenier (1983), given in brackets.

- (1) a general interest in foreign languages, cultures and people (social-cultural)
- (2) a desire to broaden one's view, to be cosmopolitan and up-to-date (knowledge)
- (3) a desire for new stimuli and challenges (friendship and travel)
- (4) the desire to get actually integrated (travel)

Unlike the integrative motive in the context of learning English as a second language (ESL), which is characterized by the desire to become a member of the target language community, the integrative subsystem in EFL contexts is characterized by the desire to accept "the cultural and intellectual values associated with the language" (Dörnyei 2003, p.6).

Examining motivational factors including orientations and other affective factors among EFL learners in Japan, Kimura et al. (2001) conducted a survey of 1027

Japanese EFL learners in different grade levels. Six motivational factors were reported, the main ones being the “Intrinsic-Instrumental-Integrative Motive” and the “Extrinsic and Instrumental Motive.” The former was related to an interest in foreign languages, cultures and people including American/British culture and people. It should be noted that survey items loaded most heavily on this factor concerned positive attitudes towards American/British culture. The latter component (“Extrinsic and Instrumental Motive”) was mainly related to vocational benefits and English tests and examinations.

When the target language is English, which often assumes the role as an international language, the target L2 group may not be limited to English-speaking countries. It may well go beyond national boundaries to represent the international community in general where English is used as an auxiliary language for intercultural communication. Nakata (1995), for example, reported on a group of Japanese learners with an international orientation toward learning English, who displayed knowledge of and an interest in international issues. Yashima (2000) investigated reasons for learning English among 389 Japanese college students with non-English majors and found a cluster of three highly correlated orientations, namely “Intercultural Friendship,” “Travel and Passive Socio-cultural,” and “Interest in Anglo/American Culture.” She argued that these orientations reflected Japanese learners’ interest in and willingness to contact different cultures outside Japan, and pointed out the significant role that culturally and interactionally driven orientations play in Japanese EFL contexts. “Work in the International Community/International-mindedness” emerged as another orientation that reflected the learners’ view of English as a lingua franca. Based on these findings, Yashima (2002) proposed the concept of “International Posture” that reflects “a general attitude toward the international community that influences English learning and communication among Japanese learners” (pp.62-63). She postulated that such an international posture affected learners’ L2 motivation, increasing their L2 communication confidence and thereby their willingness to communicate in the target language.

Sibuya (2007) examined the orientation construct of 350 Japanese college learners of English. Among the five orientations identified in his study was “Interest in Foreign Cultures and People,” which Sibuya (2007) pointed out to be similar to the international orientation suggested by Nakata (1995), and “Intercultural Friendship” identified by Yashima (2000). Sibuya (2007) posited that motivated college learners had various specific orientations such as “Interest in Foreign Cultures and People,” “Recognition of Future Usefulness/Necessity,” and “Intrinsic Orientation,” whereas less motivated college learners displayed more vague and extrinsic orientations.

It is worth mentioning that both Yashima (2000) and Sibuya (2007) included statements concerning vague reasons for learning English in the questionnaire items of their surveys. In the Japanese context, where English is primarily learned as a

required subject at school, it is not uncommon for college learners to continue learning it without establishing their own reasons for learning the language. In Sibuya's (2007) study, such vague reasons were reported to have a negative association with EFL learning motivation.

The review of the literature above suggests that one of the major components of EFL orientation in Japan is an "International Orientation," which involves learners' interest in foreign issues and their willingness to interact with people and cultures of foreign countries. Such interests may drive learners to seek sociocultural activities involving foreign countries, such as travelling abroad and making friends with foreigners, and also to appreciate foreign art and culture. Another powerful component of the Japanese EFL orientation seems to be "Instrumentality," that is, learning English primarily for the purpose of professional utility. A less positive aspect of international and instrumental orientations appears to be reflected by the above-mentioned vague sense of necessity, indicating a failure to establish clear and personal goals in the pursuit of language learning.

### **3 Research Design**

#### **3.1 Research Questions**

The present study aims to address the following questions:

1. What are the attitudes towards and motivations for English language learning among Japanese college-level non-English majors?
2. Are there any differences in attitudes and motivation (1) among students with different majors, and (2) between the classes of 2013 and 2014?
3. What is the nature of Japanese college students' L2 learning orientation?
4. What are the main reasons for these students to learn English?
5. Are there any differences in English learning orientations (1) among students with different majors, and (2) between the classes of 2013 and 2014 and (3) between two-year and four-year college students?

#### **3.2 Method**

##### **3.2.1 Participants and Procedures**

The participants in the present study were 255 Japanese first year students at college. Of these, 123 participants were two-year junior college students majoring in Child Education or Food Science, and 132 were four-year college students majoring in Liberal Arts or Health Science. At the time of the survey, 83.5% of the participants had never been abroad and none had stayed in an English speaking country for more than six months.

The survey was conducted by means of a questionnaire in April 2014, on the first day of the students' English classes. The questionnaire was the same as that used in the

2013 survey (Shimizu et al., 2013) and included five items relating to “Attitudes,” eight to “Motivation,” and 25 to “Orientation,” all written in Japanese. The participants were asked to respond to each statement by indicating their degree of agreement on a scale of one to five (1=strongly disagree; 5=strongly agree). The 26 Food Science students responded only to the Orientation section of the questionnaire.

### 3.2.2 Data Analysis

The items in the Attitudes part of the questionnaire reflect students’ attitudes towards the English language and learning the language. The scores for the two negative statements (“Learning English is a waste of time” and “We don’t need English as part of school programmes”) were reversed for the purposes of the present analysis. All the item scores were added to produce an average score, which is named ‘Attitude Index’ (Cronbach’s  $\alpha=.89$ ). The items in the Motivation part of the questionnaire indicate the strength of students’ desire to learn English as well as the effort they are willing to exert to learn the language. The average score for these items yielded the ‘Motivation Index’ (Cronbach’s  $\alpha=.92$ ).

The Attitude and Motivation Indexes were compared among the three groups with different majors (Liberal Arts, Health Science, and Child Education) by using *t*-tests, ANOVA, and Tukey’s tests, and *t*-tests were also used to compare the 2013 and 2014 results for the Attitude and Motivation Indexes.

A principle component analysis with Varimax rotation was conducted to delineate the orientation construct for learning English among the students with four different majors (Liberal Arts, Health Science, Child Education, and Food Science). Five factors were revealed, with one of these receiving appreciable loadings from only two items, and one item showing approximately the same loading level for three different factors. Those three items were, therefore, omitted from the present analysis. One further item (“I need to learn English to enter into graduate school”) was also omitted because its mean score suggested that it concerned very few students. A principle component analysis of the remaining 21 items yielded four factors, whose eigenvalues were all larger than one and the accumulated percentage of variances explained was 70.17%.

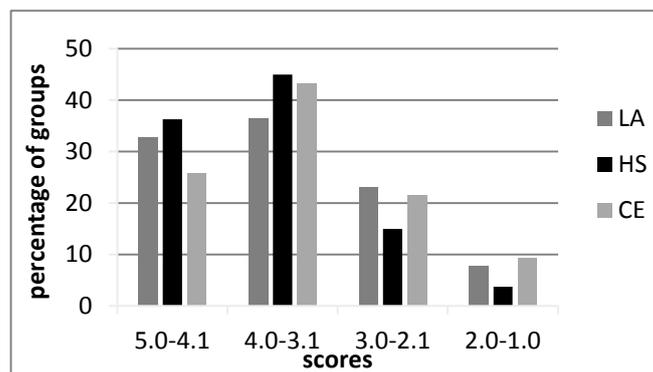
Finally, the mean score for each item in the Orientation part was calculated to give an indication of the relative importance in students’ perception of each statement as a reason for learning English. The rank order of reasons and their levels of importance were compared among the three groups with different majors (Liberal Arts, Health Science, and Child Education). The data from the 26 Food Science students were excluded from this final part of the analysis because the sample size of the Food Science group was much smaller than the other three groups. All of the above analyses were conducted by using SPSS 16.0 for Windows.

## 4 Results and Discussion

### 4.1 Attitude Index

In order to identify any differences in attitudes among the students with each of the three majors, the average scores of each person across Attitude items were calculated (see Figure 1).

Figure 1. *Mean Distribution for Attitude Items*



Note. LA=Liberal Arts; HS=Health Science; CE=Child Education

As shown in Figure 1, the average scores of more than half the Health Science students were distributed from points 5.0 to 3.1, whereas those of the Liberal Arts and Child Education students were distributed from points 5.0 to 2.1. This suggests more positive attitude towards English among Health Science students than in the other two groups. Means and standard deviations of the three groups are shown in Table 1.

Table 1. *Descriptive Statistics of the Three Groups*

<i>Group</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Liberal Arts	52	3.58	0.99
Health Science	80	3.61	0.86
Child Education	97	3.27	0.88

ANOVA was conducted to investigate the significance of differences among the three groups. The results indicated a significant differences among the groups ( $F(2,226)=3.85, p=.02, \eta^2=.03$ ). Given these results, a Tukey's multiple comparison test was performed to examine where precisely the differences lay. As seen in Table 2, significant differences were found between the Health Science and Child Education groups ( $\alpha=.04$ ). However, there were no significant differences between the Liberal Arts and Child Education groups, or between the Liberal Arts and Health Science groups.

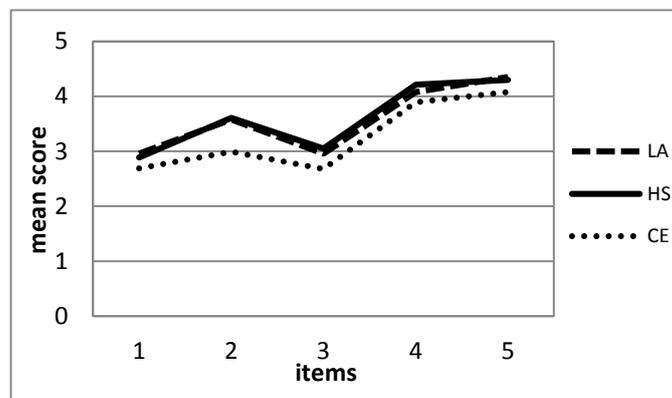
Table 2. Results of Pair-wise Comparisons across Groups (Tukey)

	Compared Group(s)	<i>p</i>	<i>d</i>
Liberal Arts	Health Science	0.983	0.03
	Child Education	0.104	0.34
Health Science	Liberal Arts	0.983	0.03
	Child Education	0.032*	0.39
Child Education	Health Science	0.032*	0.39
	Liberal Arts	0.104	0.34

\**p*<.05

In terms of the mean score for each item, the three groups showed similar attitudinal tendencies (see Figure 2).

Figure 2. Mean Distribution of Attitude by Item



As is clear from Figure 2, all groups showed strong disagreement with items (1) “I like English” and (3) “Learning English is fun.” In contrast, the means for items (4) “Learning English is a waste of time” and (5) “We don’t need English as part of school programmes” were high, indicating strong agreement. (Items (4) and (5) were reverse-scored items.) It is worth noting that the Child Education group showed rather lower points on item (2) “I am interested in English.”

Tukey’s multiple comparison test revealed statistically significant differences between the Health Science and Child Education groups. A *t*-test was run to determine whether any significant differences between four-year and two-year college students existed for each item. The *t*-test revealed significant differences for items (2) “I am interested in English” ( $t(227)=3.78, p<.001, d=.19$ ).

A further *t*-test was run to determine whether there was a significant difference in Attitude Index between the 2013 and 2014 groups. No significant difference was revealed.

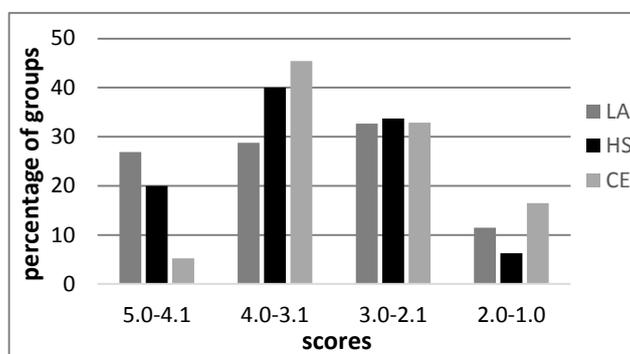
A number of similarities and differences were evident from a comparison of the three groups on the Attitude Index. According to the Tukey’s test, the Health Science and

Child Education students showed different attitudes towards learning English. On the other hand, all groups appeared not to like English much and not to think that learning English is fun. However, the groups appeared to agree that learning English is not a waste of time (items 4) and they believe English is indispensable for school education (item 5). Overall, these results are quite similar to those of Shimizu et al.(2013).

#### 4.2 Motivation Index

In order to identify differences in motivation among the three groups, the average scores across Motivation items were calculated (see Figure 3).

Figure 3. *Mean Distribution for Motivation Items*



As shown in Figure 3, most of the average scores of the Liberal Arts and Health Science students were distributed between points 5 and 2.1. In contrast, most of the average scores of the Child Education students were distributed from points 4.0 to 1.0. Means and standard deviations of the three groups are shown in Table 3.

Table 3. *Descriptive Statistics of the Three Groups*

<i>Group</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Liberal Arts	52	3.13	1.03
Health Science	80	3.20	0.84
Child Education	97	2.76	0.78

ANOVA was conducted to investigate significant differences among the three groups. The results indicated a significant difference across the groups ( $F(2,226)=6.43$ ,  $p=.002$ ,  $\eta^2=.05$ ). Given this result, a Tukey's multiple comparison test was performed to examine where the differences might lie. As seen in Table 4, significant differences were found between the Health Science and Child Education groups ( $d=.54$ ) and between the Liberal Arts and Child Education groups ( $d=.42$ ).

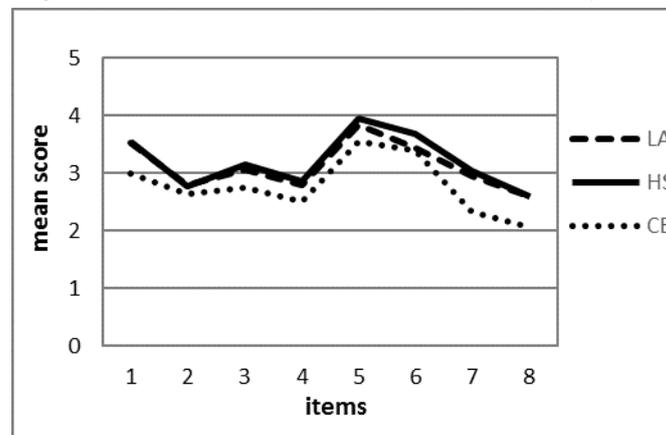
Table 4. Results of Pair-wise Comparisons across Groups (Tukey)

	<i>Compared Group(s)</i>	<i>p</i>	<i>d</i>
Liberal Arts	Health Science	0.872	0.08
	Child Education	0.039*	0.42
Health Science	Liberal Arts	0.872	0.08
	Child Education	0.003*	0.54
Child Education	Health Science	0.003*	0.54
	Liberal Arts	0.039*	0.42

\* $p < .05$

Examination of the means for each item show that all three groups showed similar tendencies toward the items (see Figure 4). As is clear from Figure 4, however, the Child Education students responded rather negatively to items (1), (7), and (8) (see below).

Figure 4. Mean Distribution of Motivation by Item



A *t*-test was conducted for each item to determine whether there were any significant differences between two-year and four-year students. The results showed significant differences in their responses to items (1) “I strongly wish to learn English” ( $t(227)=3.82, p<.001, d=.51$ ), (7) “After I graduate from college, I want to continue to study English” ( $t(227)=4.47, p<.001, d=.57$ ), and (8) “If English were not taught at school, I would study it on my own” ( $t(227)=3.76, p<.001, d=.48$ ).

In addition, differences in Motivation Index between the 2013 and 2014 participants were examined. The *t*-test revealed no significant differences.

The results of the Tukey’s test and *t*-test suggest that the Child Education students were less motivated to learn English than were the other two groups. The *t*-test results for items (7) and (8), in particular, indicated that the Health Science and Liberal Arts students were more independent in terms of their English learning than were the Child Education students. However, all three groups revealed similar motivational tendencies in terms of each item. These results are the same as those reported by Shimizu et al. (2013).

### 4.3 Orientation Construct

A principle component analysis was performed for the 21 questionnaire items in the Orientation part of the questionnaire to obtain four factors. The item loadings which were larger than 0.4 are shown in Table 5.

Factor 1 received appreciable loadings from 10 items that centered around “International Orientation” discussed in the literature review. Similar factors were reported in the previous research, such as the “Interest in Foreign Cultures and People” in Sibuya (2007), “Intrinsic-Instrumental-Integrative Motive” in Kimura et al. (2001), and a cluster of three culturally driven orientations in Yashima (2000). This orientation involves learners’ interest in and willingness to interact with foreigners and foreign cultures, including native English-speaking people and countries. As English largely represents the world outside Japan in general, it is likely that the international community and English-speaking countries are closely associated with each other in the minds of Japanese learners. As all the present items concern interpersonal and cultural aspects of foreign countries, Factor 1 of the present study was labeled “International Friendship.”

Factor 2 obtained heavy loadings from six items. This factor was labeled “Employment and Education” because four of the items are associated with vocational utility and general education. Sibuya (2007) identified a similar factor called “Recognition of Future Usefulness/Necessity,” and Yashima (2000) spoke of “Instrumental Orientation” and “Academic Importance of English.” These are all associated with instrumentality and the acquisition of knowledge in L2 orientation. However, in the present study, there are two further items showing heavy loadings for this factor, namely item (4) “There is no specific reason, but I think English is useful” and item (25) “There is no specific reason, but I want to be able to speak English.” This apparently contradictory phenomenon could possibly be explained by the heavy influence of contextual factors on EFL learning. When strong values are attached to the target language, such as in the case of English in Japan, learners exposed to these values tend to believe that it is important to learn the language. However, due to a lack of direct contact with the target language in their daily life, they fail to establish personal goals in the learning of English, and continue to learn the language with the above-mentioned “vague sense of necessity” (Yashima, 2000). It is possible that the “Employment and Education” orientation is closely associated with the values attached to English in Japanese society in the minds of the participants of the present study.

Factor 3 also gathered appreciable loadings from six items. Four of these were related to international occupation or volunteer activities, and the other two items indicate an interest in international activities and qualification tests. Therefore, this factor was called “Work in the International Community,” following the label used in Yashima’s (2000) study.

Finally Factor 4 was named “English Songs and Films” because it was marked with high loadings from two items concerning English songs and films. This may also taken to reflect students’ strong interest in English-speaking people and countries. Sibuya (2007) reported on learners’ interest in English music and films as a part of the factor “Interest in Foreign Cultures and People,” whereas Yashima (2000) identified “American/British Songs” as a separate orientation.

Table 5. *Factor Matrix for Orientation Items: Principle Component Analysis with Varimax Rotation*

<i>Item #</i>	<i>Questionnaire items</i>	<i>Factors*</i>			
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
20	understand cultures and peoples of English-speaking countries.	.75			
19	participate in exchange activities of foreign countries.	.75		.49	
8	travel to various countries and areas in the world.	.74			
21	understand various cultures and peoples in the world.	.73			
7	travel to English speaking countries.	.73			
12	make friends with peoples of various countries.	.72			
11	make friends with English-speaking peoples.	.69			.42
18	participate in international volunteer activities.	.67		.52	
24	like English-speaking peoples and their countries.	.55			.50
13	useful in getting a job and at work.		.77		
14	necessary to be a modern educated person.		.75		
4	no specific reason, but I think English is useful.		.74		
25	no specific reason, but I want to be able to speak English.		.71		
16	allows me to acquire new ideas and broadens my horizon.	.51	.52		
17	work in international organizations such as the U.N.			.77	
15	work in a foreign country in the future.			.73	
23	need English for my future occupation.		.41	.65	
3	get high scores on qualification tests such as TOEIC.			.65	
6	like English songs.				.82
5	understand English films and dramas.				.70
9	get information using ICT such as the Internet.				.45
Percentage of Variance Explained		26.31	16.42	15.88	11.56
Cumulative Percentage of Variance Explained		26.31	42.73	58.61	70.17

\*Item loadings greater than .40 are shown in the table above.

#### 4.4 Main Reasons for Learning English

In the 2013 survey (Shimizu et al., 2013), the mean scores of students’ orientations were compared across the three groups with different majors. The comparison revealed that the three groups had similar orientations toward their English learning. Items (4), (13), (14), and (25) were shared as the most important reasons, and items (3), (15), (17), and (22) were accorded the least importance by all the groups. Their main reasons seemed to arise from their recognition of learning English in vague generalities, whereas their least important reasons were specifically those requiring a certain outcome in learning English.

The 2013 study also showed different tendencies among the two-year and four-year

students. The highest mean scores in the Child Education group were lower and more widely spread in comparison with those of the other two major groups, and the coverage of their mean confidence intervals was also different.

The results of the present survey were similar to those of 2013 in terms of both the highest and lowest means for student's orientation. Items (4), (13), and (14), which are associated with Factor 2 "Employment and Education," once again fall amongst the five highest mean scores. As for item (25), students in the Liberal Arts and Child Education groups regarded this as an important reason for learning English. However, the Health Science students in the present study placed less emphasis on this item (Mean(SD)= 3.52(1.06)), despite it being this group's most important reason in 2013. Furthermore, this group considered items (7) and (8), which are about English for traveling, more important than item (25). The 2014 Liberal Arts students regarded item (11) "I want to make friends with English-speaking peoples." as more important than item (10) "It is cool to be a competent English user," which was highly emphasized by this group in 2013. Items (7), (8), and (11) are associated with Factor 1 "International Friendship." Although the present students may not have a mental picture of themselves using English in a practically responsible manner in a work or volunteer environment, they did indicate that they are sufficiently interested to get involved with recreational activities involving the use of English, such as traveling or making foreign friends. The mean scores of the 2014 Health Science students in general are lower than those in 2013.

Table 6: *The Five Most Important Reasons for Learning English across Groups*

<i>rank 2014</i>	<i>Health Science</i>			<i>Liberal Arts</i>			<i>Child Education</i>		
	<i>item</i>	<i>M(SD) 2014 (n=80)</i>	<i>M(SD) 2013 (n=89)</i>	<i>item</i>	<i>M(SD) 2014 (n=52)</i>	<i>M(SD) 2013 (n=47)</i>	<i>item</i>	<i>M(SD) 2014 (n=97)</i>	<i>M(SD) 2013 (n=115)</i>
1	(13)	3.93 (0.95)	4.02(0.93)	(13)	3.96(1.03)	4.02(1.11)	(4)	3.67(0.8)	3.44(1.24)
2	(14)	3.85 (1.08)	4(0.93)	(14)	3.81(1.14)	3.83(1.05)	(13)	3.48(0.9)	3.37(1.31)
3	(4)	3.84(1)	4.04(0.94)	(4)	3.79(1.16)	3.94(0.87)	(14)	3.44(0.94)	3.26(1.28)
4	(8)	3.75(1.14)	*	(25)	3.69(1.18)	3.83(1.17)	(25)	3.39 (0.98)	3.38(1.27)
5	(7)	3.68(1.18)	3.92(1.18)	(11)	3.6(1.21)	*	(10)	3.21(1)	3.39(1.37)

\*This item was not among the five most important reasons in 2013.

The Child Education students of 2014 revealed exactly the same items as their five most important reasons as in 2013. All of these are related to Factor 2 "Employment and Education." The mean scores of the 2014 group in general are slightly higher than those in 2013.

As for the least important reasons to learn English, in all three groups, there were only a few students who indicated that they might use English if they enter graduate school, take a job in the U.N., or work outside Japan. These items were also regarded as least important in 2013, and they are related to Factor 3 “Work in the International Community,” identified in the previous section.

Table 7: *The Five Least Important Reasons for Learning English across Groups*

<i>rank</i> <i>2014</i>	<i>Health Science</i>			<i>Liberal Arts</i>			<i>Child Education</i>		
	<i>item</i>	<i>M(SD)</i> <i>2014</i> (n=80)	<i>M(SD)</i> <i>2013</i> (n=89)	<i>item</i>	<i>M(SD)</i> <i>2014</i> (n=52)	<i>M(SD)</i> <i>2013</i> (n=47)	<i>item</i>	<i>M(SD)</i> <i>2014</i> (n=97)	<i>M(SD)</i> <i>2013</i> (n=115)
1	(22)	1.98 (0.95)	1.89(1.17)	(22)	2.29 (1.03)	2.04 (1.02)	(22)	1.64 (0.84)	1.63 (0.88)
2	(17)	2.38 (1.33)	2.28(1.31)	(17)	2.38 (1.14)	2.06 (1.13)	(17)	1.82 (0.92)	1.76 (0.95)
3	(3)	2.48 (1.2)	2.54(1.28)	(15)	2.44 (1.32)	2.21 (1.21)	(15)	1.86 (0.89)	1.96 (1.04)
4	(15)	2.49 (1.35)	2.58(1.4)	(18)	2.63 (1.25)	2.7 (1.2)	(3)	2.1 (0.94)	1.93 (1.12)
5	(9)	2.75 (1.02)	2.69(1.12)	(1)	2.67 (1.18)	*	(18)	2.26 (1.04)	2.19 (1.2)

\*The item was not among the five least important reasons in 2013.

Students of both Health Science and Child Education also showed little interest in the TOEIC qualification test, possibly because they have specific future jobs in mind that usually do not require English skills. As the students in Liberal Arts do not generally have a particular job in mind, and will get involved in job-hunting activities later, they ought to put more emphasis on item (3) than the other two groups, as a good TOEIC score could be beneficial. Their mean score for item (3) in 2014 was slightly higher than that in 2013 (2.83(1.82) as opposed to 2.57(1.28)). Students in Child Education and Liberal Arts also put less importance on international volunteer activities (item (18)), and Health Science students appeared to have less intention to get information via ICT in English (item (9)).

From the above, it can be said that the results of the 2014 survey show the same tendencies as did those in 2013. The most important reasons for learning English among the students in four-year college, with Health Science and Liberal Arts as majors, were associated with Factor 2 “Employment and Education” and Factor 1 “International Friendship,” whereas the most important reasons for two-year college, Child Education students were related only to Factor 2 “Employment and Education.” It was also found that the least important reasons were related to Factor 3 “Work in the International Community” for all three groups.

A T-test was performed to determine where the differences between two-year and

four-year college students lay in their L2 orientations. The factor scores obtained by the principle component analysis were used for this analysis. The results showed that the two groups were significantly different in two of the four orientations, namely “International Friendship” ( $t(253)=2.12$ ,  $p=.035$ ,  $d=.13$ ) and “Work in International Community” ( $t(253)=4.48$ ,  $p<.001$ ,  $d=.27$ ). No significant differences were observed for the remaining orientations, namely “Employment and Education” and “English Songs and Films.” These results suggest that the four-year college students were more internationally orientated in learning English than were the two-year college students. It may be that those who chose to enter four-year college tend to seek knowledge and interactions with people beyond the boundaries of their immediate circle, whereas those in two-year college tend to stay within their familiar environments.

## 5 Summary

The present study set out to investigate L2 learning motivations among Japanese college students. The students in this study were found to place high value on learning English, but showed only moderate levels of intrinsic interest in learning the language. They expressed a wish to learn English and to try hard in class, but they were less willing to get positively involved in the learning processes. These findings were consistent across the studies in 2013 and 2014.

Further analysis of the students’ reasons for learning English yielded four distinct orientations, namely “International Friendship,” “Employment and Education,” “Work in the International Community,” and “English Songs and Films.” Among these, the strongest orientation was found to be “Employment and Education,” and the weakest orientation, “Work in International Community.”

The 2013 survey had revealed a significant difference between two-year and four-year college students in their L2 learning motivation, and this difference was confirmed in the 2014 survey. Two-year college students showed less interest in English and less willing to exert efforts to learn the language. They attached less importance to the reasons for English learning than their four-year counterparts. The 2014 survey also indicated that the difference between the two groups was not only quantitative, but also qualitative. Four-year college students were more internationally orientated, that is, they were more interested in cultural and interactional contact with the world outside Japan in their pursuit of learning English. It should be noted that since two-year college students in our studies majored in Child Education or Food Science, possible influences of their college study fields should be taken into consideration when interpreting the results.

Japanese college students’ orientations toward learning English appear to be heavily influenced by the values attached to the language by society. The strong values associated with English in Japan could promote L2 learning by helping learners positively seek interactional and intercultural contact with the world outside Japan.

At the same time, however, those social values could cultivate a vague sense of the necessity to learn English, making it harder for effective personal learning processes to take place. Measures need to be proposed on how to help learners personalize their learning goals, so that they can sustain reasonable levels of motivation for learning English.

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