

References

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Appendices

Appendix A

Japan's encounters with English pre-1850s

In 1600 William Adams, believed to be the first native speaker of English to arrive and subsequently live in Japan, made landfall on the Dutch ship *Liefde* with nine other crew members, after a series of mishaps decimated the number of ships and sailors of the original fleet of five ships. Known in Japan by his Japanese name *Anjin Miura*, Adams acted as an advisor to Tokugawa Ieyasu, the then ruler of Japan, in regard to shipbuilding and navigation. In 1620, Adams died in Japan. Because most of the remainder of the Tokugawa period was a period of isolation (*sakoku*), further contact with English speakers was sporadic, with only limited trading at designated trading posts such as Dejima in Nagasaki with the Dutch and Chinese. In addition, the Portuguese, in Japan since 1543, retained a strong missionary presence until their expulsion in 1639 (Chaiklin, 2010, p.251).

From 1639 to 1854, the Dutch were the only Western power with a trading base in Japan. During the Napoleonic wars, the Dutch were allied with France; hence, Britain blockaded Dutch trading ports in Asia including Dejima, Nagasaki (Eckel, 1942, p.173). This in turn led to the second influential contact with the British in 1808, when a British ship, *HMS Phaeton*, commanded by Admiral Sir Edward Pellew, sailed into Nagasaki harbour with the aim of destroying any Dutch ships laying at harbor. The Japanese and Dutch envoys who met the ship were seized as hostages by the British to ensure that the ship would be supplied with goods. The British threatened to set the harbour and Japanese and Chinese ships on fire unless the Japanese supplied their ship. The actions

of the British infuriated the Japanese and led the Governor of Nagasaki to commit suicide (Eckel, 1942, p.175). In addition, the Tokugawa shogunate ordered officials to learn English in order to be able to respond directly to any future threats (Sasaki, 2008, p.64).

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Appendix B

Education and English education in Japan

The approach to education in Japan today can be traced back to the sixth century, when Buddhist and Confucian teachings, calligraphy and natural sciences were taught at the Imperial courts of Asuka, Nara and Heian. During the Tokugawa period (1603-1867), there were four types of schools in a two-track system - government schools (*bafuku*) and local domain schools (*hanko*), mainly for samurai-class students - while private schools (*shijuku*) and temple schools (*terakoya*) for ordinary citizens educated the population in Confucianism, languages and technology. These strong educational foundations enabled the rapid modernization of Japan during the Meiji period (1868-1912), and have become the basis of the modern Japanese education system (Kobayashi, 1965, p.288). Japan propelled itself from a feudal nation to a modern, industrialized nation during the Meiji period. A new single-track system of primary schools, secondary schools and higher institutions of learning, based on schools already existing in the Tokugawa era or on newly founded schools, was established in 1872. In 1909, six years of primary school was made compulsory for all Japanese children (Stevenson, 1991, p.110).

Japan's present education system was established under the occupation forces soon after Japan was defeated in the Second World War (Okano, 2009, p.94). For this reason, the years of schooling in Japan follow the 6-3-3-4 pattern of American schools. In other words, elementary school is from Years 1 to 6, and junior high school from Years 7 to 9, which together comprise the nine-year compulsory education phase. Years 10 to 12 are the senior high school years, followed by two-year junior college or vocational school

courses, or by university degrees which take a minimum of four years to complete. Formal examinations to enter some private educational facilities can commence from as early as the pre-school level, thus setting the stage for exam-focused learning from an early age. In Japan the school and university year, like the business year, commences in April, although in 2012 some Japanese universities were considering a September start to the academic year to align with the existing European and American universities' academic year. Two prestigious Japanese universities who were considering a September start have abandoned the plan and have instead implemented a four-term academic year, stating that there were too many obstacles for individual universities to institute a change that needed to be implemented within the entire Japanese education system (University of Tokyo gives up on plan to start academic year in autumn, Japan Today online June 20, 2013).

School culture, composed in Japan as elsewhere of students, teachers and institutions, constantly undergoes change through the interaction between participants and the socio-cultural environment (Okano, 2009, p.93). While the education system resembles the American pattern, there is a distinct Japanese school culture, which retains a strong emphasis on Confucian teachings, coupling a top-down teacher-centred approach with a holistic educational approach emphasizing collaborative learning. The legacy of the Confucian ethical values in Japanese culture is discussed in further detail in Appendix 5.

English in Japan post-1853

The use and teaching of English in Japan post-1853 can be loosely divided into three periods: between 1853 and 1945, a period which encompasses the Meiji restoration and lead-up to World War Two; the period of occupation and economic revival from 1945 until 1970; and from 1970 until the present.

The arrival in Tokyo Bay of the American Commodore Perry and the *Black Ships* in 1853 marked the commencement of relations between the USA and Japan. Commodore Perry had a similar intent to the British, this time with the goal of forcing the Japanese to trade with the USA. Commodore Perry actually succeeded in meeting his goal. It was not until 1856, however, three years after the arrival of the *Black Ships*, that an institution called *bansho shirabesho* was established by the Tokugawa shogunate in order to translate and censor western materials, teach western science and medicine and eventually, four years later, to teach Japanese students European languages in addition to Dutch, including English, French German and Russian (Arakawa, 2004, p.4). Although English was used as a means of instruction at secondary schools and universities for a brief period between 1860 and 1882, its status changed, and it was considered a foreign language to be taught as a school subject. This was because many Japanese considered being educated in a foreign language akin to being colonized (Sasaki, 2008, p.66). Subsequently, English was taught using the *yakudoku* method (literally translate-read), just as Chinese was also taught in Japan. The *yakudoku* method, which aim is to enable students to read and translate texts, is similar to the grammar-translation method used to teach Greek and Latin in Western countries. *Yakudoku* has remained an ingrained method of instruction in English classes in Japan to this day.

The Japanese education system was revamped after World War Two, and in the 1950s, English became a required subject at secondary level. The result was a shortage of qualified English teachers at secondary school, as teachers were not well paid until the mid-seventies, and teaching was not the preferred career choice of university graduates. In this period, the *yakudoku* method remained popular, and was supplemented by the

audio-lingual method, which focuses on repetition and spoken drills (Sasaki, 2008, p.68). Incidentally, even today, a shortage of English teachers continues to hinder the introduction and further expansion of English classes at elementary level.

The idea of teaching English for communicative purposes can be traced to the 1970s, when more Japanese continued to senior high school and university. During this time, Japan was becoming economically prosperous, and more Japanese travelled overseas. As the number of Japanese wanting to continue to tertiary education increased, however, there was a proportional increase in competition to enter tertiary institutions. Entering a high-ranking university virtually guaranteed career success upon graduation; thus, passing the entrance exams, rather than education for its own sake, was and remains the focus of Japanese secondary education, and by extension, English language education in secondary schools.

In the early 1970s in Japan, the forerunner of the current *Center Exam*, the '*Common Test*', was developed with students first sitting the test in 1979. This test assessed five subjects, including a foreign language, which was usually English. With the introduction of the test, the government hoped both to ease the pressure on students caused by individual universities designing excessively difficult test items, and to control education (Sasaki, 2008, p.71). By the late 1970s, too, overseas travel became more affordable, and an interest in practical English use increased in popularity. For this reason, English conversation was introduced into secondary schools, and communicative language teaching methods were recommended for English language teaching there.

In the 1980s, the Japan Exchange and Teaching (JET) program was introduced into schools. Through team teaching and placement of Assistant language Teachers (ALTs)

in schools, the program sought to increase the motivation and opportunities of Japanese language learners to communicate in English, promote cross-cultural understanding, and provide on-the-job training for Japanese Teachers of English (JTEs). Furthermore, the sharing of the teaching load in terms of presenting situational dialogues in class, and the development of teaching materials are also outlined as merits of team teaching (MEXT Team teaching Handbook, 2002, pp.15-16). For a more detailed description of programs employing native English speakers in Japanese schools, please refer to the following section.

The above historical account shows that, while the first contact with William Adams was amicable and of use to the Japanese, subsequent encounters with English and English speakers were marred as they were accompanied by threats from the British and Americans, who demanded trade with Japan, and attempted to make this happen through force if necessary. It is, therefore, not surprising that English as a language of instruction was not welcomed with open arms, especially in light of the colonization of other Asian countries by European powers at the time. Furthermore, the subsequent defeat at the hands of the Allies in World War Two, followed by the Allied occupation of Japan, led by the US forces, which lasted until 1952, and the extended US occupation of Okinawa until 1972, as well as increasing globalization from the 1980s, has meant many Japanese perceive the need for English instruction as being dictated by outside forces.

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Appendix C

Sample UKC timetable

Day / time	9:00-10:00	10:15-11:15	11:30-12:30	13:45-14:45	15:00-16:00	Evening
Mon	Homeroom	IT	Coursebook*	Option		Conversation
Tue	Homeroom	Coursebook*	Business studies*	Writing	Management studies*	BBC news
Wed	Homeroom	Writing	IT	Free		Conversation
Thu	Homeroom	Management studies*	Coursebook*	Business studies*	Regional studies*	BBC news
Fri	Homeroom	Coursebook	Development studies*	Development studies*	Regional studies*	Conversation
Sat & Sun	Free					

Note: *Replaced with education or English literature classes for students in education faculty

Appendix D

Educational implications related to dimensions of culture

Educational implications of the dimensions of culture listed in Table 1.2 in Chapter 1, based on Hofstede and Hofstede (2005, p.40), include the following learner characteristics.

- Learners from cultures that favour independence are likely to study for intrinsic purposes coupled with the belief that they can control the outcome, and are happy to set goals jointly with the teacher.
- Learners from cultures with a high power distance accustomed to a teacher-centred approach at schools are more likely have difficulty studying autonomously.
- Learners from high-context cultures will value trust, whereas those from low-context cultures value strong academic and work-related results and satisfaction of security needs.
- Learners from high-uncertainty cultures prefer structure and extrinsic motivators, whereas low-uncertainty cultures prefer to take some risks and operate on an intrinsic level.
- Learners from individualistic cultures are more motivated by intrinsic factors that satisfy the self by esteem and achievement coupled with the belief that they can control the outcome, whereas students from collective cultures value social relations.

- Learners from low-power resistance cultures can set their own goals, whereas this is deemed risky by students from high-power resistance cultures who may also have difficulties studying autonomously.
- People from collective societies prefer harmonious situations over competitive situations, and are uncomfortable voicing contradictory views in discussions.

While these dimensions of culture can act as a general guide, some discrepancies are likely to occur depending on the ages of the survey participants. For example, a study by Woodring (1995) based on the Hofstede questionnaires focusing on a group of Japanese students found that students scored higher on individualism and lower on power distance than in the original study by Hofstede in 1980, indicating that age and changing socio-cultural values can affect the results of these dimensions.

Hofstede, G., & Hofstede, G.J. (2005). *Cultures and organizations*. New York. NY: McGraw Hill.

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Appendix E

Confucian principles and relationships

The three central Confucian principles are as follows: *Li*, representing day-to-day ritual and customs; *Yi*, representing righteousness by behaving in the correct manner; and *Ren* representing inner harmony due to having followed *Li*. The five Confucian relationships direct the approach and nature of relationships between individuals in Confucian cultures. They emphasize collective welfare, and adhere strongly to the five relationships of: father and son, husband and wife, ruler and subject, friend and friend, and older and younger or senior and junior. These relationships are as follows:

- **Father<>Son (Filial Piety): Benevolence toward and provision for children, and respect for the elder, parents, and teachers by children.**
- **Husband<>Wife (Basic family values):** The husband is the head of the family. Within a paternalistic culture, females have a lesser role in society, and should show humility and gratitude.
- **Ruler<>Subject (Loyalty):** People in charge show benevolent care, and ‘subjects’ show loyalty to the school, the club, or the company.
- **Friend<>Friend (Equality):** People are born with the same potential, and duties and privileges tend to equal out over a lifetime. Older friends are responsible for younger friends, while younger friends defer to older friends.
- **Older brother<>Younger brother OR Senior<>Junior (Superiority):** The *sempai* (senior) - *kohai* (junior) system found in schools, clubs, companies, and among friends is an example of this relationship.

Appendix F

Research information for participants (2010 version)

Research Information for Participants 研究情報〔参加者用〕

Project title 研究タイトル

Motivation, English Language Acquisition and Language Competence: A Longitudinal Mixed Method Study of Japanese University Students (Old title) 動機付け、英語の習得および言語能力: 日本の大学生の長い期間をかけての混合方法研究

I wish to invite you to participate in my research on the above topic. The details of the study follow and I hope you will consider being involved. I am conducting this research project for my Doctor of Education at the University of New England. 上記の研究に参加していただけますか。詳しい説明は下に記載してあります。あなたも参加していませんか。この研究は University of New England の博士号を取得するための研究です。

My supervisors are Dr Mike Littledyke*1 and Mrs Ruth Nicholls*2 of the University of New England in Australia. Dr Mike Littledyke can be contacted on 02 6773 2509 (phone) 02 6773 5078 (fax), or [mlitted@une.edu.au\(email\)](mailto:mlitted@une.edu.au) and Mrs Ruth Nicholls can be contacted on 02 6773 3840 (phone) 02 6773 2445 (fax), or [rnicholl@une.edu.au\(email\)](mailto:rnicholl@une.edu.au). 私のスーパーバイザーは University of New England の Dr Mike Littledyke と Mrs Ruth Nicholls です。連絡先は Dr Mike Littledyke 02 6773 2509 (電話)、 02 6773 5078 (ファックス)、 [mlitted@une.edu.au\(Eメール\)](mailto:mlitted@une.edu.au) と Mrs Ruth Nicholls can be contacted on 02 6773 3840 (電話) 02 6773 2445(ファックス) [rnicholl@une.edu.au\(Eメール\)](mailto:rnicholl@une.edu.au) です。

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Introduction はじめに

I am undertaking a semi-longitudinal study in motivation and foreign language learning to improve our understanding of motivation as teachers and learners. If you decide to participate in the study, please put your name, date and signature on the last line of this form. The decision to participate is entirely your own. If you have any questions, please feel free to discuss them with the researcher. 教師および学習者として、動機を理解を改善するため、私は動機および外国語学習の長期間の研究をしています。もしこの研究に参加できるのであれば、この参加契約書の最後に氏名、サインと日付を記入してください。参加する、しないはあなたの自由です。もし不明な点があれば研究者を取り合わせてください。

Background and purpose of the study 研究の背景と目的

It is believed that a study abroad program is beneficial in raising motivational levels of foreign language students. I am interested in exploring how motivation levels fluctuate over a period of time and to find out why some students keep high levels of motivation whereas others do not, upon their return to Japan. I hope this study will contribute to the growing body of knowledge in language learning research. 外国での滞在が学生の動機、学習意欲を引き出すのに有利であると考えられています。私は動機と学習意欲が長い期間にどのように変化するかということに興味を持っています。さらに学生が日本に戻って来てから、学習意欲を保っているか保っていないかも調べたいです。私はこの研究が語学習得研究に貢献できることを望んでいます。

Participants 参加者

All students who have attended UKC will be eligible to participate in the questionnaires and a smaller group will then be interviewed to obtain further data. Students in the researcher's English seminar will be asked to participate in the *exploratory practice**3.

UKC に留学の学生は全員アンケートに参加する資格があり、さらに詳しくデータを得るために、参加者の中から数人にインタビューします。研究者の英語情報ゼミの学生は実施調査 (exploratory practice)に参加協力ねがいます。

Time requirements 研究の調査期間

While the study will be spread out over two and a half years, actual participation in the study will involve 20-30 minute questionnaires, 15-30 minute interviews and an in-class exploratory practice for one semester. 研究の調査期間が 2.5 年にかかる間、参加者が研究のためについやす時間は 20 - 30 分のアンケート、15-30 分のインタビューです。クラスの実施調査 (exploratory practice)は後期の授業に行います。

Questionnaires

Three questionnaires spread out over 12 months, consisting mainly of closed items, which will take approximately 30 minutes to complete. 3つのアンケートは12ヶ月の間に、一つずつ30分ぐらいかかります。

Interviews

The interviews will last approximately 20 minutes. There will be a series of open-ended questions to allow the researcher to gain further and more detailed understanding of how you are motivated to learn English. These interviews will be digitally (audio only) recorded and then transcribed. A transcript will be provided of your interview if you wish to see one.このインタビューは、英語に関しての動機や意欲について、20分程度の自由面談です。このインタビューは録音され、内容を原稿にまとめます。希望すればまとめられた原稿のコピーを渡すことも出来ます。

Exploratory practice*3

Students in the researcher's English seminar class will be invited to participate in this research method which combines classroom research and action research. Participants will be asked to complete two an open ended questionnaires (one at the beginning and one at the end) during Semester 1 of 2012, to study whether the addition of motivators and a reduction of demotivators, identified in previous stages of the research from the questionnaires and interviews, have had an effect on motivation. Observations and discussion with participants will be ongoing, and I will take notes at the end of each session. This part of the research will not be audio-recorded. この研究は研究者の英語情報ゼミの学生のみ参加していただくことができます。2012年の前期に行います。Exploratory practiceの内容は、これまでの研究データから浮かび上がった英語をやろうと思った動機・やる気にならない理由の因子をもとに環境に変化を与え、参加者にどのように影響してくるかということ进行调查します。この研究を録音しません。

Confidentiality 個人情報の取り扱いについて

All information will be kept confidential. Your name will not be used in the study, once it is published. However, I have to ask you to write your student number on the initial questionnaire with a codename which will be used in further phases in order to be able to observe motivation levels. I will also need to have access to your TOEIC score and overall UKC score. すべての情報派機密です。アンケートには学生番号を書いていただきます。その理由はその人が2年半の研究期間にどのように変化していくかを把握するためです。この研究で取得した個人情報およびデータは第三者が利用することはありません。またアンケート情報は統計的に処理を行い収集する個人情報の範囲は、利用目的を達成するために必要な限度を超えないものとします。さらにこの研究で個人名は使用しません。研究のために参加者の TOEIC スコアおよび CCC スコアへのアクセスが必要にあります。

Data security データの取り扱いについて

Only the researcher will have access to the data 研究者のみデータへのアクセスができます。

Findings 研究結果

If requested, I will send summarized findings of the study to the participants' university email accounts after the study is concluded. 研究が完了して、参加者が結果を望んだらまとめた結果を大学のメールアドレスに送ります。

Payment 支払い

You will not be paid for this study この研究のための報酬はありません。

Rights as participant 参加者としての権利

Your participation in this study is entirely voluntary. You can leave the study at any time. If you are involved in the exploratory practice phase and decide to leave the study, nothing you do or say in class will be used for data analysis. You have the right to not answer any questions or to stop the interview at any time. There will be no penalty of any kind if you choose not to participate in the study or withdraw from the study at any time.

この研究に参加することはあなたの自由です。研究に協力することはいつでもやめることができます。インタビューまたはクラスの実施調査（exploratory practice）に対して、途中でやめた人のデータは研究のデータとして使用されません。インタビューにおいて答えたくない部分は答えなくて結構です。またはインタビューを途中でやめることもできます。この研究にはじめから参加しない、または途中でやめる場合でも、何のペナルティーもありません。

Problems and questions 問題と質問

Please contact Gaby Benthien by email if you have any questions in regard to participating in this project. 問題および質問がありましたら、何なりとガービー・ベンティンにメールをしてください。

Withdrawal of participant by researcher 研究者による参加資格取り消し

The researcher may ask you to leave the study at any time should it be judged that you are no longer eligible as a participant for whatever reason. 研究者により参加者の中に研究にふさわしくないと判断された場合は、参加資格を取り消すことがあります。

Cancellation of study 研究の中止

This study may be cancelled if doing so is deemed unavoidable or necessary by the researcher. 研究者の判断により研究が途中で中止となることもありま

す。

Length of study

It is anticipated that the data collection phase of this project will be completed by February 2013 and the entire project by October 2014. The results may also be presented at conferences or written up in journals without any identifying information.

データを集める期間は2010年4月から2013年2月まで、2014年の10月にこの研究は完了します。

HREC approval status HREC の状況

This project has been approved by the Human research Ethics Committee of the University of New England (Approval number HE09/210 valid from 1/04/2010).この研究は University of New England の HREC(倫理委員会)の認可を受けました。(認可号 : HE09/210, 2010年4月01日から)

Complaints

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:もしこの研究に対して不満や疑問があれば下を書いてある責任者に連絡してください。

Research Services

University of New England

Armidale, NSW 2351

Telephone: (02) 6773 3449 facsimile (02) 6773 3543

Email: ethics@une.edu.au

Thank you for considering this request and I look forward to further contact with you. The form you need to complete and sign is attached.この研究の説明を読んでいただき、ありがとうございました。ぜひ、ご協力をおねがいたします。ご協力いただける場合は次ページの同意書を読んでいただいて、納得していただいたうえでサインをおねがいたします。

Regards,

Gaby Benthien

Dr Mike Littleddyke*1

Mrs Ruth Nicholls*2

Note.

*1 Principal supervisor until January 2013. Replaced by Dr. Susan Feez

*2 Co-supervisor until January 2013. Mrs Ruth Nicholls stayed on as an additional co-supervisor, but Dr Zuocheng Zhang took over as full co-supervisor from January 2013.

*3 Original research plan was to include an exploratory practice. This was no longer possible due to timetabling changes made for the 2011 academic year which affected the researcher's classes.

Appendix G

Consent form

Consent Form for Participants 研究に参加同意書	
<u>Research Project title 研究タイトル :</u>	
Motivation, English Language Acquisition and Language Competence: A Longitudinal Mixed Methods Study of Japanese University Students (Old title) 動機付け、英語の習得および言語能力: 日本の大学生の長い期間をかけての混合方法研究	
I,have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. 私はこの研究の内容に対する説明を受け、疑問や質問に答えてもらいました。十分内容理解した上でこの研究に参加することに同意します。	
<input type="checkbox"/> Yes はい <input type="checkbox"/> No いいえ	
I agree to participate in this activity, realizing that I may withdraw at any time. 研究への協力はいつでもやめることができるということを理解した上で、この研究に参加することに同意します。 <input type="checkbox"/> Yes はい <input type="checkbox"/> No いいえ	
I agree that research data gathered for the study may be published using pseudonyms. 最終的にこの研究結果で個人が特定されるような情報がなければ、発表または出版することに同意します。 <input type="checkbox"/> Yes はい <input type="checkbox"/> No いいえ	
I agree to the interview being digitally (audio only) recorded and transcribed. インタビューの内容を記録されることに同意します。 <input type="checkbox"/> Yes はい <input type="checkbox"/> No いいえ	
.....
Participant 参加者	Date 日付
.....
Researcher 研究者	Date 日付

Based on HREC template:

<http://www.une.edu.au/research-services/researchdevelopmentintegrity/ethics/human-ethics/hrecforms.php>

Appendix H

Questionnaire A

Questionnaire A

Questionnaire A アンケート A

This survey is conducted by Gaby Benthien of *the university*, Japan, to better understand attitude, motivation and language acquisition. I would like to ask you to help me answer the following questions concerning foreign language learning. This is not a test, so there are no right and wrong answers. As this is a longitudinal research project, I do need your student number for the first questionnaire. Please choose a codename/nickname which will then be used in subsequent questionnaires and interviews. I am interested in your personal opinion. Please give your answers as sincerely as possible, as only this will guarantee the success of the investigation.

Thank you very much for your help.

外国語の学習に関していくつかの質問をしたいと思います。このアンケートはXX大学のGaby Benthienによるものです。これはテストではありません。これは長期間にわたる研究ですので学生番号が最初のアンケートに必要となります。ともにニックネームを書いて、そしてそれを次のアンケート使うこととなります。みなさんの正直な意見をお願いいたします。ご協力ありがとうございます。

To begin with はじめに

My student number 学生番号 _____

My code name/nickname ニックネーム _____

Please follow the instructions in the boxes to complete all questions.

四角の中の説明通りアンケートに答えてください。

Part A Background Information 予備知識

Please answer the questions by marking an x in the box or answering in writing.

ボックスの何に'x' を付けて、また答えを書いてください。

1. How long have you been studying English? 英語は何年間勉強していますか。

3 6 7 8 9 years/年間 Other _____

2. Have you studied English outside of school in the past? Yes/No. If yes, where and how long? 学校以外に英語を勉強したことがありますか。はい・いいえ はいならどこ・どのぐらい?

Yes はい Where どこ? _____ How long どのぐらい?

No いいえ

3. Have you lived in the country where this language is spoken? Yes/No. If yes, where and how long?

この言語が話されている国に住んだことがありますか。「はい」の場合どのぐらいの期間・場所でしたか。

Yes はい

Where どこ? _____ How long どのぐらい? _____

No いいえ

4. English is my 1st 2nd 3rd 4th foreign language.

私にとって英語は 第一外国語 第二外国語 第三外国語 第四外国語 です。

5. Nationality 国籍 日本 Other _____

6. Year Level 学年

1 2年 3年

7. What faculty are you in? 学部は何ですか

Faculty of _____

8. Did you attend a private junior high school? 私立の中学校に通いましたか。

Yes No

9. Did you attend a private senior high school? 私立の高校に通いましたか

Yes No

10. Are you

Male 男・

Female 女

11. Do you think you will continue studying English after you graduate? 卒業後も英語・外国語を学び続けると思いますか。

Yes, definitely はい、絶対します。

Yes, if I have the opportunity はい、機会があればします。

Yes, unwillingly あまり気が進みません

No, I am not いいえ、しません。

Part B English Classes at junior and senior high school

中学校と高校のえいご英語授業

Please circle as many answers as you like from the sentences below and/or add a your own opinion

下記の当てはまるもの全てに ○ をつけてください、
または自分の意見を書いてください

1. What was your overall impression of English language classes at junior high school?

中学校の英語授業の全般的な印象は？

- a) Interesting 面白い b) Boring 退屈 c) Average 普通
d) Easy to understand 分かりやすい e) Difficult to understand 分かりにくい
f) Made me sleepy 眠くなる g) Just right ちょうど良い

Other _____

2. What was your overall impression of English language classes at senior high school?

高校の英語授業の全般的な印象は？

- b) Interesting 面白い b) Boring 退屈 c) Average 普通
 e) Easy to understand 分かりやすい e) Difficult to understand 分かりにくい
 g) Made me sleepy 眠くなる g) Just right ちょうど良い

Other _____

Sources used for some items in the following section are Dörnyei (2003), Nakata (2006), Schmidt and Watanabe (2001), Taguchi, Magid and Papi (2009), and Yashima (2009).

Part 1: English and You

Please choose from options 1-6 for the statements below and cross(X) the corresponding box.

下の選択肢 1~6 の中から一つを選んで、□の中に **X** 印を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6

1. English doesn't interest me at all. 英語には全く興味がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
2. I think learning English is interesting. 外国語勉強は面白いと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
3. I think English is an interesting language. 英語は面白外国語だと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
4. I like English. 英語が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. I enjoy learning about English-speaking countries and cultures. 私は英語圏の国や文化について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. I enjoy learning about the history and geography of English-speaking countries. 私は英語圏の国の歴史と地理について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. I enjoy learning about the people living in English-speaking countries. 私は英語圏の人々について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
8. I enjoy learning about customs and traditions found in English-speaking countries. 私は英語圏の人々の習慣と伝統について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

9. I would like to live in an English-speaking country one day. いつか英語圏の国に住んでみたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
10. I like native English speakers. 英語圏のネイティブ・スピーカーが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
11. I would like to take part in activities where English is the main language spoken by participants. 英語が使われているいろいろな活動に参加したいと	SD 1	D 2	DS 3	AS 4	A 5	SA 6
12. I would like to be part of a cultural group in which English is spoken. 英語圏の現地の人と触れ合い たいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
13. If a foreign language were not a required course I would not study English. もし外国語が必修コースではなかったら英語を勉強しないでしょう。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
14. If I had the choice I would prefer to study other subjects rather than English. もし選択肢があるなら私は英語以外の教科を選びます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
15. I need a foreign language to graduate. 卒業するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
16. I want to try and find a job using English. 英語を活かす仕事につきたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

17. I have to improve my TOEIC/EIKEN etc score so I can get a job in a particular industry. 特定の仕事に就くために TOEIC/EIKEN などのスコアを伸ばす必要があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
18. I need English to find a job. 就職するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
19. English is a requirement for the job I want to do. 英語はしたい仕事の必要条件です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
20. I think English will be useful for my career in the future. 英語は将来の仕事に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
21. I think English is an international language and we should be able to speak it. 英語は国際語だから話せるようになるべきだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
22. Being fluent in a second language is to be a cultured person. 外国語が流ちょうな人は教養のある人です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
23. Studying a foreign language is an important part of a person's overall education. 外国語を学習は教育上重要な部分です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
24. I like using English to talk to people from different cultures. 私は色々な文化圏からきている人と英語でしゃべるのが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

25. It is useful for international travel. 海外旅行に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
26. If I spoke English well, I could get to know many people from other countries. もし英語をしゃべることができれば、より多くの人とコミュニケーション	SD 1	D 2	DS 3	AS 4	A 5	SA 6
27. I want to communicate with non-Japanese speaking friends in English. 日本語を話せない友達と英語でコミュニケーションをしたいから。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
28. Studying English will broaden my world view. 英語の勉強は私の世界観を広げます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
29. I want to read English books, magazines etc. 英語の本・雑誌が読みたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
30. I want to understand song lyrics in English. 英語の歌詞を理解したいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
31. I want to use the Internet in English. 英語でインターネットを使いたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
32. I want to watch/listen to the news/ films in English without relying on subtitles. 字幕なしで英語のニュースや映画を見たり聴いたりしたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

33. Learning English is important. 英語を学ぶことは大切です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
34. English is too difficult. 英語は難し過ぎます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
35. If you can't speak English fluently, it is better not to speak at all. もし英語を流ちょうに話すことができなければ全く話さないほうがいいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
36. People who speak a foreign language well are probably born with the talent to learn languages. 外国語が上手に話せる人々は多分言語を習得する	SD 1	D 2	DS 3	AS 4	A 5	SA 6
37. Anyone can become good at English if they make an effort. 努力すれば、誰でも英語が上手になります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
38. The benefits of knowing English in Japan are low. 英語を勉強しても日本ではあまり利益がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
39. Speaking and understanding English is of value to me. 私にとって英語を話し理解することは価値があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
40. English is an international language so it is useful. 英語は世界共通語だから役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

41. I will be able to complete my aims this year successfully in terms of English.英語に関してこの一年間で目標を達成できると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
42. I will get excellent results in English this year. 私はこの一年間で素晴らしい成果を得ることができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
43. I will improve on my TOEIC/EIKEN score this year. TOEIC/EIKEN のスコアを今年伸ばすことができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
44. I admire Japanese people who speak English well. 私はうまく英語を話す日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
45. I admire Japanese people who use English at work. 私は職場出で英語を使う日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
46. I admire people who speak foreign language(s) well. 私はうまく外国語を話す人々を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
47. If I don't learn English well, it is because of things that I have no control over. 私が英語をあまりできないのは私のせいではありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
48. If I don't do well in English it is because of poor teaching methods. 英語が伸びないのは先生の教え方に問題があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

49. I don't do well at English because I am not interested in English. 英語が伸びないのは英語に興味がないからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
50. If I don't do well in English, it is because I have a negative attitude. 英語が伸びないのは英語に関してネガティブであるからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
51. If I practice hard, I will get better at English. 一生懸命勉強すれば、英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
52. If I have a positive attitude toward English, I will also be successful in my English studies. 英語に関してポジティブであれば英語力も伸びると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
53. Success (increasing my skills) in English depends on teacher support in class. 英語の習熟度は授業での先生のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
54. Success in English depends on family support. 英語の習熟度は家族のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
55. Success in English depends on how much exposure I get to English. 英語の習熟度は英語にどのくらい触れるかによって変わります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
56. If I make an effort, I will get better at English. 努力すれば英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

57. I am determined to speak and understand English, no matter what the effort. どんなに大変でも英語を話し理解しようとしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
58. I often (2-4hours a week) study English outside of class. 私は授業以外で英語をよく（週 2 時間から 4 時間）勉強します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
59. If the teacher was excellent, I would not need to make an effort. もし先生がすばらしければ私は努力する必要がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
60. I always try to make an effort in class. 授業中にもいつも努力して頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
61. I work hard in class even if I am not interested in the tasks set. 練習問題にあまり興味なくても一生懸命授業に頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
62. The only thing that can prevent me from learning English well is my own lack of effort. 私の英語が上達しない唯一の理由は努力不足です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
63. I can see myself using English in various situations abroad. 自分は海外の色々な場面に英語を使っている姿を想像できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
64. If I get the job I want I will speak English effectively. 就きたい仕事につくと英語を効果的にしゃべると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

65. I will need English in the future for work. 将来に したい仕事には英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
66. I will need English in the future as a global citizen. 国際社会の一員なので、私は将来に英語が必要 です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
67. I often imagine myself to be someone who can communicate well in English. 上手に英語でコミ ュニケーションできる人になる様子をよく想像	SD 1	D 2	DS 3	AS 4	A 5	SA 6
68. I can see myself using English in the future. 自分は 将来英語を使っている姿を予想できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
69. I am learning English because it is expected of me by people around me. 周りの人々の期待がある から英語を勉強しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
70. I will be more respected if I speak English. もし英 語ができたら、周りの人々は私を尊敬すると思 います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
71. Not learning English will have a negative impact on my life. 英語を勉強しないと私の人生にネガテ ィブ・悪い影響があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
72. I consider English important as people I respect think it is. 私の尊敬する人々が英語を重要と思 っているから私は英語が重要だと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

73. I am learning English because people around me think that it is important. 周りの人々が英語は重要と思っているから私は英語勉強しています	SD 1	D 2	DS 3	AS 4	A 5	SA 6
74. Learning English is difficult for me. 英語を学ぶことは私にとって難しいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
75. I was not good at English in junior high school. 私は中学校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
76. I was not good at English in senior high school. 私は高校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
77. I have always found English easy to learn. 英語は私にとっていつも勉強しやすかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
78. I feel uncomfortable in English classes. 英語の授業のときに居心地が悪いです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
79. I am always nervous before and during tests. テストの前と間でいつも緊張しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
80. I always worry about making mistakes in class. 英語を発言するときいつも間違えるのではないかと心配しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

81. I am nervous about speaking to English to foreigners. 外国人と英語しゃべると緊張します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
82. I did not enjoy learning English at junior high school. 中学校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
83. I have friends who are good at English. 英語が上手な友達があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
84. My father is good at English. お父さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
85. My mother is good at English. お母さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
86. I have never enjoyed learning English in the past. 英語の勉強は今まで楽しくなかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
87. I did not enjoy learning English at senior high school. 高校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 2: Learner style 学習者スタイル

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
88. I enjoy speaking up in class. 私は授業での発言することを楽しんでいます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
89. I enjoy asking and answering questions. 私は授業での質疑応答することを楽しんでいます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
90. I prefer working in pairs or groups. グループまた	SD	D	DS	AS	A	SA

ペアの勉強の方が好きです。	1	2	3	4	5	6
91. I like classes that incorporate computer-assisted instruction. コンピュータを利用する授業の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
92. I prefer using challenging materials. 少し難しい教材を使う方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
93. I prefer reading activities in class. 読み練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
94. I prefer listening activities in class. 聞き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
95. I prefer speaking activities. 話し練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
96. I prefer doing grammar activities. 文法の問題を解く方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
97. I prefer writing activities. 書き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
98. I prefer it if the teacher talks and the students listens. 先生が話し、学生が聴く授業スタイルする方が	SD 1	D 2	DS 3	AS 4	A 5	SA 6

好きです。						
99. I prefer setting my own goals. 自分の目的を設定 方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
100. I prefer to have goals clearly set out. 授業の目的を はっきりさせる方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 3 : Motivating Forces 動機付け

What do you think of the following statements 次の内容についてどう思いますか。

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

I I was first motivated to learn English because... 最初に英語を勉強しようとした

きっかけは・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
1. I was influenced by English speaking friends. 英語を話す友達の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
2. I was influenced by family who speak English. 英語を話す家族の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
3. I was influenced by watching TV/movies in English. 英語圏のテレビ・映画を見て影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
4. I was influenced by school/university 学校や大学での影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. I was influenced by wanting to get good results on exams. 受験・試験でいいスコアを得るためです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. I was influenced by job hunting possibilities. 就職活動のため影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. I was influenced by the English media and books /magazines in English. 英語のメディア・出版物で影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

8. I was influenced by social expectations of young Japanese. これからの若い世代は英語力が必要とされる社会になりつつあるからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
9. Other そのほか	SD 1	D 2	DS 3	AS 4	A 5	SA 6

II I continue to be motivated to study English because I am influenced by...英

語の勉強を続ける動機は・・・

Statement	SD 1	D 2	DS 3	AS 4	A 5	SA 6
101.English speaking friends. 英語を話す友達の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
102.family who speak English. 英語を話す家族の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
103.watching TV/movies in English. 英語圏のテレビ・映画を見て影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
104.school/university 学校や大学での影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

105.wanting to get good results on exams. 受験・試験でいいスコ アを得るためです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
106.job hunting possibilities. 就職活動のため影響を受けている からです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
107.the English media and books /magazines in English. 英語の メディア・出版物で影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
108.social expectations of young Japanese. これからの若い世代 は英語力が必要とされる社会になりつつあるからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
109.Other そのほか	SD 1	D 2	DS 3	AS 4	A 5	SA 6

Thank you very much

Appendix I

Questionnaire B

Questionnaire B アンケート B

This survey is conducted by Gaby Benthien of *the university*, Japan, to better understand attitude, motivation and language acquisition.

I would like to ask you to help me answer the following questions concerning foreign language learning. This is not a test, so there are no right and wrong answers. As this is a longitudinal research project, I do need your student number for the first questionnaire. Please choose a codename/nickname which will then be used in subsequent questionnaires and interviews. I am interested in your personal opinion. Please give your answers as sincerely as possible, as only this will guarantee the success of the investigation.

Thank you very much for your help.

外国語の学習に関していくつかの質問をしたいと思います。このアンケートはXX大学のGaby Benthienによるものです。これはテストではありません。これは長期間にわたる研究ですので学生番号が最初のアンケートに必要となります。ともにニックネームを書いて、そしてそれを次のアンケート使うこととなります。みなさんの正直な意見をお願いいたします。ご協力ありがとうございます。

To begin with はじめに

My student number 学生番号 _____

My code name/nickname ニックネーム _____

Please follow the instructions in the boxes to complete all questions.

四角の中の説明通りアンケートに答えてください。

Sources used for some items in the following section are Dörnyei (2003), Nakata (2006), Schmidt and Watanabe (2001), Taguchi, Magid and Papi (2009), and Yashima (2009).

Part 1: English and You

Please choose from options 1-6 for the statements below and cross(X) the corresponding box.

下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS) あまりそう思わない	6 strongly agree (SA) 絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
10. English doesn't interest me at all. 英語には全く興味がありません。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>
11. I think learning English is interesting. 外国語勉強は面白いと思います。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>
12. I think English is an interesting language. 英語は面白外国語だと思います。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>

	1	2	3	4	5	6
13. I like English. 英語が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
14. I enjoy learning about English-speaking countries and cultures. 私は英語圏の国や文化について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
15. I enjoy learning about the history and geography of English-speaking countries. 私は英語圏の国の歴史と地理について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
16. I enjoy learning about the people living in English-speaking countries. 私は英語圏の人々について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
17. I enjoy learning about customs and traditions found in English-speaking countries. 私は英語圏の人々の習慣と伝統について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
18. I would like to live in an English-speaking country one day. いつか英語圏の国に住んでみたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
19. I like native English speakers. 英語圏のネイティブ・スピーカーが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

20. I would like to take part in activities where English is the main language spoken by participants. 英語が使われているいろいろな活動に参加したいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
21. I would like to be part of a cultural group in which English is spoken. 英語圏の現地の人と触れ合いたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
22. If a foreign language were not a required course I would not study English. もし外国語が必修コースではなかったら英語を勉強しないでしょう。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
23. If I had the choice I would prefer to study other subjects rather than English. もし選択肢があるなら私は英語以外の教科を選びます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
24. I need a foreign language to graduate. 卒業するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
25. I want to try and find a job using English. 英語を活かす仕事につきたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
26. I have to improve my TOEIC/EIKEN etc score so I can get a job in a particular industry. 特定の仕事に就くために TOEIC/EIKEN などのスコアを伸	SD 1	D 2	DS 3	AS 4	A 5	SA 6

ばさなければならないです。						
27. I need English to find a job. 就職するために英語 が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
28. English is a requirement for the job I want to do. 英 語はしたい仕事の必要条件です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
29. I think English will be is useful for my career in the future. 英語は将来の仕事に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
30. I think English is an international language and we should be able to speak it. 英語は国際語だから話 せるようになるべきだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
31. Being fluent in a second language is to be a cultured person. 外国語が流ちょうな人は教養のある人 です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
32. Studying a foreign language is an important part of a person's overall education. 外国語を学習は教育上 重要な部分です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
33. I like using English to talk to people from different cultures. 私は色々な文化圏からきている人と英	SD	D	DS	AS	A	SA

語でしゃべるのが好きです。	1	2	3	4	5	6
34. It is useful for international travel. 海外旅行に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
35. If I spoke English well, I could get to know many people from other countries. もし英語をしゃべることができれば、より多くの人とコミュニケーションをとることができます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
36. I want to communicate with non-Japanese speaking friends in English. 日本語を話せない友達と英語でコミュニケーションをしたいから。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
37. Studying English will broaden my world view. 英語の勉強は私の世界観を広げます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
38. I want to read English books, magazines etc. 英語の本・雑誌が読みたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
39. I want to understand song lyrics in English. 英語の歌詞を理解したいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

40. I want to use the Internet in English. 英語でインターネットを使いたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
41. I want to watch/listen to the news/ films in English without relying on subtitles. 字幕なしで英語のニュースや映画を見たり聴いたりしたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
42. Learning English is important. 英語を学ぶことは大切です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
43. English is too difficult. 英語は難し過ぎます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
44. If you can't speak English fluently, it is better not to speak at all. もし英語を流ちょうに話すことができなければ全く話さないほうがいいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
45. People who speak a foreign language well are probably born with the talent to learn languages. 外国語が上手に話せる人々は多分言語を習得する能力を生まれつき持っています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
46. Anyone can become good at English if they make an effort. 努力すれば、誰でも英語が上手になります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

47. The benefits of knowing English in Japan are low. 英語を勉強しても日本ではあまり利益がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
48. Speaking and understanding English is of value to me. 私にとって英語を話し理解することは価値があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
49. English is an international language so it is useful. 英語は世界共通語だから役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
50. I will be able to complete my aims this year successfully in terms of English. 英語に関してこの一年間で目標を達成できると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
51. I will get excellent results in English this year. 私はこの一年間で素晴らしい成果を得ることができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
52. I will improve on my TOEIC/EIKEN score this year. TOEIC/EIKEN のスコアを今年伸ばすことができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
53. I admire Japanese people who speak English well. 私もうまく英語を話す日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
54. I admire Japanese people who use English at work.	SD	D	DS	AS	A	SA

私は職場出で英語を使う日本人を尊敬します。	1	2	3	4	5	6
55. I admire people who speak foreign language(s) well. 私ほうまく外国語を話す人々を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
56. If I don't learn English well, it is because of things that I have no control over. 私が英語をあまりできないのは私のせいではありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
57. If I don't do well in English it is because of poor teaching methods. 英語が伸びないのは先生の教え方に問題があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
58. I don't do well at English because I am not interested in English. 英語が伸びないのは英語に興味がないからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
59. If I don't do well in English, it is because I have a negative attitude. 英語が伸びないのは英語に関してネガティブであるからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
60. If I practice hard, I will get better at English. 一生懸命勉強すれば、英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

61. If I have a positive attitude toward English, I will also be successful in my English studies. 英語に関してポジティブであれば英語力も伸びると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
62. Success (increasing my skills) in English depends on teacher support in class. 英語の習熟度は授業での先生のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
63. Success in English depends on family support. 英語の習熟度は家族のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
64. Success in English depends on how much exposure I get to English. 英語の習熟度は英語にどのくらい触れるかによって変わります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
65. If I make an effort, I will get better at English. 努力すれば英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
66. I am determined to speak and understand English, no matter what the effort. どんなに大変でも英語を話し理解しようとしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
67. I often (2-4hours a week) study English outside of class. 私は授業以外で英語をよく（週 2 時間か	SD 1	D 2	DS 3	AS 4	A 5	SA 6

ら4時間)勉強します。						
68. If the teacher was excellent, I would not need to make an effort. もし先生がすばらしければ私は努力する必要がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
69. I always try to make an effort in class. 授業中にもいつも努力して頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
70. I work hard in class even if I am not interested in the tasks set. 練習問題にあまり興味なくても一生懸命授業に頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
71. The only thing that can prevent me from learning English well is my own lack of effort. 私の英語が上達しない唯一の理由は努力不足です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
72. I can see myself using English in various situations abroad. 自分は海外の色々な場面に英語を使っている姿を想像できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
73. If I get the job I want I will speak English effectively. 就きたい仕事につくと英語を効果的にしゃべると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
74. I will need English in the future for work. 将来に	SD	D	DS	AS	A	SA

したい仕事には英語が必要です。	1	2	3	4	5	6
75. I will need English in the future as a global citizen. 国際社会の一員なので、私は将来に英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
76. I often imagine myself to be someone who can communicate well in English. 上手に英語でコミュニケーションできる人になる様子をよく想像します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
77. I can see myself using English in the future. 自分は将来英語を使っている姿を予想できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
78. I am learning English because it is expected of me by people around me. 周りの人々の期待があるから英語を勉強しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
79. I will be more respected if I speak English. もし英語ができれば、周りの人々は私を尊敬すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
80. Not learning English will have a negative impact on my life. 英語を勉強しないと私の人生にネガティブ・悪い影響があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
81. I consider English important as people I respect think it is. 私の尊敬する人々が英語を重要と思	SD	D	DS	AS	A	SA

っているから私は英語が重要だと思います。	1	2	3	4	5	6
82. I am learning English because people around me think that it is important. 周りの人々が英語は重要と思っているから私は英語勉強しています	SD 1	D 2	DS 3	AS 4	A 5	SA 6
83. Learning English is difficult for me. 英語を学ぶことは私にとって難しいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
84. I was not good at English in junior high school. 私は中学校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
85. I was not good at English in senior high school. 私は高校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
86. I have always found English easy to learn. 英語は私にとっていつも勉強しやすかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
87. I feel uncomfortable in English classes. 英語の授業のときに居心地が悪いです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
88. I am always nervous before and during tests. テストの前と間でいつも緊張しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
89. I always worry about making mistakes in class. 英語を発言するときいつも間違えるのではない	SD 1	D 2	DS 3	AS 4	A 5	SA 6

かと心配しています。						
90. I am nervous about speaking to English to foreigners. 外国人と英語しゃべると緊張します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
91. I did not enjoy learning English at junior high school. 中学校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
92. I have friends who are good at English. 英語が上手な友達があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
93. My father is good at English. お父さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
94. My mother is good at English. お母さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
95. I have never enjoyed learning English in the past. 英語の勉強は今まで楽しくなかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
96. I did not enjoy learning English at senior high school. 高校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 2: Learner style 学習者スタイル

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
97. I enjoy speaking up in class. 私は授業での発言することを楽しんでいきます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
98. I enjoy asking and answering questions. 私は授業での質疑応答することを楽しんでいきます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
99. I prefer working in pairs or groups. グループまたはペアの勉強の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

100.I like classes that incorporate computer-assisted instruction. コンピュータを利用する授業の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
101.I prefer using challenging materials. 少し難しい教材を使う方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
102.I prefer reading activities in class. 読み練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
103.I prefer listening activities in class. 聞き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
104.I prefer speaking activities. 話し練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
105.I prefer doing grammar activities. 文法の問題を解く方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
106.I prefer writing activities. 書き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
107.I prefer it if the teacher talks and the students listens. 先生が話し、学生が聴く授業スタイルする方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

108.I prefer setting my own goals. 自分の目的を設定 方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
109.I prefer to have goals clearly set out. 授業の目的を はっきりさせる方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 3 : Motivating Forces 動機付け

What do you think of the following statements 次の内容についてどう思いますか。

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

I continue to be motivated to study English because I am influenced by...英語の

勉強を続ける動機は・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
110.English speaking friends. 英語を話す友達の影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
111.family who speak English. 英語を話す家族の影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
112.watching TV/movies in English. 英語圏のテレビ・映画を見て影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
113.school/university 学校や大学での影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
114.wanting to get good results on exams. 受験・試験でいいスコアを得るためです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
115.job hunting possibilities. 就職活動のため影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16
116.the English media and books /magazines in English. 英語のメディア・出版物で影響を受けているからです。	SD 11	D 12	DS 13	AS 14	A 15	SA 16

117.social expectations of young Japanese. これからの若い世代 は英語力が必要とされる社会になりつつあるからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
118.Other そのほか	SD 1	D 2	DS 3	AS 4	A 5	SA 6

Appendix J

Questionnaire C

Questionnaire C アンケート C

This survey is conducted by Gaby Benthien of *the university*, Japan, to better understand attitude, motivation and language acquisition.

I would like to ask you to help me answer the following questions concerning foreign language learning. This is not a test, so there are no right and wrong answers. As this is a longitudinal research project, I do need your student number for the first questionnaire. Please choose a codename/nickname which will then be used in subsequent questionnaires and interviews. I am interested in your personal opinion. Please give your answers as sincerely as possible, as only this will guarantee the success of the investigation.

Thank you very much for your help.

外国語の学習に関していくつかの質問をしたいと思います。このアンケートはXX大学のGaby Benthienによるものです。これはテストではありません。これは長期間にわたる研究ですので学生番号が最初のアンケートに必要となります。ともにニックネームを書いて、そしてそれを次のアンケート使うこととなります。みなさんの正直な意見をお願いいたします。

ご協力ありがとうございます。

To begin with はじめに

My student number 学生番号 _____

My code name/nickname ニックネーム _____

Please follow the instructions in the boxes to complete all questions.

四角の中の説明通りアンケートに答えてください。

Sources used for some items in the following section are Dörnyei (2003), Nakata (2006), Schmidt and Watanabe (2001), Taguchi, Magid and Papi (2009), and Yashima (2009).

Part 1: English and You

Please choose from options 1-6 for the statements below and cross(X) the corresponding box.

下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少し思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
1. English doesn't interest me at all. 英語には全く興味がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

2. I think learning English is interesting. 外国語勉強は面白いと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
3. I think English is an interesting language. 英語は面白外国語だと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
4. I like English. 英語が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. I enjoy learning about English-speaking countries and cultures. 私は英語圏の国や文化について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. I enjoy learning about the history and geography of English-speaking countries. 私は英語圏の国の歴史と地理について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. I enjoy learning about the people living in English-speaking countries. 私は英語圏の人々について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
8. I enjoy learning about customs and traditions found in English-speaking countries. 私は英語圏の人々の習慣と伝統について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
9. I would like to live in an English-speaking country one day. いつか英語圏の国に住んでみたいと思	SD	D	DS	AS	A	SA

います。	1	2	3	4	5	6
10. I like native English speakers. 英語圏のネイティブ・スピーカーが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
11. I would like to take part in activities where English is the main language spoken by participants. 英語が使われているいろいろな活動に参加したいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
12. I would like to be part of a cultural group in which English is spoken. 英語圏の現地の人と触れ合いたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
13. If a foreign language were not a required course I would not study English. もし外国語が必修コースではなかったら英語を勉強しないでしょう。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
14. If I had the choice I would prefer to study other subjects rather than English. もし選択肢があるなら私は英語以外の教科を選びます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
15. I need a foreign language to graduate. 卒業するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
16. I want to try and find a job using English. 英語を活かす仕事につきたいです。	SD	D	DS	AS	A	SA

	1	2	3	4	5	6
17. I have to improve my TOEIC/EIKEN etc score so I can get a job in a particular industry. 特定の仕事に就くために TOEIC/EIKEN などのスコアを伸ばさなければなりません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
18. I need English to find a job. 就職するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
19. English is a requirement for the job I want to do. 英語はしたい仕事の必要条件です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
20. I think English will be is useful for my career in the future. 英語は将来の仕事に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
21. I think English is an international language and we should be able to speak it. 英語は国際語だから話せるようになるべきだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
22. Being fluent in a second language is to be a cultured person. 外国語が流ちょうな人は教養のある人です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
23. Studying a foreign language is an important part of a persons overall education. 外国語を学習は教育上	SD 1	D 2	DS 3	AS 4	A 5	SA 6

重要な部分です。						
24. I like using English to talk to people from different cultures. 私は色々な文化圏からきている人と英語でしゃべるのが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
25. It is useful for international travel. 海外旅行に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
26. If I spoke English well, I could get to know many people from other countries. もし英語をしゃべることができれば、より多くの人とコミュニケーションをとることができます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
27. I want to communicate with non-Japanese speaking friends in English. 日本語を話せない友達と英語でコミュニケーションをしたいから。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
28. Studying English will broaden my world view. 英語の勉強は私の世界観を広げます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
29. I want to read English books, magazines etc. 英語の本・雑誌が読みたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
30. I want to understand song lyrics in English. 英語の歌詞を理解したいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

31. I want to use the Internet in English. 英語でインターネットを使いたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
32. I want to watch/listen to the news/ films in English without relying on subtitles. 字幕なしで英語のニュースや映画を見たり聴いたりしたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
33. Learning English is important. 英語を学ぶことは大切です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
34. English is too difficult. 英語は難し過ぎます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
35. If you can't speak English fluently, it is better not to speak at all. もし英語を流ちょうに話すことができなければ全く話さないほうがいいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
36. People who speak a foreign language well are probably born with the talent to learn languages. 外国語が上手に話せる人々は多分言語を習得する能力を生まれつき持っています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
37. Anyone can become good at English if they make an effort. 努力すれば、誰でも英語が上手になります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

38. The benefits of knowing English in Japan are low. 英語を勉強しても日本ではあまり利益がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
39. Speaking and understanding English is of value to me. 私にとって英語を話し理解することは価値があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
40. English is an international language so it is useful. 英語は世界共通語だから役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
41. I will be able to complete my aims this year successfully in terms of English. 英語に関してこの一年間で目標を達成できると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
42. I will get excellent results in English this year. 私はこの一年間で素晴らしい成果を得ることができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
43. I will improve on my TOEIC/EIKEN score this year. TOEIC/EIKEN のスコアを今年伸ばすことができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
44. I admire Japanese people who speak English well. 私もうまく英語を話す日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
45. I admire Japanese people who use English at work.	SD	D	DS	AS	A	SA

私は職場出で英語を使う日本人を尊敬します。	1	2	3	4	5	6
46. I admire people who speak foreign language(s) well. 私ほうまく外国語を話す人々を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
47. If I don't learn English well, it is because of things that I have no control over. 私が英語をあまりできないのは私のせいではありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
48. If I don't do well in English it is because of poor teaching methods. 英語が伸びないのは先生の教え方に問題があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
49. I don't do well at English because I am not interested in English. 英語が伸びないのは英語に興味がないからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
50. If I don't do well in English, it is because I have a negative attitude. 英語が伸びないのは英語に関してネガティブであるからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
51. If I practice hard, I will get better at English. 一生懸命勉強すれば、英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
52. If I have a positive attitude toward English, I will also be successful in my English studies. 英語に関してポジティブであれば英語力も伸びると思	SD 1	D 2	DS 3	AS 4	A 5	SA 6

ます。						
53. Success (increasing my skills) in English depends on teacher support in class. 英語の習熟度は授業での先生のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
54. Success in English depends on family support. 英語の習熟度は家族のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
55. Success in English depends on how much exposure I get to English. 英語の習熟度は英語にどのくらい触れるかによって変わります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
56. If I make an effort, I will get better at English. 努力すれば英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
57. I am determined to speak and understand English, no matter what the effort. どんなに大変でも英語を話し理解しようとしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
58. I often (2-4hours a week) study English outside of class. 私は授業以外で英語をよく（週2時間から4時間）勉強します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
59. If the teacher was excellent, I would not need to make an effort. もし先生がすばらしければ私は	SD	D	DS	AS	A	SA

努力する必要がありません。	1	2	3	4	5	6
60. I always try to make an effort in class. 授業中にいつも努力して頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
61. I work hard in class even if I am not interested in the tasks set. 練習問題にあまり興味なくても一生懸命授業に頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
62. The only thing that can prevent me from learning English well is my own lack of effort. 私の英語が上達しない唯一の理由は努力不足です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
63. I can see myself using English in various situations abroad. 自分は海外の色々な場面に英語を使っている姿を想像できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
64. If I get the job I want I will speak English effectively. 就きたい仕事につくと英語を効果的にしゃべると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
65. I will need English in the future for work. 将来にしたい仕事には英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
66. I will need English in the future as a global citizen. 国際社会の一員なので、私は将来に英語が必要	SD	D	DS	AS	A	SA

です。	1	2	3	4	5	6
67. I often imagine myself to be someone who can communicate well in English. 上手に英語でコミュニケーションできる人になる様子をよく想像します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
68. I can see myself using English in the future. 自分は将来英語を使っている姿を予想できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
69. I am learning English because it is expected of me by people around me. 周りの人々の期待があるから英語を勉強しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
70. I will be more respected if I speak English. もし英語ができれば、周りの人々は私を尊敬すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
71. Not learning English will have a negative impact on my life. 英語を勉強しないと私の人生にネガティブ・悪い影響があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
72. I consider English important as people I respect think it is. 私の尊敬する人々が英語を重要と思っているから私は英語が重要だと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
73. I am learning English because people around me think that it is important. 周りの人々が英語は重	SD	D	DS	AS	A	SA

要と思っているから私は英語勉強しています	1	2	3	4	5	6
74. Learning English is difficult for me. 英語を学ぶことは私にとって難しいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
75. I was not good at English in junior high school. 私は中学校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
76. I was not good at English in senior high school. 私は高校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
77. I have always found English easy to learn. 英語は私にとっていつも勉強しやすかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
78. I feel uncomfortable in English classes. 英語の授業のときに居心地が悪いです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
79. I am always nervous before and during tests. テストの前と間でいつも緊張しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
80. I always worry about making mistakes in class. 英語を発言するときにもいつも間違えるのではないかと心配しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
81. I am nervous about speaking to English to foreigners. 外国人と英語しゃべると緊張しま	SD 1	D 2	DS 3	AS 4	A 5	SA 6

す。						
82. I did not enjoy learning English at junior high school. 中学校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
83. I have friends who are good at English. 英語が上手な友達があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
84. My father is good at English. お父さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
85. My mother is good at English. お母さんは英語が上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
86. I have never enjoyed learning English in the past. 英語の勉強は今まで楽しくなかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
87. I did not enjoy learning English at senior high school. 高校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 2: Learner style 学習者スタイル

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付

けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
88. I enjoy speaking up in class. 私は授業での発言することを楽しんでいます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
89. I enjoy asking and answering questions. 私は授業での質疑応答することを楽しんでいます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
90. I prefer working in pairs or groups. グループまたはペアの勉強の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
91. I like classes that incorporate computer-assisted instruction. コンピュータを利用する授業の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
92. I prefer using challenging materials. 少し難しい教	SD	D	DS	AS	A	SA

材を使う方が好きです。	1	2	3	4	5	6
93. I prefer reading activities in class. 読み練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
94. I prefer listening activities in class. 聞き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
95. I prefer speaking activities. 話し練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
96. I prefer doing grammar activities. 文法の問題を解く方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
97. I prefer writing activities. 書き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
98. I prefer it if the teacher talks and the students listens. 先生が話し、学生が聴く授業スタイルする方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
99. I prefer setting my own goals. 自分の目的を設定する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
100. I prefer to have goals clearly set out. 授業の目的を	SD	D	DS	AS	A	SA

はっきりさせる方が好きです。	1	2	3	4	5	6
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PART 3 : Motivating Forces 動機付け

What do you think of the following statements 次の内容についてどう思いますか。

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

I continue to be motivated to study English because I am influenced by...英語の勉強を続ける動機は・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
101.English speaking friends. 英語を話す友達の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
102.family who speak English. 英語を話す家族の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

103.watching TV/movies in English. 英語圏のテレビ・映画を見て影響を受けているからです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
104.school/university 学校や大学での影響を受けているからです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
105.wanting to get good results on exams. 受験・試験でいいスコアを得るためです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
106.job hunting possibilities. 就職活動のため影響を受けているからです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
107.the English media and books /magazines in English. 英語のメディア・出版物で影響を受けているからです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
108.social expectations of young Japanese. これからの若い世代は英語力が必要とされる社会になりつつあるからです。	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥
109.Other そのほか	SD ①	D ②	DS ③	AS ④	A ⑤	SA ⑥

Part 4 Studying abroad 留学

I General Questions

1. What class were you in at UKC? UKC のクラスは MG_____ ED_____

2. Did you participate in a circle(s) at K-University? K大学のサークルに参加しましたか。 Yes はい No いいえ

If yes, what circle(s) and for how long? はいなら、どんなサークルに参加しましたか。

3. Did you participate in any out of class events, for example open day, open evening, volunteering, and festivals around UKC? 授業以外にイベントに参加しましたか。たとえばオープン・デイ、オープン・イブニング、ボランティア活動、祭りなど。

Yes はい No いいえ

If yes, please write the names of the events you participated in, in the given space はいなら、どんなイベントに参加しましたか。

4. Did you make any foreign (non-Japanese) friends? 日本人以外の友達を作りましたか。 Yes はい No いいえ

5. Did you travel abroad during the holidays? 休み中に海外旅行をしましたか。

Yes はい No いいえ

If yes, where and for how long? はいならどこに、またはどのぐらいの期間行きましたか。

6. Did you travel around the UK during the holidays? 休み中にイギリス旅行をしましたか。

Yes はい No いいえ

If yes, where and for how long? はいならどこに、またはどのぐらいの期間行きましたか。

したか。

7. How did you spend most of your free time? 暇なときはどういうふうに過ごしましたか。

II What do you feel are some good points and bad points about studying English at UKC? UKC の英語の勉強に対して、いい点または悪い点は何だと思えますか。

Good points

Bad points

Good points	Bad points

III Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に X 印を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

My teachers at UKC motivated me by...

秀明大学の先生たちは私をこういうふうに動機付ける・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
① creating a positive working environment in the class. いい学習環境を作りました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
② getting on well with students. 学生と仲良く楽しい 環境をつくってくれました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
③ encouraging students to participate. 授業に参加す るよう促してくれました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
④ being well prepared for class. しっかり授業の準備 をしました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

⑤ showing patience. 辛抱強く指導してくれました。	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
⑥ having enthusiasm. 熱心に指導してくれました。	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
⑦ choice of authentic teaching material. 実際の資料を 教材として使ってくれました。	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
⑧ giving students individual attention. 個々の学生に 注意を向けてくれました。	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
⑨ Other: Please write その他にあれば書いてくださ い						

IV Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6の中から一つを選んで、□の中に X 印を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
1. I enjoyed the 10 month stay at UKC. UKC の滞在を楽しんでいました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
2. I enjoyed the home stay.ホームステイを楽しんでいました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
3. I enjoyed UKC English classes. UKC の英語の授業を楽しんでいました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
4. UKC English classes helped me feel more comfortable when using English. UKC の英語授業のおかげで英語を使うことに自身がもてるようになりました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. I feel that my English improved at UKC. UKC で私の英語力は上達したと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. I enjoyed the conversation classes. UKC の英会話クラスを楽しんでいました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. The conversation classes improved my conversational English.英会話クラスのおかげで私の英語会話力	SD	D	DS	AS	A	SA

は上達しました。	1	2	3	4	5	6
8. I spoke English outside of class nearly every day.授業以外で毎日のように英語を話していました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
9. I am satisfied with the way my TOEIC score changed. TOEIC スコアの変化に満足しました。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
10. I am satisfied with my general improvement in terms of English. 一般英語力を伸ばすことに満足しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

Appendix K

Questionnaire D

Questionnaire D アンケート D

This survey is conducted by Gaby Benthien of *the university*, Japan, to better understand attitude, motivation and language acquisition.

I would like to ask you to help me answer the following questions concerning foreign language learning. This is not a test, so there are no right and wrong answers. As this is a longitudinal research project, I do need your student number for the first questionnaire. Please choose a codename/nickname which will then be used in subsequent questionnaires and interviews. I am interested in your personal opinion. Please give your answers as sincerely as possible, as only this will guarantee the success of the investigation.

Thank you very much for your help.

外国語の学習に関していくつかの質問をしたいと思います。このアンケートはXX大学のGaby Benthienによるものです。これはテストではありません。これは長期間にわたる研究ですので学生番号が最初のアンケートに必要となります。ともにニックネームを書いて、そしてそれを次のアンケート使うこととなります。みなさんの正直な意見をお願いいたします。

ご協力ありがとうございます。

To begin with はじめに

My student number 学生番号 _____

My code name/nickname ニックネーム _____

Please follow the instructions in the boxes to complete all questions.

四角の中の説明通りアンケートに答えてください。

Sources used for some items in the following section are Dörnyei (2003), Nakata (2006), Schmidt and Watanabe (2001), Taguchi, Magid and Papi (2009), and Yashima (2009).

Part 1: English and You

Please choose from options 1-6 for the statements below and cross(X) the corresponding box.

下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS) あまりそう思わない	6 strongly agree (SA) 絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
1. English doesn't interest me at all. 英語には全く興味がありません。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>
2. I think learning English is interesting. 外国語勉強は面白いと思います。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>
3. I think English is an interesting language. 英語は面白外国語だと思います。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>

4. I like English. 英語が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. I enjoy learning about English-speaking countries and cultures. 私は英語圏の国や文化について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. I enjoy learning about the history and geography of English-speaking countries. 私は英語圏の国の歴史と地理について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. I enjoy learning about the people living in English-speaking countries. 私は英語圏の人々について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
8. I enjoy learning about customs and traditions found in English-speaking countries. 私は英語圏の人々の習慣と伝統について学ぶことが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
9. I would like to live in an English-speaking country one day. いつか英語圏の国に住んでみたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
10. I like native English speakers. 英語圏のネイティブ・スピーカーが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
11. I would like to take part in activities where English is the main language spoken by participants. 英語が使われているいろいろな活動に参加したいと	SD 1	D 2	DS 3	AS 4	A 5	SA 6

12. I would like to be part of a cultural group in which English is spoken. 英語圏の現地の人と触れ合いたいと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
13. If a foreign language were not a required course I would not study English. もし外国語が必修コースではなかったら英語を勉強しないでしょう。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
14. If I had the choice I would prefer to study other subjects rather than English. もし選択肢があるなら私は英語以外の教科を選びます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
15. I need a foreign language to graduate. 卒業するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
16. I want to try and find a job using English. 英語を活かす仕事につきたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
17. I have to improve my TOEIC/EIKEN etc score so I can get a job in a particular industry. 特定の仕事に就くために TOEIC/EIKEN などのスコアを伸	SD 1	D 2	DS 3	AS 4	A 5	SA 6
18. I need English to find a job. 就職するために英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
19. English is a requirement for the job I want to do. 英語はしたい仕事の必要条件です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

20. I think English will be is useful for my career in the future. 英語は将来の仕事に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
21. I think English is an international language and we should be able to speak it. 英語は国際語だから話せるようになるべきだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
22. Being fluent in a second language is to be a cultured person. 外国語が流ちょうな人は教養のある人です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
23. Studying a foreign language is an important part of a person's overall education.外国語を学習は教育上重要な部分です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
24. I like using English to talk to people from different cultures. 私は色々な文化圏からきている人と英語でしゃべるのが好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
25. It is useful for international travel. 海外旅行に役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
26. If I spoke English well, I could get to know many people from other countries. もし英語をしゃべることできれば、より多くの人とコミュニケーション	SD 1	D 2	DS 3	AS 4	A 5	SA 6
27. I want to communicate with non-Japanese speaking friends in English. 日本語を話せない友達と英語でコミュニケーションをしたいから。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

28. Studying English will broaden my world view. 英語の勉強は私の世界観を広げます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
29. I want to read English books, magazines etc. 英語の本・雑誌が読みたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
30. I want to understand song lyrics in English. 英語の歌詞を理解したいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
31. I want to use the Internet in English. 英語でインターネットを使いたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
32. I want to watch/listen to the news/ films in English without relying on subtitles. 字幕なしで英語のニュースや映画を見たり聴いたりしたいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
33. Learning English is important. 英語を学ぶことは大切です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
34. English is too difficult. 英語は難し過ぎます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
35. If you can't speak English fluently, it is better not to speak at all. もし英語を流ちょうに話すことができなければ全く話さないほうがいいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

36. People who speak a foreign language well are probably born with the talent to learn languages. 外国語が上手に話せる人々は多分言語を習得する	SD 1	D 2	DS 3	AS 4	A 5	SA 6
37. Anyone can become good at English if they make an effort. 努力すれば、誰でも英語が上手になります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
38. The benefits of knowing English in Japan are low. 英語を勉強しても日本ではあまり利益がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
39. Speaking and understanding English is of value to me. 私にとって英語を話し理解することは価値があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
40. English is an international language so it is useful. 英語は世界共通語だから役に立ちます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
41. I will be able to complete my aims this year successfully in terms of English. 英語に関してこの一年間で目標を達成できると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
42. I will get excellent results in English this year. 私はこの一年間で素晴らしい成果を得ることができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
43. I will improve on my TOEIC/EIKEN score this year. TOEIC/EIKEN のスコアを今年伸ばすことができると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

44. I admire Japanese people who speak English well. 私もうまく英語を話す日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
45. I admire Japanese people who use English at work. 私は職場出で英語を使う日本人を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
46. I admire people who speak foreign language(s) well. 私もうまく外国語を話す人々を尊敬します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
47. If I don't learn English well, it is because of things that I have no control over. 私が英語をあまりできないのは私のせいではありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
48. If I don't do well in English it is because of poor teaching methods. 英語が伸びないのは先生の教え方に問題があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
49. I don't do well at English because I am not interested in English. 英語が伸びないのは英語に興味がないからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
50. If I don't do well in English, it is because I have a negative attitude. 英語が伸びないのは英語に関してネガティブであるからだと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
51. If I practice hard, I will get better at English. 一生懸命勉強すれば、英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

52. If I have a positive attitude toward English, I will also be successful in my English studies. 英語に関してポジティブであれば英語力も伸びると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
53. Success (increasing my skills) in English depends on teacher support in class. 英語の習熟度は授業での先生のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
54. Success in English depends on family support. 英語の習熟度は家族のサポートによります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
55. Success in English depends on how much exposure I get to English. 英語の習熟度は英語にどのくらい触れるかによって変わります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
56. If I make an effort, I will get better at English. 努力すれば英語は上達すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
57. I am determined to speak and understand English, no matter what the effort. どんなに大変でも英語を話し理解しようとしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
58. I often (2-4hours a week) study English outside of class. 私は授業以外で英語をよく（週2時間から4時間）勉強します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
59. If the teacher was excellent, I would not need to make an effort. もし先生がすばらしければ私は努力する必要がありません。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

60. I always try to make an effort in class. 授業中にいつも努力して頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
61. I work hard in class even if I am not interested in the tasks set. 練習問題にあまり興味なくとも一生懸命授業に頑張ります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
62. The only thing that can prevent me from learning English well is my own lack of effort. 私の英語が上達しない唯一の理由は努力不足です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
63. I can see myself using English in various situations abroad. 自分は海外の色々な場面に英語を使っている姿を想像できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
64. If I get the job I want I will speak English effectively. 就きたい仕事につくと英語を効果的にしゃべると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
65. I will need English in the future for work. 将来にしたい仕事には英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
66. I will need English in the future as a global citizen. 国際社会の一員なので、私は将来に英語が必要です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
67. I often imagine myself to be someone who can communicate well in English. 上手に英語でコミュニケーションできる人になる様子をよく想像	SD 1	D 2	DS 3	AS 4	A 5	SA 6

68. I can see myself using English in the future. 自分は将来英語を使っている姿を予想できます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
69. I am learning English because it is expected of me by people around me. 周りの人々の期待があるから英語を勉強しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
70. I will be more respected if I speak English. もし英語ができれば、周りの人々は私を尊敬すると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
71. Not learning English will have a negative impact on my life. 英語を勉強しないと私の人生にネガティブ・悪い影響があると思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
72. I consider English important as people I respect think it is. 私の尊敬する人々が英語を重要と思っているから私は英語が重要だと思います。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
73. I am learning English because people around me think that it is important. 周りの人々が英語は重要と思っているから私は英語勉強しています	SD 1	D 2	DS 3	AS 4	A 5	SA 6
74. Learning English is difficult for me. 英語を学ぶことは私にとって難しいです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
75. I was not good at English in junior high school. 私は中学校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

76. I was not good at English in senior high school. 私は高校で英語は得意ではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
77. I have always found English easy to learn. 英語は私にとっていつも勉強しやすかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
78. I feel uncomfortable in English classes. 英語の授業のときに居心地が悪いです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
79. I am always nervous before and during tests. テストの前と間でいつも緊張しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
80. I always worry about making mistakes in class. 英語を発言するときいつも間違えるのではないかと心配しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
81. I am nervous about speaking to English to foreigners. 外国人と英語しゃべると緊張します。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
82. I did not enjoy learning English at junior high school. 中学校の英語学習はあまり好きではありませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
83. I have friends who are good at English. 英語が上手な友達があります。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

84. My father is good at English. お父さんは英語が 上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
85. My mother is good at English. お母さんは英語が 上手です。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
86. I have never enjoyed learning English in the past. 英語の勉強は今まで楽しくなかったです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
87. I did not enjoy learning English at senior high school. 高校の英語学習はあまり好きではあり ませんでした。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 2: Learner style 学習者スタイル

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
88. I enjoy speaking up in class. 私は授業での発言することを楽しんでしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
89. I enjoy asking and answering questions. 私は授業での質疑応答することを楽しんでしています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
90. I prefer working in pairs or groups. グループまたはペアの勉強の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
91. I like classes that incorporate computer-assisted instruction. コンピュータを利用する授業の方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
92. I prefer using challenging materials. 少し難しい教材を使う方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
93. I prefer reading activities in class. 読み練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
94. I prefer listening activities in class. 聞き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

95. I prefer speaking activities. 話し練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
96. I prefer doing grammar activities. 文法の問題を解く方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
97. I prefer writing activities. 書き練習問題する方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
98. I prefer it if the teacher talks and the students listens. 先生が話し、学生が聴く授業スタイルする方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
99. I prefer setting my own goals. 自分の目的を設定方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
100. I prefer to have goals clearly set out. 授業の目的をはっきりさせる方が好きです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6

PART 3 : Motivating Forces 動機付け

What do you think of the following statements 次の内容についてどう思いますか。

Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付

けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

I continue to be motivated to study English because I am influenced by...英語の勉強を続ける動機は・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
101.English speaking friends. 英語を話す友達の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
102.family who speak English. 英語を話す家族の影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
103.watching TV/movies in English. 英語圏のテレビ・映画を見て影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
104.school/university 学校や大学での影響を受けているからで	SD	D	DS	AS	A	SA

	1	2	3	4	5	6
す。						
105.wanting to get good results on exams. 受験・試験でいいスコアを得るためです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
106.job hunting possibilities. 就職活動のため影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
107.the English media and books /magazines in English. 英語のメディア・出版物で影響を受けているからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
108.social expectations of young Japanese. これからの若い世代は英語力が必要とされる社会になりつつあるからです。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
109.Other そのほか	SD 1	D 2	DS 3	AS 4	A 5	SA 6

Part 4 English classes at the university

I What do you feel are some good points and bad points about studying English at the university? 大学の英語の勉強に対して、いい点または悪い点は何だと思えますか。

Good points	Bad points

II Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1-6の中から一つを選んで、□の中に X 印を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少し思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS)あまりそう思わない	6 strongly agree (SA)絶対そう思う

My English teachers at the university motivate me by...

XX 大学の英語先生たちは私をこういうふうに動機付ける・・・

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
1. creating a positive working environment in the class. いい学	SD	D	DS	AS	A	SA

習環境を作ります。	1	2	3	4	5	6
2. getting on well with students. 学生と仲良く楽しい環境をつくってくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
3. encouraging students to participate. 授業に参加するよう促してくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
4. being well prepared for class. しっかり授業の準備をします。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
5. showing patience. 辛抱強く指導してくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
6. having enthusiasm. 熱心に指導してくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
7. choice of authentic teaching material. 実際の資料を教材として使ってくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
8. giving students individual attention. 個々の学生に注意を向けてくれます。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
9. Other please write その他にあれば書いてください						

III Please choose from options 1-6 for the statements below and cross(X) the corresponding box. 下の選択肢 1~6 の中から一つを選んで、□の中に **X 印** を付けて下さい。

1 strongly disagree (SD) 全くそう思わない	4 agree slightly (AS) 少しそう思う
2 disagree (D) そう思わない	5 agree (A) そう思う
3 disagree slightly (DS) あまりそう思わない	6 strongly agree (SA) 絶対そう思う

Statement	SD	D	DS	AS	A	SA
	1	2	3	4	5	6
110.I am enjoying university English classes.大学の英語の授業を楽しんでいます。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>
111.English classes are continuing to help me feel more comfortable when using English.英語授業のおかげで英語を使うことに自身がもてるようになっています。	SD <input type="checkbox"/>	D <input type="checkbox"/>	DS <input type="checkbox"/>	AS <input type="checkbox"/>	A <input type="checkbox"/>	SA <input type="checkbox"/>

112.I feel that my English is continuing to improve at the university.大学で私の英語力はさらに上達しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
113.Due to the English classes my TOEIC score is continuing to improve. 英語授業のおかげで私のTOEIC スコアがさらに上がっています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
114.Due to the English classes, my communicative English ability is continuing to improve. 英語授業のおかげで、英語でのコミュニケーション力はさら上達しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
115.I often speak English outside of class. (nearly every day).私は授業以外で毎日のように英語を話しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
116.I am satisfied with the way my TOEIC score is changing. TOEIC スコアの変化に満足しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
117.I am satisfied with the way my general English skills are improving.一般英語力を伸ばすことに満足しています。	SD 1	D 2	DS 3	AS 4	A 5	SA 6
118.Other						

Thank you very much

Appendix L

Semi-structured interview questions

The questions are based on questionnaire items/factors to gain further insights and information in regard to the research questions. Each yes/no type question will be followed with why/why not to elicit further information.

- Do you enjoy learning English?
- Are you interested in English-speaking cultures like the USA, UK and Australia?
- Would you like to be part of a group in which English is spoken?
- Why did you study English in the past?
- Why are you studying English now?
- Do you feel any job-related or social pressure to study English?
- How do you think you will use your English skills?
- Do you think English is a difficult language to learn?
- Is English important to you?
- Is learning English of value to you?
- Do you admire people who speak English well?
- Who or what do you think is to blame if your English doesn't improve?
- Did you enjoy learning English in the past?
- Do you think you are making an effort in terms of learning English?
- Can you imagine yourself using English?
- Is there any pressure on you to learn English?
- What kind of English classes do you enjoy?
- Who or what helps you to stay motivated?
- Do you feel more motivated to learn English now that you have spent some time in the country?
- Are you happy with the way your English/TOEIC score improved? What do you attribute this improvement to?
- Did you enjoy your time at UKC?

- How were the classes?
- Did you participate in any activities outside of class? What kind of activities? Did you enjoy them?
- Did you do a lot of travelling?
- How was the home-stay?
- Are you enjoying *the university* English classes?
- Are you still motivated to learn English now that you are back in Japan? How do you stay motivated?
- Do you try to seek out opportunities to speak English? If yes, what are you doing?

Appendix M

Data analysis matrix for semi-structured interviews

Date:	
Participant(s):	
Faculty:	
Length of interview:	
Prior learning experiences	
<ul style="list-style-type: none"> ➤ General including feelings about English ➤ Elementary school ➤ Juku ➤ Junior high school ➤ Senior high school 	
Study abroad period	
<ul style="list-style-type: none"> ➤ Adjustment to UK campus ➤ Adjustment to UK life ➤ Adjustment to classes ➤ Formal components ➤ Classes ➤ Homestay ➤ Evening classes ➤ Contact with locals ➤ Expectation and reality of study abroad ➤ Important/memorable experiences 	

<p>during study abroad</p> <ul style="list-style-type: none"> ➤ Increased interest in English ➤ Increased confidence in English ➤ Increased motivation to study English 	
Return to Japan	
<ul style="list-style-type: none"> ➤ Readjustment to English classes in Japanese learning environment ➤ Effort and success at maintaining L2 motivation ➤ Continued effort in third year (for multiple-case study) ➤ Relationship between English and career goals ➤ Vision of self using English ➤ Desire to live/work outside Japan in the future 	
Other	

Appendix N

Interview details

Interviews in second year of study			
Interview date	Pseudonym	Length of interview	Study in which interview data was used
2011/7/26	Chie	32:58	Study 1-3
2011/7/27	Daigo	17:49	Study 1-3
2011/7/27	Sari	29:07	Study 1-3
2011/7/27	Yuri (1)	20:29	Study 1-4
2011/7/27	Sachi	13.37	Study 1-3
2011/7/28	Ken (1) and Yuki	13:59	Study 1-3 (Yuki) / Study 1-4
Interviews in third year of study			
Interview date	Pseudonym	Length of interview	Study in which interview data was used
2012/7/12	Yuri (2), Miho and Miu	52:45	Study 1 -3 (Miho & Miu) / Study 1-4 (Yuri)
2012/7/12	Ryo and Yuta	10:00	Study 1-3
2012/7/19	Ayumi	16:49	Study 1-3
2012/7/20	Taka (2) and	17:52	Study 1 -3 (Taku) / Study 1-4
2012/7/31	Sachi (2) and Eri	42:56	Study 1-3
2013/1/31	Taka (3)	22:30	Study 1-4
2012/2/22	Ken (2)	38:47	Study 1-4

Appendix O

Data analysis matrix for open-ended items in Part 4 of Questionnaire C and Questionnaire D

UKC (United Kingdom)		
Topic/ Theme	Good points	Bad points
Teachers and staff		
Academic focus: Study/classes		
Surrounding learning environment		
Other		

The university (Japan)		
Topic/ Theme	Good points	Bad points
Teachers and staff		
Academic focus: Study/classes		
Surrounding learning environment		
Other		

Appendix P

Additional descriptive statistics

Study 1

Past experiences

Table AM-1a Own perception of English study: Items 75 and 76

QA	I was not good at English at JHS: Item 75	I was not good at English at SHS: Item 76
<i>Standard Error</i>	0.31	0.26
<i>Median</i>	6	5
<i>Mode</i>	6	6
<i>Sample Variance</i>	4.04	2.97
<i>Kurtosis</i>	-1.27	-0.71
<i>Skewness</i>	-0.70	-0.84

Note. One participant did not respond to Item 75, N=42.

Table AM-1b Own perception of English study: Items 74 and 77

QA	Learning English is difficult for me: Item 74	I have always found English easy to learn: Item 77
<i>Standard Error</i>	0.23	0.24
<i>Median</i>	5	3
<i>Mode</i>	6	3
<i>Sample Variance</i>	2.30	2.45
<i>Kurtosis</i>	-0.26	-0.76
<i>Skewness</i>	-0.79	0.31

Note. One participant did not respond to Item 77, N=42

Table AM-2 Lack of enjoyment of past English study

QA	I did not enjoy learning at SHS: Item 82	I did not enjoy learning at SHS: Item 87	I have never enjoyed learning English: Item 86
<i>Standard Error</i>	0.30	0.27	0.28
<i>Median</i>	4	4	4
<i>Mode</i>	6	4	4
<i>Sample Variance</i>	3.96	3.22	3.44
<i>Kurtosis</i>	-1.51	-1.25	-1.28
<i>Skewness</i>	-0.31	-0.02	-0.36

Table AM-3 English is an international language and a sign of being an educated and cultured person: Items 21-23

QA	I think English is an international language: Item 21	L2=Cultured person: Item 22	L2 is an an important part of overall education: Item 23
<i>Standard Error</i>	0.12	0.22	0.19
<i>Median</i>	6	4	5
<i>Mode</i>	6	5	5
<i>Sample Variance</i>	0.72	2.181	1.65
<i>Kurtosis</i>	4.14	-1.16	1.62
<i>Skewness</i>	-2.20	-0.17	-1.29

Study 2

Continuing motivators

Table AM-4a Continuing motivators: Friends

English-speaking friends: Item 110	QA	QB	QC
<i>Standard Error</i>	0.31	0.27	0.24
<i>Median</i>	3	3	4
<i>Mode</i>	1	3	4
<i>Sample Variance</i>	3.19	3.06	2.45
<i>Kurtosis</i>	-1.20	-1.14	-0.76
<i>Skewness</i>	0.37	0.08	-0.09

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4b Continuing motivators: Family

Family who speak English: Item 111	QA	QB	QC
<i>Standard Error</i>	0.26	0.21	0.25
<i>Median</i>	2	3	2.5
<i>Mode</i>	1	3	1
<i>Sample Variance</i>	2.28	1.84	2.64
<i>Kurtosis</i>	-0.50	0.15	-0.07
<i>Skewness</i>	0.80	0.56	0.86

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4c Continuing motivators: TV and movies

Watching TV and movies: Item 112	QA	QB	QC
<i>Standard Error</i>	0.354932	0.245961	0.211678
<i>Median</i>	5	4	4
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	4.03125	2.419872	1.792308
<i>Kurtosis</i>	-1.4788	-0.78163	-0.55421
<i>Skewness</i>	-0.45367	-0.34752	-0.36006

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4d Continuing motivators: School and uni

School /uni: Item 113	QA	QB	QC
<i>Standard Error</i>	0.3175	0.260639	0.255202
<i>Median</i>	4.5	3.5	4
<i>Mode</i>	5	3	4
<i>Sample Variance</i>	3.225806	2.717308	2.605128
<i>Kurtosis</i>	-1.08624	-1.00998	-0.93567
<i>Skewness</i>	-0.53451	-0.13438	-0.25342

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4e Good results on exams

Exams: Item 114	QA	QB	QC
<i>Standard Error</i>	0.273124	0.26406	0.277812
<i>Median</i>	4	4	5
<i>Mode</i>	4	6	6
<i>Sample Variance</i>	2.387097	2.789103	3.087179
<i>Kurtosis</i>	-0.09714	-1.09243	-0.4801
<i>Skewness</i>	-0.78368	-0.25791	-0.87297

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4f Continuing motivators: Job possibilities

Job possibilities: Item 115	QA	QB	QC
<i>Standard Error</i>	0.333706	0.26406	0.277812
<i>Median</i>	5	4	5
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	3.563508	2.789103	3.087179
<i>Kurtosis</i>	-0.98074	-1.09243	-0.4801
<i>Skewness</i>	-0.71058	-0.25791	-0.87297

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4g Continuing motivators: Media books/magazines

Media: Item 116	QA	QB	QC
<i>Standard Error</i>	0.341174	0.24149	0.205064
<i>Median</i>	4	4	4
<i>Mode</i>	1	4	3
<i>Sample Variance</i>	3.724798	2.332692	1.682051
<i>Kurtosis</i>	-1.34678	-0.70251	-0.61058
<i>Skewness</i>	-0.38717	-0.19043	-0.28803

Note. QA: N=35, QB: N=42, QC: N=43

Table AM-4h Continuing motivators: Social expectations

Social expectations: Item 117	QA	QB	QC
<i>Standard Error</i>	0.287509	0.21477	0.155611
<i>Median</i>	6	6	5.5
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	2.645161	1.79892	0.96859
<i>Kurtosis</i>	1.644274	2.889696	-0.38406
<i>Skewness</i>	-1.67961	-1.76325	-0.87905

Note. QA: N=35, QB: N=42, QC: N=43

Key motivation constructs

Multi-item scales (from items 1-87 in the main part of Questionnaires, A-C)

Table AM-5: Interest in English language

Interest in English language: Items 1-4	QA	QB	QC
<i>Standard error</i>	0.18	0.17	0.11
<i>Median</i>	5.25	5.25	5.25
<i>Mode</i>	6	6	6
<i>Sample variance</i>	1.40	1.32	0.57
<i>Kurtosis</i>	-0.0874	0.331622	0.298245
<i>Skewness</i>	-0.89393	-0.98832	-0.95042

Table AM-6 Interest in English-speaking cultures

Interest in English speaking cultures: Items 5-8	QA	QB	QC
<i>Standard error</i>	0.17	0.17	0.14
<i>Median</i>	4.25	4.75	5
<i>Mode</i>	4	5	6
<i>Sample variance</i>	1.29	1.19	0.83
<i>Kurtosis</i>	0.560445	0.439414	0.477083
<i>Skewness</i>	-0.68004	-0.58634	-0.65032

Table AM-7 Motivated to study English to integrate into English-speaking groups

Interest in integration: Items 9-12	QA	QB	QC
<i>Standard error</i>	0.17	0.18	0.13
<i>Median</i>	5	5.25	5
<i>Mode</i>	6	6	6
<i>Sample variance</i>	1.23	1.40	0.71
<i>Kurtosis</i>	-0.35521611	0.068491	0.753567
<i>Skewness</i>	-0.60952839	-0.85222	-1.01406

Table AM-8a Motivated to study English because it is a university requirement

University requirement: Items 13-14	QA	QB	QC
<i>Standard error</i>	0.207324	0.201409	0.203063
<i>Median</i>	2	2.5	2.25
<i>Mode</i>	1	1	1
<i>Sample variance</i>	1.848283	1.744324	1.773083
<i>Kurtosis</i>	-0.02292	0.09857	0.088983
<i>Skewness</i>	0.794495	0.75625	0.777322

Table AM-8b Motivated to study English because it is a graduation requirement

University requirement: Item 15	QA	QB	QC
<i>Standard error</i>	0.179063	0.235529	0.190627
<i>Median</i>	5	5	5
<i>Mode</i>	6	6	6
<i>Sample variance</i>	1.378738	2.385382	1.562569
<i>Kurtosis</i>	-0.62103	0.509823	1.625009
<i>Skewness</i>	-0.73908	-1.17525	-1.35067

Table AM-9 Motivated to study English for career purposes

English is useful or required for career: Items 16-20	QA	QB	QC
<i>Standard error</i>	0.15	0.15	0.15
<i>Median</i>	5	5.4	5.28
<i>Mode</i>	6	6	6
<i>Sample variance</i>	0.99	0.98	1.01
<i>Kurtosis</i>	-0.18574	0.014678	0.284389
<i>Skewness</i>	-0.77344	-0.89794	-0.91359

Personal motivation

Table AM-9a Personal motivation: Reading

Reading: Item 29	QA	QB	QC
<i>Standard Error</i>	0.202231	0.212309	0.146293
<i>Median</i>	5	5	6
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	1.758583	1.893148	0.920266
<i>Kurtosis</i>	0.220539	1.207345	-0.47502
<i>Skewness</i>	-0.97164	-1.29569	-0.94173

Note. QB, N=42

Table AM-9b Personal motivation: Music

Music: Item 30	QA	QB	QC
<i>Standard Error</i>	0.15691	0.182694	0.101877
<i>Median</i>	6	6	6
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	1.058693	1.435216	0.44629
<i>Kurtosis</i>	2.381572	7.035333	-0.01974
<i>Skewness</i>	-1.76497	-2.57278	-1.04936

Table AM-9c Personal motivation: Internet

Internet: Item 31	QA	QB	QC
<i>Standard error</i>	0.223869	0.223581	0.198438
<i>Median</i>	4	5	5
<i>Mode</i>	4	6	6
<i>Sample variance</i>	2.155039	2.149502	1.693245
<i>Kurtosis</i>	-0.3264	-0.24063	0.231383
<i>Skewness</i>	-0.47987	-0.78657	-0.88344

Table AM-9d Personal motivation: Watch TV and films

Watch TV and film s: Item 32	QA	QB	QC
<i>Standard Error</i>	0.174031	0.180282	0.140087
<i>Median</i>	6	6	6
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	1.302326	1.397564	0.843854
<i>Kurtosis</i>	5.274756	8.252601	0.066865
<i>Skewness</i>	-2.32955	-2.81468	-1.09853

Table AM-10 English for personal use (combined 29-32)

English for personal use: Items 29-32	QA	QB	QC
<i>Standard Error</i>	0.15291	0.167041	0.113711
<i>Median</i>	5.25	5.25	5.25
<i>Mode</i>	6	6	6
<i>Sample Variance</i>	1.005399	1.19982	0.555994
<i>Kurtosis</i>	2.091084	5.746268	-0.78835
<i>Skewness</i>	-1.29169	-2.18918	-0.54934

Table AM-11 International posture

International posture: Items 24-28	QA	QB	QC
<i>Standard error</i>	0.11	0.11	0.12
<i>Median</i>	5.6	5.72	5.66
<i>Mode</i>	6	6	6
<i>Sample variance</i>	0.58	0.56	0.63
<i>Kurtosis</i>	3.435099	1.515118	2.983553
<i>Skewness</i>	-1.74928	-1.38143	-1.67319

Table AM-12 English is an international language

English is an international language and we should speak it: Item 21	QA	QB	QC
<i>Standard error</i>	0.13	0.22	0.12
<i>Median</i>	6	6	6
<i>Mode</i>	6	6	6
<i>Sample variance</i>	0.86	1.42	0.79
<i>Kurtosis</i>	0.75	2.02	0.63
<i>Skewness</i>	4.147131	4.320365	0.660238
<i>Skewness</i>	-2.20646	-2.24011	-1.15162

Table AM-13 Ideal L2 self

Ideal L2 self: Items 63-68	QA	QB	QC
<i>Standard Error</i>	0.17	0.18	0.16
<i>Median</i>	4.66	4.16	4.5
<i>Mode</i>	6	4.6	4.5
<i>Sample Variance</i>	1.31	1.50	1.13
<i>Kurtosis</i>	-0.72	-0.015	0.24
<i>Skewness</i>	-0.46	-0.60	-0.59

Table AM-14 Ought to L2 self

Ought to self: Items 69-73	QA	QB	QC
<i>Standard Error</i>	0.18	0.16	0.19
<i>Median</i>	3.5	3.4	3.4
<i>Mode</i>	4.2	4	3.4
<i>Sample Variance</i>	1.39	1.19	1.65
<i>Kurtosis</i>	-0.51	-0.74	-0.25
<i>Skewness</i>	0.007	0.236	-0.183

Study 3

Opinions about UKC and study abroad

Table AM-15a Formal components and overall program

QC	Enjoyed UKC stay: Item 1	Enjoyed homestay: Item 2	Enjoyed UKC classes: Item 3	Comfortable using English: Item 4	Enjoyed the conversation classes: Item 6
<i>Standard Error</i>	0.13	0.18	0.15	0.17	0.1906
<i>Median</i>	6	6	6	5	6
<i>Mode</i>	6	6	6	6	6
<i>Sample</i>	0.75	1.36	0.93	1.24	1.4902
<i>Kurtosis</i>	1.76	3.35	1.94	0.17	2.2675
<i>Skewness</i>	-1.64	-1.8	-1.38	-0.78	-1.495

Note. 2 students did not complete this section N=41.

Table AM-15b Formal components and overall program

QC	Conversation class improved my English: Item 7	I felt my English improved at UKC: Item 8
<i>Standard Error</i>	0.1938	0.2383
<i>Median</i>	5	4
<i>Mode</i>	6	4
<i>Sample Variance</i>	1.5402	2.328
<i>Kurtosis</i>	2.9667	-0.721
<i>Skewness</i>	-1.539	-0.407

Note. 2 students did not complete this section N=41.

Table AM-15b Formal components and overall program

QC	I felt my English improved: Item 5	Satisfied with TOEIC: Item 9	Satisfied with general improvement: Item 10
<i>Standard Error</i>	0.17	0.2657	0.2575
<i>Median</i>	5	3	4
<i>Mode</i>	6	4	6
<i>Sample Variance</i>	1.21	2.8951	2.7195
<i>Kurtosis</i>	0.08	-1.038	-0.752
<i>Skewness</i>	-0.97	0.2	-0.474

Note. 2 students did not complete this section N=41.

Opinions about the teachers and classes

Table AM-16a The UKC teacher and L2 motivation

QC	Creating +ve environment Item 1	Get on well with students: Item 2	Encouraging students: Item 3	Being well prepared: Item 4
<i>Standard Error</i>	0.20	0.20	0.17	0.18
<i>Median</i>	4	5	5	4
<i>Mode</i>	4	6	4	4
<i>Sample Variance</i>	1.78	1.69	1.31	1.37
<i>Kurtosis</i>	0.10	0.31	1.05	0.60
<i>Skewness</i>	-0.58	-0.87	-0.74	-0.55

Note. One participant did not complete this section (N=42) and two did not complete item 3(N=41).

Table AM-16b The UKC teachers and L2 motivation

QC	Showing patience: Item 5	Having enthusiasm: Item 6	Choice of material: Item 7	Giving students individual attention: Item 8
<i>Standard Error</i>	0.17	0.15	0.15	0.16
<i>Median</i>	4	5	4	4.5
<i>Mode</i>	4	5	4	4
<i>Sample Variance</i>	1.27	1.03	1.03	1.17
<i>Kurtosis</i>	-0.99	-1.01	-0.46	-0.71
<i>Skewness</i>	-0.08	-0.25	-0.08	-0.19