Persistence in Japanese language study at tertiary institutions in Australia

Masanori Matsumoto

BA (Kyoto Gaidai), MA (Bond)

International Studies

University of South Australia

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Table of Abbreviations

SLA	Second language acquisition
QB	Questionnaire conducted at the beginning of semester
QE	Questionnaire conducted at the end of semester
EA	Students with East-Asian cultural/linguistic background
WE	Students with Western cultural/linguistic background
C	Students with an intention of continuing their Japanese language study
D	Students with an intention of discontinuing their study
Ele	Elementary level
Int	Intermediate level

Abstract

Based on the fact that the number of second/foreign language learners diminishes as their study advances to a higher level, this study investigates how learners' motivation affects their persistence/termination of the learning of Japanese. The subjects are university students studying Japanese at two levels, elementary and intermediate, either as their major or as an elective in south-east Queensland, Australia. It was assumed that there are many motivational variables, such as the purpose of study, the strength of commitment, their attitudes towards the target language and languages in general, their cultural/linguistic backgrounds, their interest in Japanese language and culture, gender, and the learning environment, which may affect learners' persistence differently, depending on their level of study.

Questionnaires were used as a tool to collect data and were conducted twice, at the beginning and at the end of their course of study. Learners' motivational traits were examined from the data in accordance with their intention of continuing or discontinuing the study to the next semester. The results show that motivation is not something fixed in the learners' minds, but may change during the process of learning, and that motivational factors vary according to levels of language proficiency. Based on the findings, this study claims five major points: 1) learners' sustaining motivation which is based on students' continuous appraisal of their learning events may be important for their persistence/termination decision making, 2) one of the most important factors which affect sustaining motivation is the students' sense of investment in their Japanese language study, 3) development of the culture-based intrinsic interest in Japanese may work strongly for the investment, and learning environment, especially foreign language learning environment, may play a significant role for students' investment, 4) a large gap between learners' self-efficacy and the demands of real study weakens their motivation, which often leads to the

termination of their study, especially at the elementary level, and 5) students' cultural/linguistic distance from Japanese, educational background, and gender may affect their sustaining motivation, thus, they perform differently with regard to their persistence in Japanese as a foreign language study in Australian context.

Declaration

I declare that:

- This thesis presents work carried out by myself and does not incorporate without acknowledgement any matter previously submitted for a degree or diploma in any university;
- To the best of my knowledge it does not contain where due previously published or written by another person except where due reference is made in the text; and all substantive contributions by others to the work presented, including jointly authored publications, is clearly acknowledged.

_____ October 19, 2006

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Chapter 1

Introduction

The first chapter of this thesis, the Introduction, will present the research background, an explanation of the categorical distinction between second and foreign language learning, which is an important basis of the present research, and brief introduction of the contents of each chapter.

1.1 Introduction to the research background

People learn a language either as their first language (mother tongue), or as their second or third languages. Despite the extremely high success rate in the acquisition of a first language, a second language is not easily or successfully learned as the first language is. Having their own reasons, second language learners try to acquire the language, but a number of learners fail to achieve an adequate proficiency. That is, there appears to be a fundamental difference between how people learn and acquire linguistic and communicative competence between the first and second languages. However, this important fact does not seem to be recognised by many second language learners (see Ramage, 1990, Wen, 1997). As far as this lack of knowledge regarding the problem of acquiring a high level of proficiency in second language acquisition (SLA) is concerned, learners of the Japanese language in Australia are no exception. Neustupny (1982, p. 122) states that:

> In spite of the popularity of Japanese language learning, the fact that only few learners will be able to speak the language fluently is hardly realised by people..... Now people in Australia believe that they are able to be competent in Japanese after they study Japanese for four years at high school. (Translated into English by the researcher)

In second language education, there are always successful and unsuccessful learners. What, then, differentiates the successful learners from the unsuccessful ones? This is one of the most common questions for many researchers in SLA. The present research also starts from this primary question: why some second language learners are successful, and others are not?

Several factors have been assumed to affect successful second language learning. With the development of an emphasis on cognitive aspects in second language learning, individual learner differences, including aptitude, anxiety, personality, motivation, and learning strategies, have drawn much attention from researchers (e.g. Alpert & Haber, 1960; Baldauf & Lawrence, 1990; Brown, Robson, & Rosenkjar, 2001; Chapelle & Green, 1992; Clément, Dörnyei, & Noels, 1994; Clément & Kruidnier, 1983, 1985; Dörnyei, 1990, 1994a, 1994b, 1998, 2000, 2001a, 2001b, 2003; Dörnyei & Skehan, 2003; Gardner, 1968, 1980, 1983, 1985, 1988, 2002; Gardner & Lambert, 1959, 1972; Gardner & Tremblay, 1994; Keuneman & Sagona, 1992; Komiya-Samimy & Tabuse, 1992; MacIntyre & Charos, 1996; MacIntyre & Gardner, 1991; Noels, 2001a, 2001b; O'Malley & Chamot, 1990; Oxford, 1990, 2002; Paivio, 1983; Skehan, 1989, 1991; Wen, 1997), and learner variables have become one of the major fields of study in SLA (Ellis, 1994). Among learner variables, motivation has been recognised as one of the most important determinants which affect language acquisition, and has been extensively studied for decades (see a series of studies by Gardner and his associates, and the studies by Dörnyei and his colleagues, which will be examined in the next chapter).

Slavin (1988, p. 356) has stated that motivation is one of the most important prerequisites for learning. However, the importance of motivation itself is not limited to SLA. It has frequently attracted the attention of researchers in psychology and has been recognised as an important factor which accounts for

success or failure in any complex task in general human behaviour. Psychologists approach motivation from two perspectives: intensity of motivation and direction, which have been likened to an engine (intensity) and the steering wheel (direction) of a car (Gage & Berliner, 1984, cited in Slavin, 1988, p. 356). These two perspectives are studied from two different views: behaviouristic and cognitive. The former emphasises the role of external events in determining direction and intensity, and the latter that of internal events (Gagne, 1985, p. 302) (these will be discussed more in detail in section 2.1). Thus, the study of motivation in psychology covers a broad field of human behaviour.

The early stages of research on motivation in SLA were led by two pioneers, Gardner and Lambert, and in later years, Gardner and his associates. The original dichotomy, integrative/instrumental motivation, established by Gardner and Lambert in 1959, has been a foundation of motivation research in SLA for over four decades (details will be discussed in Chapter 2). However, their original claim that integrative motivation was more important than instrumental motivation in successful SLA has been challenged by various researchers (e.g. Lukmani, 1972; Strong, 1984); hence, presently research on motivation has been redirected from the examination of the superiority of integrative motivation to investigate which motivational variables affect what aspects of second language learning.

Along with the arguments over what types of motivation are more facilitative in second language learning, the relationship between successful SLA and motivation has also been approached from various points of view. Originally, successful language acquisition was regarded as learning the target language properly, which can be assessed by obtaining higher marks on achievement tests. Therefore, early studies on motivation aimed at investigating what kinds of motivation and attitudes high and low achievers possess.

However, second language learning is a multi-dimensional phenomenon, and it requires a period of months to years to acquire sufficient proficiency for successful communication with speakers of the target language. Therefore, the fact that the number of learners decreases as the level of study goes higher has attracted the attention of researchers (e.g., Bartley, 1970; Gardner, Ginsberg, & Smythe, 1976; Gardner & Smythe, 1975; Gardner, Smythe, Clément, & Gliksman, 1976; McGannon & Medeiros, 1995; Ramage, 1990; Wen, 1997). This research has started to show reasons why a number of second language learners terminate their learning before they reach the target level of proficiency, and this prompted them to investigate which motivational factors activate learners to continue their learning and acquire a high proficiency. Thus, the relationship between learner motivation and persistence in study has become a major field of study in SLA.

Taking the above into consideration, the present research has chosen students studying Japanese at two different levels, elementary and intermediate levels, at Australian tertiary institutions, and has investigated the characteristics of their motivation. It aims at revealing a relationship between persistence in Japanese language study and students' motivational factors, and also at finding what leads some students to long-term continuation of study and why other students terminate their learning.

1.2 Distinction between second & foreign language acquisition

The terms "second language" and "foreign language" are sometimes used with the same meaning and not clearly distinguished from each other, which causes some confusion. Therefore, it is necessary to define the two terms at the start of this study. In theories of SLA, "second language" is generally treated in contrast with "first language", as Ellis (1985, p. 5) states:

> It [SLA] is the study of how learners learn an additional language after they have acquired their mother tongue.

In this case, the definition indicates that SLA occurs after the completion of first language acquisition. The difference between first and second language, therefore, is in their order of acquisition.

It is not so simple, on the other hand, to distinguish *second* from *foreign* language, as distinguishing first and second language. Theoretically, the two terms are treated differently in psycho-linguistics and socio-linguistics. As for psycho-linguistics, Ellis (1985, p. 5) states:

> Second language acquisition is not intended to contrast with foreign language acquisition. SLA is used as a general term that embraces both untutored (or "naturalistic") acquisition and tutored (or "classroom") acquisition.

According to Ellis' definition, SLA is not contrasted with foreign language acquisition, which should be grouped as a subcategory of SLA. That is, foreign language acquisition is a part of SLA in a specific situation in which the targeted language learning is conducted through instruction in a classroom. On the other hand, in socio-linguistics, the two terms are treated depending on the correlation between the community language and the language that learners are learning. Klein (1986, p. 19) states:

> The term "foreign language" is used to denote a language acquired in a milieu where it is normally not in use (e.g., usually through instruction) and which, when acquired, is not used by the learner in routine situations.
> A "second language", on the other hand, is one that becomes another tool of communication alongside the first language; it is typically acquired in a social environment in which it is actually spoken.

In addition, Richards and his colleagues (1992, p. 143) also distinguish the two on the basis of language status and language use, and state in their dictionary as:

> a: A foreign language is a language which is taught as a school subject but which is not used as a medium of instruction in schools nor as a language of communication within a country. English is described as a foreign language in France, Japan, China, etc.
> b: A second language is a language which is not a native language in a country but which is widely used as a medium of communication (e.g., in education and in government) and which is usually used alongside another language or languages. English is described as a second language in countries such as Fiji, Singapore, and Nigeria.

The Japanese language in Australia is not a language which is widely spoken or used as a medium of communication. It is a language which is spoken outside Australia and, generally speaking, students learn the language in the classroom through the teachers' instructions and activities. Students have few chances to practise outside school what they learned in the classroom. Hence, the term "foreign language acquisition" as defined by Klein (1986) and Richards et al. (1992) more appropriately applies to the learning of Japanese in Australia.

The present research takes the socio-linguistic view, which distinguishes foreign from second language acquisition. This is because it is assumed that motivational factors vary in accordance with different environments. According to socio-linguistic distinction, the present research is a typical example of foreign language acquisition, which should differ from other language settings in finding specific learner motivation.

1.3 Outline of the thesis

This thesis consists of seven chapters, including this Introduction. Chapter 2 reviews previous major works on motivation relevant to the present study. It also introduces the current research environment and the objectives the research.

Chapter 3 explains the research methodology. The data in the present study were collected through questionnaires conducted at the beginning and at the end of a semester in order to find not only students' motivational characteristics, but also to find any attitudinal changes that occurred while students were learning, and to investigate the relationship between the changes and students' persistence/termination of study.

Chapter 4 shows the results and findings obtained from the data in general. The subjects who participated in this research were separated into two primary groups, continuing and discontinuing groups, based on their intentions to continue or discontinue their study in the next semester, as shown in the questionnaires at each level of study. These two groups were compared to demonstrate which aspects of motivation related most strongly to persistence in or termination of study.

Chapter 5 discusses the data obtained in Chapter 4 from the viewpoint of gender difference. Gender has been regarded as one of the important determinants for successful SLA. Therefore, the data are re-analysed on the basis of the difference between male and female students. The results were analysed to determine if gender is a variable in motivation and persistence in language study and which points in language learning show the greatest effects of gender differences.

Cultural background and cultural difference from the target language have been shown in some studies to influence motivation. Chapter 6 examines the

data from the viewpoint of students' cultural/linguistic background. The students were divided into two groups; East-Asian-background and Western-background students, after deleting students from neither cultural/linguistic background. These groups therefore include students with a closer linguistic and cultural background and those with more distant background. The chapter examines the relationship between East-Asian-background students' motivations and persistence and those of Western-background students.

Chapter 7 concludes with a summary of the thesis and suggests the pedagogical implications of this research.

Chapter 2

Theoretical background

This chapter reviews the theoretical background and current issues in relation to the present research. First, an overview of major research findings on "motivation" in general is examined and discussed. Second, primary studies of motivation in SLA, including the major research on persistence in second language are looked into. Lastly, the learning environment for the present research (i.e., Japanese language learning in Australia) is explained.

2.1 Literature review on motivation

Successful SLA has always been one of the major concerns for researchers and teachers who are involved in the field of language teaching. Conventional studies from the perspective of external aspects such as teaching method or learning environment have not, however, fully achieved their objective of revealing the underlying reasons for success/failure of second/foreign language learning. Studies about successful SLA from the viewpoint of external perspectives (i.e., contrastive analysis of L1 and L2, discourse analysis) have revealed little more than a description of the difficulty in achieving successful second language learning and teaching. More recently, therefore, with the development of cognitive psychology within SLA, learners' internal factors, namely individual learner differences, have drawn more of researchers' attention as new perspectives for attempting to find out how to facilitate successful second language acquisition.

The study of individual learner differences has investigated a range of learner variables (i.e., learning style, learning strategy, personality, age, gender, learning experience, language learning aptitude) in order to describe the "difference" between high and low achievers, and to discover any causal factors that contribute to successful (or unsuccessful) language acquisition (see Alpert & Haber, 1960; Baldauf & Lawrence, 1990; Brown, Robson, & Rosenkjar, 2001; Chapelle & Green, 1992; Chavez, 2001; Chihara & Oller, 1978; Clément, 1986; Dörnyei, 1990, 1994a, 1994b, 2003; Ehrman & Oxford, 1988; Gardner, 1968, 1980, 1983, 1985; Gardner & Lambert, 1959, 1972; Gardner, Ginsberg, & Smythe, 1976; Gardner & Smythe, 1975; Gardner, Smythe, & Clément, 1979; Genesee, 1976; Keuneman & Sagona, 1992; Komiya-Samimy & Tabuse, 1992; Littlewood, 1990; MacIntyre & Charos, 1996; MacIntyre & Gardner, 1991; Oller, 1998; Oller & Perkins, 1978; O'Malley & Chamot, 1990; Oxford, 1990, 2002; Paivio, 1983; Skehan, 1989, 1991). Among these factors of individual learner difference, motivation has long been regarded by both researchers and teachers as one of the most influential determinants of success or failure in language acquisition (Ellis, 1994). In fact, the study of motivation has not only been examined in the field of applied linguistics, but has also been extensively studied in educational psychology, where it has been one of the major fields of research, and is viewed in different ways in line with the development of various theories and schools of thought. For example, in educational psychology, motivation has been studied as the primary determinant of the human behaviours, and various theories, such as *Drive Reduction Theory* based on behaviourism and *Attribution Theory* based on cognitive psychology, have been developed. In the field of applied linguistics, on the other hand, study of motivation has been developed based on social-psychological perspective originated from Canadian scholars, Robert Gardner and Wallace Lambert.

Early researchers in motivation in SLA employed a range of approaches to investigate the dimension of motivation in terms of second language learning.

This section, therefore, will first present a brief overview of general views of motivation in educational psychology. Following this, it will review the research on motivation in the context of second/foreign language learning.

2.1.1 Research on motivation in psychology

Motivation has been regarded by researchers involved in the fields of education and psychology as one of the most influential factors affecting any human behaviour (see Brown, 1987; Dörnyei, 1990, 1994a, 1994b, 1998, 2001a; Ellis, 1994; Gagne,, 1985; Gardner, 1968, 1980, 1985; Gardner & Lambert, 1959, 1972; Gardner & Lynsynchuk, 1990; Gardner & MacIntyre, 1991; Gardner & Smythe, 1975; Gilksman, Gardner, & Smythe, 1982; Komiya-Samimy & Tabuse, 1992; Meece, 1994; Noels, 2001a, 2001b; Noels, Clément, & Pelletier, 2001; Noels, Pelletier, Clément, & Vallerand, 2003; Ramage, 1990; Strong, 1984; Warden & Lin, 2000; Wen, 1997) . However, determining a clear definition of motivation has proved difficult because of its multi-faceted nature, which includes internal and external factors affecting motivation; uncertainty over the role of motivation and whether it is a cause or effect of the related behaviour; and related elements including "attitudes", "orientation", and "motive" which often overlap with motivation (Williams & Burden, 1997, p. 111). This sub-section, therefore, will focus on how motivation has been viewed in studies in psychology, and will then attempt to provide a working definition of motivation for this present research.

2.1.1.1 Early theories of motivation

In educational psychology, studies of motivation can be divided into two periods; before and after the development of cognitive approaches to psychology, but one thing that has not changed throughout the history of

motivation research is the way that motivation has been viewed as an underlying factor in human behaviour. That is, the behaviour that a human performs is regarded as a manifestation of a certain motivation that s/he possesses. Based on this understanding, the role of motivation in academic performance, namely successful or unsuccessful learning, has become the focus of study in educational psychology, and research has centred upon how motivation affects this performance. In other words, motivation has been viewed as a causal factor affecting the particular action that a human performs.

Until the 1960's, before cognitive psychology had gained popularity, the *behaviourist* approach, which originated with the work of the Russian psychologist, Ivan P. Pavlov, was central in accounting for the nature of human action. According to this approach, attempts are made to explain any sort of human learning in terms of the norm of *conditioning*. Behaviourists such as Skinner and his followers claimed that learning must be an observable phenomenon (Skinner, 1957, 1974), and all human behaviour can be explained by simple *stimulus-response conditioning*. They also emphasised that learning takes place only within the ideal combination of an external stimulus, an appropriate response to it, and a positive reinforcement to the response; that is, people who have gained a "reward" after a correct response may be able to respond to further learning with a more positive attitude, which may enhance their learning. From this it could reasonably be argued that behaviourists tend to regard motivation as an external factor which promotes learning (Williams & Burden, 1997: 113).

This early view of motivation held by behaviourists was further extended to explore various types of basic human needs, for example, dominating or affiliating with others, being eager to make sense of our world, and fundamental biological needs. Behaviourists tried to observe motivation as a human's innate, genetically endowed driving force that is necessary to satisfy

mental, psychological, and physical needs in their lives. This is called *Drive Reduction Theory* (e.g., Murray, 1938) and views motivation as a simple inner drive that activates "organisms to restore a *homoestatic* (settled and stable) balance in their nervous system" (Csikszentmihalyi & Nakamura, 1989, p. 46). In this view, motivation was defined as a mental *press* which has to release the tension in human minds for surviving daily life and satisfying the daily needs that a human naturally possesses (Williams & Burden, 1997, p. 113). That is, motivation was regarded as something that a human does not consciously manipulate, and that is beyond the reach of each individual's control.

In addition to the behaviourists' views of motivation discussed above, there is another general approach to motivation known as *Achievement Theory*. This theory has attempted to account for human behaviour from the perspective of people's *need* to achieve and/or be successful. In other words, different levels of *need* to achieve in learning for each individual learner are regarded as the result of their previous learning experiences (McClelland et al., 1953, cited in Skehan, 1989, p. 51). That is, the level of motivation is determined by previous learning experience. This means that high achievers perceive a new learning situation from the perspective of their prior successful learning experiences, while low achievers are influenced by a previous learning experience that is discouraging and unsuccessful (Skehan, 1989, pp. 50-51).

In this view, the strength of motivation is determined by "the relative strength of the tendency to approach the task compared with the strength of the tendency to avoid the task" (Williams & Burden, 1997, p. 114). Motivation, therefore, was viewed from a one dimensional perspective; that is to say, the person's individual perception of his/her previous experience is the sole factor affecting the nature of motivation. However, this approach to explaining human behaviour in terms of human needs for achievement has not been fully developed due to the complex nature of the human mind. That is, achievement

theory does not adequately capture the exact relationship between motivation and an individual's performance in learning, because under the same learning conditions, learners' performance varies, and the variations cannot be appropriately explained solely from a simple viewpoint of learners' desire for achievement which is determined solely by previous learning experiences. For example, even two learners who have experienced exactly the same successful learning previously may not automatically develop the same level of desire for achieving another task; hence, they may perform differently in their learning. In other words, motivation which activates human beings' learning may need an additional factor, such as learners' intention (choice of a certain action); to account adequately for the difference in each individual's learning performance. Based on this assumption regarding the cause of variations in human performance, more attention has been directed to detailed observations of individual learner differences, and how a learner approaches each learning task. This approach has been developed through cognitive psychology.

2.1.1.2 Cognitive perspectives on motivation

The cognitive perspective in psychology places primary importance on a human beings' control over his/her actions. As has been discussed in the previous sections, behaviourists sought to account for learned human behaviour as an optimal combination of a response to an external stimulus and positive reinforcement as a reward for an appropriate response. Conversely, the cognitive perspective views the action taken as being a result of a choice made by a person, and in order to decide to take a particular action, s/he must have some awareness of the probable outcomes of the action. Possessing control over one's own actions allows people to set their own goals for action, and to choose a particular way in which to accomplish these goals (Williams & Burden, 1997, p. 119). In addition, individuals can also decide how much effort should be made in attempting to achieve a goal. In a cognitive view, therefore, motivation

is regarded as a factor which chiefly affects why people decide to act in a certain way, and the focus of the study is the factors that influence the choices learners make (William & Burden, 1997).

With regard to factors which may affect human's choice of action, Weiner (1979) developed the *Attribution Theory of Achievement Behaviour*, which puts emphasis on what causes learners attribute to the outcome of their behaviour; success or failure in the achievement of a given task they have been engaged in. Weiner, then, postulated that students attributed their success or failure to four basic factors: *ability*, *effort*, *task-difficulty*, and *luck*. "Ability" is the learner's perception of his/her possessing skills and knowledge that s/he believes enabled him/her to accomplish the task successfully. "Effort" is the learner's perception of how much energy they were required to devote to the task for its successful achievement. "Task-difficulty" is a measurement to the extent to which a learner perceives the demands made on his/her skills and knowledge by a certain task. "Luck" is a factor of chance that a learner perceives affects his/her success or failure individually in each learning task. These four attributions are considered to affect students' expectations, motivation, and emotions (Weiner, 1979). In principle, the theory suggests that people may attribute the causes of success or failure in learning to any of these four factors (Skehan, 1989, p. 51).

The four primary factors were further examined by Weiner (1979, 1980, 1984, 1986) from two dimensions; *locus of causality* and *stability*. The former views each factor either as internal or external to a learner, and the latter observes the factors either as changeable or unchangeable in their state. Ability is regarded as an internal and stable factor that learners may not be able to alter. Effort is also an internal factor, but is unstable as a learner may vary his/her effort to do a task depending on, for instance, his/her preference for, or familiarity with, the task. Task-difficulty and luck are both regarded as external factors, but the former is viewed as fairly stable and the latter is unstable because a learner does

not always find him/herself lucky even when doing the same task. The relationship between the four attribution factors and two dimensions, locus of control and stability, is summarized in Figure 2.1.1.2-1.

Figure 2.1.1.2-1
The four main elements of attributions

		Locus of Causality	
		Internal	External
Stability	Stable	Ability	Task Difficulty
	Unstable	Effort	Luck

Weiner (1986) added a third dimension, *controllability*, which makes it possible to distinguish whether a learner considers a factor to be under his/her control or not (William & Burden, 1997, p. 105). For instance, a learner may view his/her ability as uncontrollable but s/he may believe s/he can control his/her effort. Likewise, a learner may perceive both task-difficulty and luck to be beyond his/her control. The important point here is to which factor success or failure is more attributable and how that attribution is considered from the three dimensions of locus of causality, stability, and controllability. This will differ considerably among learners depending on the particular tasks they are doing. When two learners perform successfully on a task, and both believe luck is the primary factor that attributes to the success, then, one may consider s/he is born to be lucky, so "luck" could be a stable factor for him/her, as a result, s/he may believe that s/he can control luck, while the other may perceive the luck is only occasional; hence, "luck" is regarded as unstable by him/her and an uncontrollable factor. Learners who attribute their success to luck and who believe they are always lucky may not work harder in another task and this may result in poorer performance; on the other hand, learners who think luck never persists may study harder and be successful again. That is, different

combinations of attribution factors and learners' perceptions of the attribution factors from the three dimensional views are likely to lead to different achievement outcomes (Williams & Burden, 1997, p. 106).

Learners who emphasise the importance of stable factors may be less persistent in learning as they view the primary factors affecting their performance, ability or task-difficulty, not to be fully under their control, and thus, are more likely to terminate their work once they realise they cannot obtain the results they expected. On the other hand, learners' motivation may be high when they see the outcome of their learning being more attributable to unstable and controllable factors such as effort, because they see themselves as having a potential impact on their own learning progress. Attribution Theory, as it has been reviewed above, therefore, highlights the importance of understanding the causes of human behaviour and discusses strength of motivation in terms of the various attributions that human beings may choose to make in understanding their progress in learning. That is, motivation is regarded as a resultant conditional force obtained from human beings' perceptions of the cause of an action, and strength of motivation is determined by the types of causes people perceive and whether they are seen as controllable or uncontrollable causes. Hence, one of the prominent contributions of Attribution Theory to the study of motivation is that the learning outcome has come to be seen as under the control of learners.

2.1.1.3 Self-regulation & self-efficacy

The focus of individual learners' control over their learning has also influenced the development of *Self-regulation Theory*, which emphasises the learners' responsibility in the achievement of their learning. This theory is related to some aspects of learner motivation, especially persistence in academic

performance. This subsection will present a general overview of self-regulation in learning and of its subcomponent, self-efficacy.

In the 1970's, a national decline in academic achievement among U.S. students began to be reported and this decline was widely attributed to a decline in educational standards during the 1960's (Zimmerman, 1989). For example, according to the study by Stevenson, Lee and Stigler (1986), American students' level of achievement in mathematics was lower than that in other comparable countries, China and Japan. This perceived problem in academic achievement prompted educational reforms which aimed at raising standards in three areas in education; quality of teaching, curriculum requirements, and achievement standards at the state and local level (Zimmerman, 1989).

This reform movement shed light on important assumptions about how students learn (Zimmerman, 1989), and basically two views on this matter were put forward. One is based on instructional theories, which put more emphasis on the responsibility of teachers and educators, who are required to adapt their teaching instruction to each student according to his/her mental ability, social background, and achievement of educational standards. That is, students are theorised to play primarily a reactive rather than a proactive role in learning according to this view. The other view is self-regulated learning, which focuses primarily on learners' autonomous learning.

This view was articulated because a purely reactive model did not explain the observable facts of students' learning. Even during the time when the decline in academic achievement was the centre of concern among educators, there were a number of examples of remarkable academic achievement among students from socially disadvantaged minority groups in the poorest inner-city schools, and immigrant refugee children from Southeast Asia, in spite of a list of disadvantages such as the language barrier, different school systems, and

discrimination (Zimmerman, 1994, p. 4). The migrant students who achieved high academic standards were found to be much more diligent and to work harder in terms of academic performance (Zimmerman, 1994, p.4). These students usually spent a much longer time on homework compared to average American students. These academically successful minority students were distinguished by their commitment to succeed in school, and by their strong sense of personal efficacy in achieving their academic goals.

These students' personal characteristics as high academic achievers, therefore, have been identified as hallmarks of academic self-regulation (Zimmerman, 1994, p. 5). That is, in contrast with instructional theories which put more stress on the educators' responsibility for each student's academic performance, self-regulated learning assumes that students take a primary responsibility for their achievement, and students are expected to; 1) personally improve their ability to learn through selective use of metacognitive and motivational strategies, 2) proactively select, structure, and create an advantageous learning environment, and 3) play a significant role in choosing the form and amount of instruction they need (Zimmerman, 1989). These general predispositions of self-regulated learners also include their tendency to be intrinsically motivated, and more willing to continue to practice or study in the absence of direct external control by parents and teachers. This observation means that motivation and persistence in academic performance can be discussed from a viewpoint of self-regulation.

How self-regulation is realised has been studied by researchers such as Schunk (1984), Bandura (1977, 1986), and Zimmerman (1986, 1989, 1994, 1998), and a more concrete set of notions regarding self-regulation has been developed. Self-efficacy has been identified as a key factor in self-regulation, and is defined as a "personal judgement of one's capability to organise and implement behaviours in specific situations" (Schunk, 1984, p. 48). According to Bandura (1986), self-

efficacy is hypothesised as influencing learner's choice of activities, the effort that s/he expends in order to accomplish a given task, and persistence in task performance. Schunk (1994) stated that "even when a learner encounters difficulties in a task, s/he who has a high self-efficacy for accomplishing a task participates more readily, works harder, and persists longer compared with one who doubts his/her learning capabilities" (p. 79). Oxford and Shearin (1994) also emphasised the positive effect of high self-efficacy on academic achievement and stated that acquiring high self-efficacy leads to setting higher goals and higher personal standards (Oxford & Shearin, 1994, p. 21). That is, possessing a high self-efficacy is an important determinant for persistence in an academic task, and consequently achieving high academic standards.

With regard to the level of self-efficacy that a learner obtains, Schunk (1994) claimed that a learner's level of self-efficacy is determined by his/her appraisal of his/her performance in the accomplishment of the given tasks, vicarious (observational) experiences, forms of persuasion, and physiological reactions (p. 79). Success on a task usually raises perceptions of efficacy and failure lowers them. The level of efficacy is also determined by a learner observing peer performance. Other students who a learner believes are at a similar level of performance to him/her can be a basis for comparison, and if these comparable students accomplish a task successfully, the learner is apt to believe s/he can do it, too (Schunk, 1994, p. 79). Feedback received from teachers or parents can also affect the level of efficacy a learner has. Positive persuasion (i.e., "you can do it") generally enhances efficacy, while negative feedback (i.e., "the task was too difficult for you") could lower it. Finally, a learner receives information for appraising efficacy from physiological reactions such as sweating or heart-rate. Bandura (1986) and Schunk (1994) emphasised, however, that these sources of information do not automatically influence the efficacy level, but rather that learners cognitively appraise them in order to determine the level of efficacy which they have convinced themselves to have reached. Learners carefully

evaluate the credibility of gathered information based on their perceptions about level of ability, task difficulty, amount of effort expended, amount and types of support received, and persons who provided feedback in order to determine their self-efficacy (Schunk, 1994, p. 79).

The above view has been further developed by Schunk (1994) who attempted to account for learner's self-efficacy in terms of Attribution Theory. Schunk (1994) claimed that effective self-regulation depends on students making attributions that enhance self-efficacy and motivation (p. 82). That is, students who attribute success to factors which they have little control over, such as luck and task-difficulty, may hold low self-efficacy, as they believe they cannot succeed on their own. On the other hand, students who attribute success to their own ability, effort, and effective use of strategies are assumed to obtain higher self-efficacy and remain motivated to work productively (Schunk, 1994, p. 82). Self-efficacy, therefore, can be taken into account as a factor affecting learners' motivation and persistence in academic task performance.

In principle, self-efficacy theory hypothesises that the higher an individual's expectations for success (self-efficacy), the more s/he can be expected to make an effort and to sustain that effort for a longer time in order to achieve his/her goals. Schunk (1994) also stated, however, that high self-efficacy will not produce competent performances when requisite knowledge and skills are lacking (p. 79). He admitted to the limits of the effect of high self-efficacy, and emphasised the importance of students' fundamental skills and knowledge in the particular academic subject that they are engaged in. Above all, students' self-efficacy is a factor that is worth taking into consideration in terms of learner's persistence in academic performance.

2.1.1.4 Extrinsic motivation & intrinsic motivation

In studies of motivation, an attempt has also been made to reveal what kinds of motivation lead to more successful academic performance. The most conventional approach is the dichotomy of *extrinsic* and *intrinsic* motivation (see for example Csikszentmihalyi & Nakamura, 1989; Noels, 2001b; Noels, Pelletier, Clément, & Vallerand, 2003). This subsection, therefore, will discuss these two kinds of motivation first, and then, examine some elements, such as initial engagement and persistence, that should be taken into consideration in understanding motivation.

Theoretically, one of the most widely used dichotomies in motivation, extrinsic and intrinsic motivation, is based on performer's possession of the control in his/her action, and the distinction between the two motivations derived from the discrepancy found in *Drive Reduction Theory* and unexpected findings in animal behaviour. Drive Reduction Theory, as it has been reviewed, assumes humans and animals to be "consistently seeking to be in a more settled state" (William & Burden, 1997, p. 114). However, an unexpected finding in the late 1950's in studies on monkeys and rats that they modified their behaviour in order to see novel sights, explore new territory, or experiment with challenging tasks was unable to fit appropriately into the explanation advocated by the existing theory. In order to cope with this finding, motivation needed to be explained from two viewpoints: 1) the conventional viewpoint put forward by behaviourists that sees behaviour as based on unconscious motives that are out of human beings' control, and 2) an additional viewpoint, the "choice of action". Motivation considered from the first view was understood as an extrinsic motivation, and the newly explored force of action in the second view was labelled intrinsic motivation. As a result of the separation of motivation into these two kinds, the course of action could be "interpreted as being less predictable and more 'free' than earlier mechanistic theories would have allowed for" (Csikszentmihalyi & Nakamura, 1989, p. 46). The point that is emphasised here is that the conscious choice of action that a human makes over

other alternative actions has been added in order to consider more fully the nature of motivation.

As for the exact nature of extrinsic and intrinsic motivation, Csikszentmihalyi and Nakamura (1989) claimed that the difference between the two lies in the nature of the reward that the performer can expect in relation to the conscious choice of a certain action. The reward for extrinsic motivation is located entirely outside the action itself, and the reward can be expected on the completion of the action; whereas the reward for intrinsic motivation is directly linked to the selected action itself, and a learner can continuously obtain the reward while performing the action. Csikszentmihalyi and Nakamura (1989) described the reward in intrinsic motivation as being "a state of consciousness that is so enjoyable as to be *autotelic*; (having its goal within itself)" (p. 52).

Csikszentmihalyi and Nakamura (1989) have further argued that the precise distinction between extrinsic and intrinsic motivation arises from the answer to the question; "Would a person do it even if no reward or punishment followed from the activity?" (p. 52). They claimed that if the answer to this question is "no", then the person's motivation is extrinsic, and if the answer is "yes", the motivation is intrinsic (p. 52). However, it is more likely to be agreed by researchers that the distinction between extrinsic and intrinsic motivation is not so clear-cut. In real life, for instance, daily actions of living such as waking up at six o'clock in the morning, eating eggs and toast for breakfast, using a knife and fork, or making an appointment to see a client, could be either extrinsically or intrinsically motivated, or a mixture of both. Thus, the general view of the relationship between the two motivations is that each has its own role to play, and they may be linked in some ways (Williams & Burden, 1997, p. 124).

The nature of intrinsic and extrinsic motivation has also been extensively studied based on *Self-Determination Theory* (e.g., Deci & Ryan, 1985, 1995). This

theory approached the distinction of intrinsic and extrinsic motivation from the viewpoint of learners' autonomy, which refers to being self-initiating and self-regulating of one's own actions (Deci et al., 1994). The theory focuses on the quality of human functioning, human being's choice of actions and its intentionality in order to acquire competences to live as a well-being in a society (Deci & Ryan, 1985). In this theory, motivation is viewed from the extent to which the goal for performing an activity is self-determined, and self-determination is the experience of freedom in initiating one's behaviour (Deci & Ryan, 1985). According to Deci & Ryan (1985), intrinsic motivation is regarded as the most self-determined, because intrinsically motivated behaviours are engaged in for their own sake – for the pleasure and satisfaction derived from their performance. Extrinsic motivation, on the other hand, is instrumental in nature, and extrinsically motivated behaviours are not based on one's interest but some reasons external to him/herself; hence, they are not regarded as having much freedom in performer's choices.

However, the theory claims that "extrinsically motivated behaviours may range from being determined largely by controls to being determined by choices based on one's own values and desires" (Deci & Ryan, 1985, p. 35). That is, according to the degree of "choices" that the performer can possess, the extrinsically motivated behaviours may also have a possibility to be "integrated into the realm of self-determination (i.e., they can be valued and done willingly), though they will never become intrinsically motivated" (Deci & Ryan, 1985, p. 131). In their view, the value of intrinsic and extrinsic motivation is determined by the extent to which it contributes to the performance being self-determined.

Deci and Ryan (1985) argued the process of transforming regulation from external contingencies into regulations chosen by internal volition in the extrinsically motivated behaviour. This process is called *internalisation*. Deci et al. (1991) provided an example of internalisation:

> For example, a boy who is not interested in learning the capitals of states would not be intrinsically motivated to do so, and his learning would require contingent consequences such as praise from the teacher. Internalisation is the process through which the regulation of the boy's geography learning could become internal and no longer require external contingencies. (p. 328)

Self-determination views this process as a motivated process (Deci et al., 1991, p. 328), and depending on the degree to which the motivation is self-determined, it identifies four types of extrinsic motivation: *external regulation*, *introjected regulation, identified regulation*, and *integrated regulation*, among which integrated regulation is the most self-determined, and external regulation is the least. External regulation refers to the behaviours for which the locus of control is totally external to the person, and the offer of a reward or punishment, for example, are the cause of the action. One step up from external regulation is introjected regulation, in which an external regulation is taken in but not being accepted as one's own. This type of regulation involves such regulations as internalised rules or demands that pressure a person to behave in a certain way, for example, guilt. In the stage of identified regulation, the regulatory process has become more a part of self, thus a person does the activity more willingly and the action is more autonomous. For example, a student does extra study willingly because s/he believes it is important to be successful in the subject. The motivation here is still extrinsic, however, because the motive for the action of study is instrumental, though the behaviour is relatively self-determined. The final process of internalisation is integrated regulation where the activity is fully self-determined, and the person behaves in such way so as to express who s/he is (Deci et al., 1991, p. 330). Self-regulation Theory distinguishes the integrated regulation from intrinsic motivation, although both share some similar predispositions such that caused actions are both autonomous and self-determined. "Intrinsic motivation is characterised by interest in the activity

itself, whereas integrated regulation is characterised by the activity's being personally important for a valued outcome" (Deci et al., 1991, p. 330).

Deci and Ryan (1985) further introduced *amotivation*, in which, in their view, learners believe there is no link between their actions and their consequences. They developed "amotivation" on the basis of *personal helplessness*, which results from the learners' perception that their behaviours are totally initiated and regulated by forces beyond their intentional control. The external force is so overwhelming that the learners feel they cannot regulate their own behaviours, and as a result, there is no intentionality in their behaviours. That is, the learners are neither intrinsically or extrinsically motivated because the actions are not intentional. In Deci and Ryan's view, therefore, how much learners' intentional choice reflected their own actions to achieve the goals that are set by themselves is regarded as an important factor when considering the nature of motivation, and extended consideration of what was attempted in order to comprehend the real nature of intrinsic and extrinsic motivation.

In addition to the above studies on the distinction between the two types of motivation, there are researchers (e.g., Csikszentmihalyi & Nakamura, 1989) who have discussed the possible problem of what extrinsic motivation pertains to in terms of school education. Lepper and Hodell (1989) have discussed the detrimental effect of extrinsic reward on intrinsic motivation, and have argued that in cases where the extrinsic reward is regarded as "bribe" to students, their initial intrinsic motivation is most likely to be undermined, and the students tend to become less active and more predisposed to choose less challenging and easier tasks for which they can expect good marks. These researchers (Csikszentmihalyi & Nakamura, 1989; Lepper & Hodell, 1989) have agreed on the importance and need for promoting intrinsic motivation among learners. It seems that, although the existence of specific roles that extrinsic motivation may play in some aspects of learning activities cannot be denied, the importance of

intrinsic motivation in terms of its stronger effect on the enhancement of educational behaviour has been advocated and evidenced by a number of researchers, especially in the field of SLA (e.g., Noel, Clément, & Pelletier, 2001; Kennet, 2003). Hence, recent studies on motivation are more likely to be directed towards finding out exactly what role intrinsic motivation plays in the achievement of certain academic goals.

With regard to the roles that extrinsic and intrinsic motivation play, studies in cognitive psychology (e.g., Harter, 1981) have also provided some noteworthy contributions for a definition of motivation. Such researchers argued that motivation can be categorised from two viewpoints; 1) the motive (reason) that initiates a human's engagement in the intended action, and 2) the force that helps him/her sustain the performance on the same task. William and Burden (1997) have also identified these two aspects of motivation in human action, and suggested considering motivation from the period of time when it works such as the initial moment of the action that a person decides to perform, and during the performance when s/he decides to persist in the performance so as to achieve the goal that s/he originally set. Based on these considerations, the particular motivations that directly affect each phase of action are commonly regarded as short-term (initial) and long-term (sustaining) motivation respectively. These two factors seem to be important in considering the establishment of a definition of motivation, since sustaining a performance is a focus of the present study, and especially in second language learning, learning performance is required to be prolonged in order to accomplish the task successfully.

2.1.2 Research on motivation in second language learning

In the field of language learning, motivation has also been regarded as one of the important key factors which contribute to successful language acquisition.

Researchers in this field (e.g., Belmechri & Hummel, 1998; Csizér & Dörnyei, 2005; Dörnyei, 1990, 1994a, 1994b, 2000, 2003; Dörnyei & Clément, 2001; Dörnyei, & Otto, 1998; Gardner, 1968, 1983, 1985, 1988; Gardner & Lambert, 1959; 1972; Gardner & Smythe, 1975; Noels, 2001a, 2001b; Komiya-Samimy & Tabuse, 1992; Lukmani, 1972; Spolsky, 1969; Strong, 1983, 1984; Warden & Lin, 2000) have conducted studies and obtained some noteworthy results. The studies of motivation in SLA can be divided into two stages; early studies up to 1980's which focused on the argument over Gardner and Lambert's (1959) claim about the superiority of *integrative motivation* over *instrumental motivation* (definitions of each term will be discussed in the following subsection), and recent studies since the late 80's on the discussion of a diversified research environment, which includes the study of persistence in language learning. This subsection will first review early studies of motivation, then examine the more recent studies, and finally present some specific studies, which have focused on persistence in language learning.

2.1.2.1 Early research on motivation for successful SLA

In the early stages of research on motivation from 1950's to 1970's, language learner motivation was mainly treated as an important factor in determining the level of proficiency that learners could reach. In other words, the relationship between the kind of motivation and the level of achievement was the focus of the study. For example, Gardner and Lambert (1959) divided learners' motivations into two major kinds: *integrative* and *instrumental* motivations. Gardner and Lambert (1972, p. 3) defined the former as:

> The orientation in the case that the student wishes to learn more about the other cultural community he is interested in an open-minded way, to the point of eventually being accepted as a member of the group.

They (1972, p. 3) defined the latter as:

> The orientation toward the learning task in the case that purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation.

Gardner and Lambert's (1959) original claim is that second language learners who are integratively motivated have better language acquisition than those who are instrumentally motivated. This has been further studied by them and their associates (e.g., Gardner, 1968; Gardner & Lambert, 1972; Gardner, Smythe & Brunet, 1977).

Gardner and Lambert's first study in 1959 was based on the assumption that language aptitude is not the only determinant that explains the relationship between second/foreign language learners and their rates of achievement. The assumption also involved theories of first language acquisition, and their contention was that achievement in a second/foreign language is essentially dependent on the same types of motivation that are apparently necessary for a child to learn her/his first language (Gardner & Lambert, 1959, p. 267).

In order to support this hypothesis, Gardner and Lambert (1959) surveyed 43 male and 32 female English-speaking high school students in Montreal, Canada, who were studying the French language as a school subject. Before the survey, the subjects had already completed an average of about seven years of formal study of French. A battery of tests was then administered to the subjects. There were five groups of learner variables in the test, which were: 1) aptitude for language learning, 2) the reason for learning French, which was included in order to categorise the subjects as either integratively or instrumentally motivated, 3) students' attitudes towards French-Canadians, 4) strength of motivation, and 5) the typical anxiety responses made by the individual in a variety of social situations.

The findings revealed that two factors, linguistic aptitude and motivational factors were equally related to the achievement of French language proficiency. Gardner and Lambert (1959, p. 271) then claimed that:

> Integratively motivated students are generally more successful in acquiring French than those who are instrumentally oriented. Further, the students with the integrative orientation have more favourable attitudes towards members of the French group and are more strongly motivated to acquire their language.

Another study by Gardner in 1968 was based on Gardner and Lambert's (1959) claim that successful second language learners are motivated to be integrated with the target language community. Gardner and Lambert's (1959) claim was based on research on students learning French as a second language. However, Gardner (1968) also argued the relevance of their claim to general ESL (English as Second Language) situations.

Gardner (1968) focused on American Indian students who were learning English in the U.S. and investigated the roles that social factors play in motivating children to learn English. He chose about 60 teachers who were teaching American Indian students and grouped the teachers into four sets by the students' Grades 1-2, 3-4, 5-7, and 8-12. The teachers' perceptions of students were tested in three categories: 1) students' motivation to learn English, 2) the amount of peer group pressure to avoid using English, and 3) the influence of cultural barriers in impeding English acquisition.

In the first category, teachers believed that students' motivation was highest in Grades 1-2, and there was a continuing decrease up to Grades 5-7, but there was an increase in Grades 8-12. The second category indicated that younger children were perceived to have experienced relatively little pressure from their

peer group to avoid using English. The pressure was at peak in Grades 5-7, and there was a small decrease of pressure in Grades 8-12. This pattern paralleled the measure of motivation. Gardner argued that this possibly suggests that from Grades 1-7 there is a decline in motivation and that consequently children put pressure on others to avoid using English, which in turn further decreases the motivation to learn English. However, the development of an appreciation of the usefulness of English after Grade 7 causes a falling off of the pressure from the group (Gardner, 1968, p. 147).

The third category attempted to measure how Indian culture created barriers to learning English. The result again indicated similar patterns to the other two categories mentioned above. Younger children were perceived as having fewer barriers than those in Grades 5-7. Children in Grades 8-12 were also perceived to have fewer cultural barriers than those in Grades 5-7. Gardner argues that students in Grades 1-2 are too young to be much influenced by Indian culture, while children in Grades 3-5 have possibly experienced conflicts between the two cultures in the classroom. On the other hand, children in Grades 8-12 have integrated somewhat with non-Indian culture and are thus not so influenced by Indian culture (Gardner, 1968, p. 148).

Gardner admitted that there might be many ways to interpret these results, but pointed out that the teachers' attitudes towards the target language reflect the motivational characteristics of their students. He concluded that the process of SLA involves certain characteristics of the target language community. In this study, he claimed that degrees of motivation depend on how successfully learners are integrated into the community of a target language.

Based on Gardner and Lambert's (1959) claim, Spolsky (1969) conducted a study of English learners at university level, and the results also supported Gardner and Lambert's (1959) claim. He selected 315 foreign students who

were studying English at American universities. They were divided into different groups according to their levels of proficiency, universities where they learned English, and the length of time they had spent in the U.S. Then, subjects were given a questionnaire, asking the reason why they came to the U.S. to study English. The result confirmed the importance of *integrativeness* in determining the level of proficiency (Spolsky, 1969, p. 281). Spolsky concluded that:

> The attitude towards the target language group has great effect on how well the student learns their language. A person learns a language better when he wants to be a member of the group speaking that language. (p. 281)

All the studies examined above supported Gardner and Lambert's (1959) claim of the superiority of integrative motivation with regard to SLA. However, as research environments diversified, results which did not conform to Gardner and Lambert's (1959) claim started to emerge.

Gardner and Lambert (1972) carried out an extensive study in three different American districts: Louisiana, Maine, and Connecticut, all of which are basically English speaking communities, which investigated students who were learning French at high school. Their study showed rather complex results. Instrumental motivation to achieve higher marks in examinations was shown to be important in all the three areas, while integrative motivation was regarded as a significant factor only in Connecticut. They found that those students with a favourable attitude towards the community in which the target language is spoken were more successful than those with a negative attitude towards the community (Gardner & Lambert, 1972, p. 57). However, the importance of integrative motivation per se did not seem to be fully supported, where French was learned as a foreign language. The results imply that the superiority of integrative motivation to instrumental motivation is not a universal

phenomenon, but may vary depending on the various learning environments.

Lukmani's (1972) study also produced a different result from Gardner and Lambert's (1959) claim that integratively motivated second language learners are more successful than those who are instrumentally motivated. Lukmani studied 60 graduating female students from a high school in Bombay, where the Marathi language is the medium of instruction. The subjects came from middle to lower-middle class families and from a comparatively non-westernised area of Bombay society. The subjects had studied English as a second language for approximately seven years. A cloze [1] test and questionnaires were administered, and the results showed that those who were instrumentally motivated achieved higher scores in the test. Lukmani (1972, p. 271) stated that:

> ... English proficiency arises from a desire to use English not as a means of entry into a reference group (Indians in the United States), but as a tool with which to understand and cope with the demands of modern life.

The studies mentioned above suggest that different language learning environments, especially the difference between second language acquisition and foreign language acquisition, can be an important factor which accounts for the different results obtained in the studies on motivation.

Many studies of motivation have been conducted on subjects at high school age or older. Strong (1984), on the other hand, aimed to examine whether Gardner and Lambert's (1959) claim could apply to learners at a younger age than high school students. Strong aimed at gauging whether the superiority of integrative motivation in SLA was a valid claim for age groups not covered by the Gardner

[1] A cloze test is a technique used to measure reading comprehension. Words are removed from a passage at regular intervals and examinees are required to fill the blanks with appropriate words.

and Lambert study; in this case, infants. Strong studied Spanish-speaking kindergarten children aged between four and six years who were learning English in the U.S. The class consisted of 21 Spanish-speaking children and 24 monolingual English speakers. The class was team-taught by a monolingual English teacher, a bilingual teacher, and a bilingual aide.

The children's integrative motivation towards the English language and community was measured by an indirect method, which involved interviewing them with three questions: 1) who do you like to play with? 2) who do you like to sit next to in the class?, and 3) who is your best friend? The children were asked to nominate more than one person for questions 1) and 2), but only one for the last question. The study intended to measure the strength of each learner's integrative motivation by their attitudes toward the other members of the class and by the expression of tendencies to associate with the target group members. Strong hypothesised that integrative motivation played an important role in young children's second language learning and promoted effective language acquisition. The result, however, did not conform to Gardner and Lambert's (1959) hypothesis. Strong found no clear correlation between the high achievement of English language acquisition and a high level of integrative motivation. Strong concluded that integrative motivation does not play the same role in the case of children as it does in the case of high school students. Strong's study, therefore, suggests that Gardner and Lambert's hypothesis does not apply to every age group.

Strong's result failed to support Gardner and Lambert's (1959) claim; however, there may be a problem with the validity of the results, since the methodology that Strong employed to measure the children's integrative motivation could be unreliable. Even though Spanish-speaking children express an intention to play with English speaking classmates, it does not specifically indicate that they are motivated to be integrated into the English speaking community. That is, it is

quite reasonable to assume that children at kindergarten are not fully aware of the communities into which they potentially integrate themselves. Therefore, Strong's study may have been affected by a methodological error in investigating motivational factors. This study also indicates some of the difficulties inherent in the measurement of motivation.

Following Lukmani's (1972) study, Gardner and Lambert's strong claim about the sole effect of integrative motivation on the success of SLA became a target of debate. Even Gardner working with Macintyre in Canada in 1991 found a result that shows a positive effect on SLA due to instrumental motivation (Gardner & MacIntyre, 1991). They investigated the effect of integrative and instrumental motivations on learning French vocabulary. They chose 92 introductory psychology students who had little knowledge of French at university as their subjects. Their integrative motivation was measured by the scores obtained from the Attitude/Motivation Test Battery, which contains a series of questions on nine items. The items were: 1) attitude towards French Canadians, 2) interest in foreign languages, 3) desire to learn French, 4) French use anxiety, 5) attitude towards the learning situation, 6) integrative orientation, 7) instrumental orientation, 8) attitude towards learning French, and 9) social desirability, which was adapted from the Personality Research Form used as social desirability subscale in the study by Jackson in 1974.

The 92 subjects were divided into experimental and control groups. The experimental group was told that they would be offered a $10 reward individually if they achieved at a successful level in their learning. Instrumental motivation was therefore situationally defined as a monetary reward of $10 offered for any of those who achieved a superior level of success in their vocabulary learning. The control group was simply instructed to do their best. They were tested with 26 questions in which they were asked to provide French translations with correct spelling and an appropriate article to each English

noun. They had six trials, and successful achievement was defined as obtaining a better result than 24 out of 26 pairs which were absolutely correct in form and spelling on the sixth trial.

The result showed that the group with the monetary reward performed better than the group without the reward. The difference in the number of correct answers between the two groups became larger in the later trials. This indicates that instrumental motivation positively affects the learning of French vocabulary. The result also showed that integratively motivated students who obtained high scores in the Attitude/Motivation Test Battery learned better than those who were not integratively motivated. These results showed that both instrumentally and integratively motivated students learned better than those who were not motivated. Gardner and MacIntyre (1991: 71) insisted, however, that the influence of instrumental motivation is tied to a specific goal, and is maintained only until that goal is achieved. They claimed a dominance of integrative motivation in real life contexts, stating that integratively motivated students work harder, are more likely to participate in excursion programs, and are less likely to drop out of language study (Gardner & MacIntyre, 1991, p. 68). Therefore, although they found some positive effects for instrumental motivation, they also claimed that the effect is still limited to particular goal-oriented situations.

Although Gardner and MacIntyre's (1991) study showed some positive effect for instrumental motivation, their method of measuring instrumental motivation seems to be ill-defined. It would appear that instrumental orientation for language learning is normally based on learners' expectation of benefit resulting from the successful target language acquisition; that is, second/foreign language learners are instrumentally motivated because they can link their future advantages with the consequence of successful language learning. Gardner and MacIntyre's (1991) study failed to comply with this

principle as instrumental motivation was defined only by offering a monetary reward for a successful achievement on a test. Their study suggests a methodological difficulty; however, as learner motivation was stimulated under artificial conditions.

As has been reviewed, early studies on language learning motivation centred on a debate about the superiority of integrative motivation over instrumental motivation, which had originally been advocated by Gardner and Lambert (1959). However, in accordance with the development of research on motivation in various learning environments, the results became more complex, and the simple claim that supports the supremacy of integrative motivation has become problematic. The mixed results can be explained by various assumptions such that language learners are not always affected by the surrounding community to which they desire to integrate, many language learners have limited opportunities to contact a target language community, and there may be more reasons of learning a language than integrative and instrumental reasons. Therefore, more open-ended approach for defining motivation was encouraged, and the necessity was raised for taking various variables such as learning environment (i.e., difference between second and foreign language learning), language learners' individual differences, and learners' cultural identity into consideration when considering a framework for the study of motivation.

2.1.2.2 Recent research on motivation in SLA

In response to the emergence of mixed results regarding the superiority of integrative motivation, motivational research in recent years has been extended to various second/foreign language learning environments, and motivation for learning languages other than English or French has also been investigated,

attempting to establish more appropriate framework of comprehending the relationship between motivation and successful SLA.

With regard to the study of motivation in languages other than English, Tomita (1985) studied learners' motivational orientations according to cultural background in terms of Japanese language study in EC countries. Some EC countries, such as Great Britain, France, and Germany, have had historically closer relationships with Japan because Japan needed their aid for modernising in the Meiji era (late 19th and early 20th centuries). These countries, therefore, traditionally have a relatively long history of Japanese studies, and recently their interest has been extended to the study of the Japanese language, largely as a result of the technological and economic development of Japan. In other countries including Ireland, Belgium, and Denmark, with a more recent history of close contact with Japan, learners' primary motivation is their interest in Japan and its culture (integrative motive), which are quite different from theirs. They may also have instrumental interests since many Japanese companies and products have been established in these countries (Tomita, 1985, p. 3). As Tomita has stated (p. 1), learners' interests result from the availability of information about the Japanese language and its culture in the daily lives of these countries, and Japan's economic influence can also be a strong motivator for learners to become interested in studying the language.

Nuibe, Karino, and Ito (1995) researched university students' motivational orientations in New Zealand. They investigated to what extent the types of orientation were related to students' experiences of living in Japan and to the length of their Japanese language study. Nuibe et al conducted a questionnaire with 107 students (35 males and 72 females) at the Victoria University of Wellington. They found that students who have had an experience of living in Japan and also have a longer experience of the study of Japanese are more likely to be integratively motivated. They also found that instrumentality is

more closely correlated with the length of study, and the longer they study, the more strongly they are instrumentally motivated. Nuibe et al's study revealed that an experience of target language study may be a factor affecting the further development of learners' motivational characteristics.

Komiya-Samimy and Tabuse (1992) studied Japanese as a foreign language taught at university in the U.S. from the viewpoint of students' perceptions of the target language. They argued that a less commonly taught, or "noncognate" foreign language, such as Japanese, produces strong negative affective reactions among learners whose first language is English. They suggested that this is due to 1) a different orthographic system in Japanese which could produce a psychological barrier in learners' minds against Japanese language learning, 2) the difference in the language family, (i.e., English language belongs to the Indo-European family, whereas Japanese is isolated from the other language families), and 3) the difference in cultural backgrounds that makes analogical application difficult for English speakers. As a result, in Japanese language learning, it commonly takes three to four times longer for American students to reach the same level in oral skills compared to learning French or Spanish (Komiya-Samimy & Tabuse, 1992, p. 384). Despite these difficulties, the number of Japanese learners was found to be increasing in 1992 in the United States (Komiya-Samimy & Tabuse, 1992, p. 384); therefore, the researchers emphasised the importance of studies on the relationship between learner variables and successful Japanese language acquisition.

In the course of their research, Komiya-Samimy and Tabuse (1992) administered a questionnaire twice, in the autumn quarter (before the course) and in the spring quarter (after the course), to 69 students in a Midwestern U.S. university. The questionnaire was designed to collect information regarding students' motivation, attitudes, anxiety, and personal data. According to their findings, successful students were characterised as having both strong

motivational forces and positive perceptions of study. The former means that successful students believe in the importance of foreign language study because it broadens their cultural awareness. The latter means that they see it as an asset to their future career. That is, successful learners in Komiya-Samimy and Tabuse's study are not only integratively motivated but also instrumentally motivated to obtain a higher grade. Their research thus presented a result suggesting that integrative motivation per se is not a dominant force for facilitating successful Japanese language learning.

The findings also revealed that three affective variables, *language class risk-taking*, *language class discomfort* and *strength of motivation*, were important factors in determining students' performance. Language class risk-taking is defined as "an individual's tendency to assume risks in using the target language in the second/foreign language class" (Ely, 1986; cited in Komiya-Samimy & Tabuse, 1992, p. 382). Language class discomfort is another affective variable defined as "the degree of anxiety, self-consciousness, or embarrassment felt when speaking the target language in the classroom" (Ely, 1986; cited in Komiya-Samimy & Tabuse, 1992, p. 382). Komiya-Samimy and Tabuse concluded that because the above affective variables influence the performance of second/foreign language learners, teachers have an obligation to create a secure and comfortable learning environment by making Japanese seem less threatening, and dealing with learning strategies to enhance students' successful Japanese language learning.

Komiya-Samimy and Tabuse's (1992) study suggests that learners' psychological distance from a target language, induced by the cultural distance between the target language and learners' own communities, may be a factor affecting motivation especially for foreign language learning. In fact, the SLA research has regarded cultural/linguistic distance as one of the factors affecting learners' motivation and attitudes; as a result, it affects students' levels of

achievement in the target language acquisition[2]. Generally speaking, it is reasonable to assume that a closer cultural/linguistic distance between students' first language and second language facilitates acquisition of the target language. According to Svanes (1987), students with a smaller cultural/linguistic distance may have a "pre-understanding" of the target language and culture, and this familiarity will encourage integrative motivation; hence, they become more successful in learning the language. In contrast to those with a smaller cultural distance, students from a more distant cultural/linguistic background, Asian students of Norwegian in Svanes' case, have the greatest difficulty in acquiring the second language. Chiswick and Miller (2005) have also concluded that Korean and Japanese immigrants, who have the most distant culture to the U.S., based on their methods of measuring cultural distance, have achieved the lowest level of fluency in English compared to immigrants from countries measured as having closer cultural distance to the U.S. In addition, Schuman (1986) has predicted in his *Acculturation Theory* that *social factors* between second language learning group and target language group are a determinant of migrants' acculturation and this enables their successful target language acquisition, particularly in a second language learning context. That is, in studies of motivation, the relationship between target language and learners' first language, as well as the learning context (i.e., foreign language learning) can be important variables in determining learners' motivational factors.

The effect of students' cultural background on their motivation was also studied by Kurahachi (1992). She investigated students studying Japanese at two universities in Japan to find out how their cultural background affected their motivation. The study at Maryland University in Yokohama, Japan was conducted with 37 students (33 American, 3 Pilipino, 1 Japanese American, 1 Chinese American) at elementary level. 18 students had been in Japan for more

[2] One of the most influential studies is Schumann's (1976, 1986) Acculturation model, and Giles and Byrne's (1982) Accommodation theory of second language acquisition.

than two years, 9 for between one and two years, 3, for between six months and one year, and 7, for less than six months. The study found that the primary motivation for learning was integrative, and that the students' interest in Japanese was the motivational force which had most effect in leading them to study Japanese. She found there was little difference among the cultural backgrounds. However, there was little real cultural diversity in this sample as the size of the groups was small and unevenly distributed and the inclusion of the hybrid identities of a Chinese American and a Japanese American is a complicating factor when investigating cultural background.

Kurahachi's second study at Daito-bunka University in Japan was conducted on 32 students from China (23 students), Korea (3 students), Australia (2 students), and Tonga (1 student) at three levels. This study also found that the primary motivation was integrative, but instrumental reasons were also found to be important. However, the results did not show any statistically significant difference between students from different countries, but again the sample size for the cultural groups was very small and groups were not evenly distributed. However, in a comparison of motivational intensity between American students in her first study and Chinese students in the second study, American students were found to be more strongly motivated. Kurahachi concluded that although there was little difference in students' motivational types depending on their cultural backgrounds, cultural background may be a factor which may affect motivation in some ways. However, the data from her studies is problematic from a methodological perspective and the conclusions made about the effect of cultural background on motivation need to be treated with some scepticism.

Along with the expansion of research environments and the emergence of mixed results, effectiveness of integrative motivation per se has been the target for debate, depending on various learning environments (e.g., Au, 1988;

Crookes & Schmidt, 1991; Dörnyei, 1990; Warden & Lin, 2000). In other words, approaching learner motivation based on the simple dichotomy introduced by Gardner and Lambert (1959) half a century ago has proved not to be relevant in some learning environments. For example, Lukmani (1972) has found that instrumental motivation may be more facilitative especially in foreign language learning environment. As a result, there have been attempts to adopt more open-ended approach for identifying language learner motivation based on a particular learning context in a way which differs from integrative and instrumental dichotomy. At the same time, some researchers (e.g., Bartley, 1970; Deci & Ryan, 1985; Keuneman & Sagona, 1992; Noels et al., 2001; Ramage, 1990; Wen, 1997) have adapted the extrinsic/intrinsic dichotomy used in psychologists' approaches to motivation in learning to SLA in their studies. In second language learning, intrinsic motivation is regarded as oriented to an interest in the language itself, involving an acquisition of proficiency in speaking, reading and writing, and interest in learning the culture of the target language community; whereas, extrinsic motivation is oriented toward using the language as a means to other goals, such as professional advancement (Ramage, 1990, pp. 207-208). Some researchers (e.g., Keuneman & Sagona, 1992) have, however, stated that the intrinsic/extrinsic concept is in some way similar to integrative/instrumental dichotomy. Soh (1993), in fact, defined these two approaches as the same and did not separate them in his study. Therefore, clear definitions regarding these two major dichotomies as applied to language learning motivation have not yet been generally agreed.

Arguing for the promotion of open-ended approach toward motivation research, Keuneman and Sagona (1992) admitted the difficulty of classifying language learner motivations, and claimed that foreign language learners have more varied kinds of reasons for studying the language, compared with second language learners. They administered a questionnaire to 62 beginners and 98 advanced level students at the University of Melbourne, in order to find out

their orientations for learning French as a foreign language. Although they adopted the intrinsic/extrinsic dichotomy, they also used an open-ended question so that students could freely state their own reasons for studying the language. The questionnaire provided fourteen factors for selection. For each question, a one-to-seven point Likert-type scale[3] was used so that students could indicate the importance of each reason for studying French.

The results showed that students' reasons for studying French were so varied that certain common ground could not be pinpointed. Both extrinsic (particularly using French for travelling), and intrinsic reasons which are based on "students' sense of personal connections with the French language" motivated students to study the French language. However, Keuneman and Sagona added that "intellectual challenge" can also be a strong motivator for university students, especially at the advanced level, and they concluded that the desire to learn French is driven at least in part by intellectual and emotional imperatives and not merely by a response to narrowly-defined economic or practical goals (Keuneman & Sagona, 1992, p. 88). They emphasised the difficulty in classifying motivations by a simple binary system as with the integrative/instrumental or intrinsic/extrinsic dichotomy especially in foreign language learning environments.

Kubota and Skoutarides (1997) aimed to set up a more appropriate motivational paradigm for students studying Japanese in Australian tertiary institutions in Melbourne, and to study how those types of orientations were related to students' learning performance. They investigated 445 students from five different universities in Melbourne (86% beginners and 14% advanced levels). The number of male students was about a quarter of females. Items collected through questionnaires were categorised into five groups; *integrative,*

[3] The Likert-scales is a technique for measuring the degree of a person's reaction. A statement of belief or attitude is shown to someone who is then asked to show how strongly they agree or disagree by marking a scale of numbers.

instrumental (non-career base), *instrumental (future career base)*, *extrinsic*, and *circumstantial*. Kubota and Skoutarides defined *circumstantial* as "motives that can be ascribed more to some particular set of circumstances rather than a specific orientation" (p. 3).

The results found that students' primary motive was instrumental (48%) with integrative (36%) as secondary motive. Extrinsic (following another person's advice) was least reported primary reason for studying of Japanese. Kubota and Skoutarides also found that Asian students were most likely to have integrative, circumstantial, and non-career instrumental motivations, while Australian/non-Asian students had more future career based instrumental motivation. However, Kubota and Skoutarides did not find a positive co-relation between students' academic performance and their motivational types. They concluded that the ethnicity, and prior experience of studying Japanese language and Japan may be isolated factors affecting the motivational orientations that students have, and "sustained exposure to the Japanese study might be the overall orientation closer to the integrative type on the motivational continuum" (p. 12).

An extension of the study of motivation was also attempted from a viewpoint of cultural difference between the East and the West. Warden and Lin (2000) insisted that a number of theories on motivation in SLA are primarily based on the Western cultural and educational concepts, and the motivation of students in Asia who learn English as a foreign language may not suitably relate to the categories proposed by the theories. Based on this assumption, Warden and Lin attempted to identify a specific motivation among university students studying English as a foreign language in Taiwan. They conducted a questionnaire with 500 university students learning English and found that integrative motivation did not exist among the students. Instead, instrumental motivation and an additional motivation, which they labelled *required*, were identified as

orientations to studying English. The students who were categorised as *required* observe English study simply as a mandatory subject in their education system. Warden and Lin did not conclude that *required* can be regarded as a motivational driving force in line with integrative/instrumental motivation, but insisted that the cultural perceptions of education in the Chinese community needs to be taken into consideration when dealing with *required*, because in some Asian countries such as Japan, Korea and China, students are likely to be driven to work hard on a subject which is included in an entrance examination to high schools or universities. Warden and Lin argued that, since students study English and they identified their primary reason for studying English as being that English is a required subject, students' sense of necessity in English study can be regarded as language learning orientation. Motivation, in their view, is regarded as learners' inner force for learning a language. On this basis, *required* shares at least some aspects of motivation as its role is to activate learners to study a language. Warden and Lin's study stressed the importance of culture in establishing a framework of research on motivation.

The effect of social environment on learners' motivation was also studied by Kaku and Okita (2001). They chose 125 (20 males and 105 females) Chinese students learning Japanese at year two in Singapore National University, and investigated their motivational traits, and how the traits are inter-related to the learners' level of achievement.

The study found that there are three clusters of motivation; 1) integrative orientation, 2) elite-ism, and 3) instrumental (job-related) orientation. Integrative orientation has three sub-components; *a desire to interact with Japan, admiration of current Japan,* and *interest in traditional Japan*, and elite-ism also has two sub-components; *interest in studying Japanese*, and *self-satisfaction (a desire to be praised)*. The results of the relationship between the type of orientation and the level of achievement found that interest in studying Japanese has the

strongest co-relation to the learners' level of achievement. Self-satisfaction and instrumental orientation are the second and the third most factors affecting students' level of achievement, but an integrative orientation did not show a strong co-relation with level of achievement. Kaku and Okita noted that elite-ism is closely related to the Singapore society, which values higher education and selected elites (p. 136). They also stated that an instrumental orientation may be related to the fact that a number of Japanese companies are in Singapore.

Kaku and Okita noted that although Japanese pop culture is very popular among young Singaporeans, this type of interest does not seem to be strong enough to motivate students to achieve a high proficiency. They argue that this is because Singapore has a history of Japanese occupation in World War II, and while Singaporeans may consume modern Japanese products, but may not accept Japanese traditional culture (p. 136). Kaku and Okita concluded that the students' motivational orientation may be influenced by the social environment where the language acquisition takes place.

In a recent study of Chinese students studying Japanese in Japan, Moriya (2004) investigated how students' attributions of success or failure in their Japanese study affected their motivation, using *Attribution Theory* (Weiner, 1979, 1980, 1984, 1986). She interviewed 22 Chinese trainees (13 males and 9 females) in IT companies in Tokyo. These trainees had stayed in Japan for a year to receive training of business management and in Japanese language. Their levels of proficiency were between upper intermediate and advanced. The information collected about their attributions of success or failure in Japanese study was divided into two categories; positive and negative statements regarding achievement. The perceived reasons for their success or failure were categorised into either internal or external clusters. The internal cluster for success was further divided into *intrinsic reasons, efforts/positive attitudes, study experience*, and *ability*, and the external cluster had *learning environment, supporting people,*

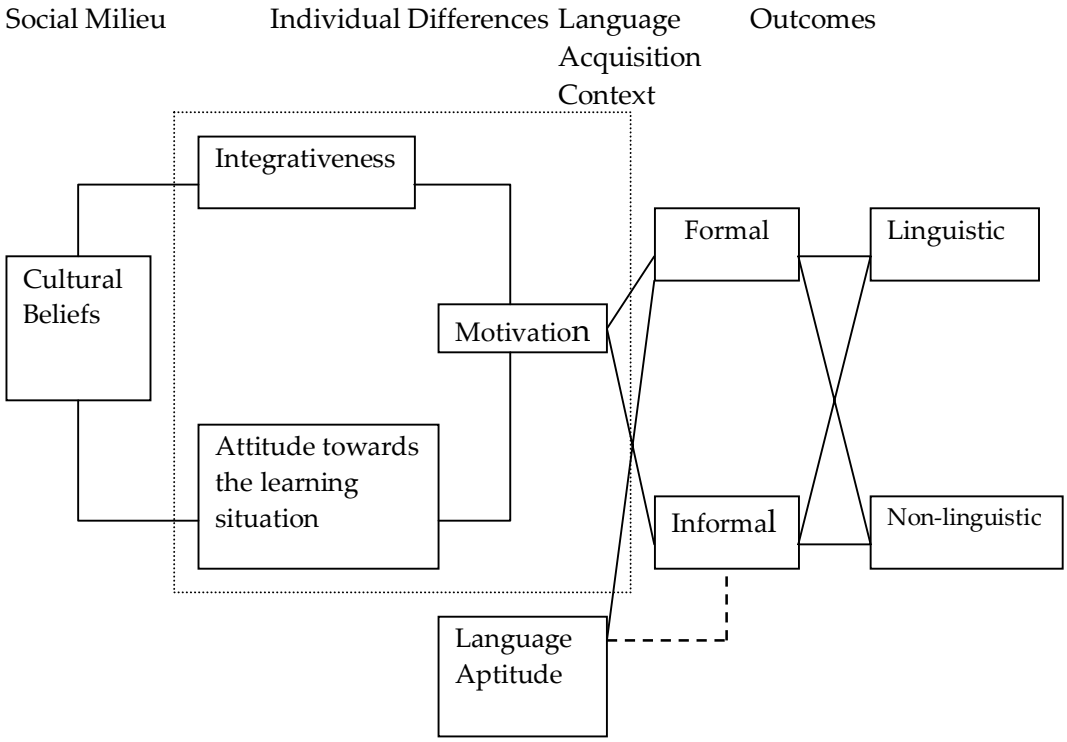
class/instruction, and *nature of target language* as sub-categories. The internal cluster for failure was also divided into *integrative reasons, ability, comprehension problem of Japanese, lack of efforts*, and *society/culture/mother tongue;* and external cluster for failure had also four sub-categories; *learning environment, class/instruction, lack of supporting people,* and *complexity of the Japanese language*.

The results found that the primary attributions for success were intrinsic for the internal cluster, and learning environment – including having a lot of opportunities to use Japanese – for the external cluster. For attributions of failure, the majority (44 out of 70) claimed that their primary reason was intrinsic, including loss of confidence and anxiety, and loss of motivation in the internal cluster, and limited chances to use Japanese as their primary external cluster attribution. Based on these results, Moriya concluded that the success can be attributed to each learner's positive attitudes towards the study of Japanese, which result in a strong effort to learn, while failure can be attributed to temporal factors, such as a lack of efforts or learning environment.

Besides the arguments over the introduction of a more open-ended approach towards the kinds of motivation, there has also been a development of motivational frameworks that more appropriately explain the relationship between motivation and learners' success in language learning.

In his *Socio-Educational Models* (Gardner, 1983, 1985, 1988), Gardner attempted to present a comprehensive paradigm of successful second language learning, which incorporates four factors in second language learning: 1) the social and cultural milieu, in which language training takes place, 2) individual learner differences, 3) language learning contexts, and 4) language learning outcomes, and how they interact and affect one another (Gardner, 1988, p. 101) (see Figure 2.1.2.2-1).

Figure 2.1.2.2-1
The Socio-Educational Model of Second Language Acquisition



(Gardner, 1983, p. 222)

In Gardner's view, motivation is the learner's inner drive that activates various linguistic performances, such as using kinds of learning and communicative strategies, persistence in target language learning, and the possession of a positive attitude towards the language and the target language community. Gardner (1985) claimed that the level of second language achievement is determined by individual-difference variables (i.e., intelligence, language aptitude, anxiety, and motivation), and motivation is influenced by two components: *integrativeness* and *attitude towards learning situation*. The former is referred to "the open and positive regard to other groups and the groups who speak the language" (Tremblay & Gardner, 1995: 506), and the latter is identified by the measures of *attitude towards language course*, and *attitude towards the language teacher* (Tremblay & Gardner, 1995, p. 506). The cultural beliefs developed in the *cultural milieu* are hypothesised to influence the two

components, *integrativeness* and *attitude towards learning situation*. The model further proposed that *motivation* and *language aptitude* interact with *language acquisition context* to facilitate second language acquisition, but motivation is expected to play a more important role than aptitude in informal contexts, such as trying to seek more chances to use the target language (Gardner, 1983, p. 223). Finally, the interaction of motivation and aptitude with *learning contexts* results in both *linguistic* and *non-linguistic outcomes*. The former refers to the acquisition of linguistic competence and the latter refers to the development of interest in learning more of the language and other languages, desire to use the language, and positive attitudes to the target language community. Though this model is criticised because it has little consideration of *interlanguage* development, as Ellis (1997) noted, it is worth noting because it takes social context into consideration as a basis for learners to develop motivation and offers a comprehensive paradigm to account for the relationship between successful SLA and learner motivation for the first time.

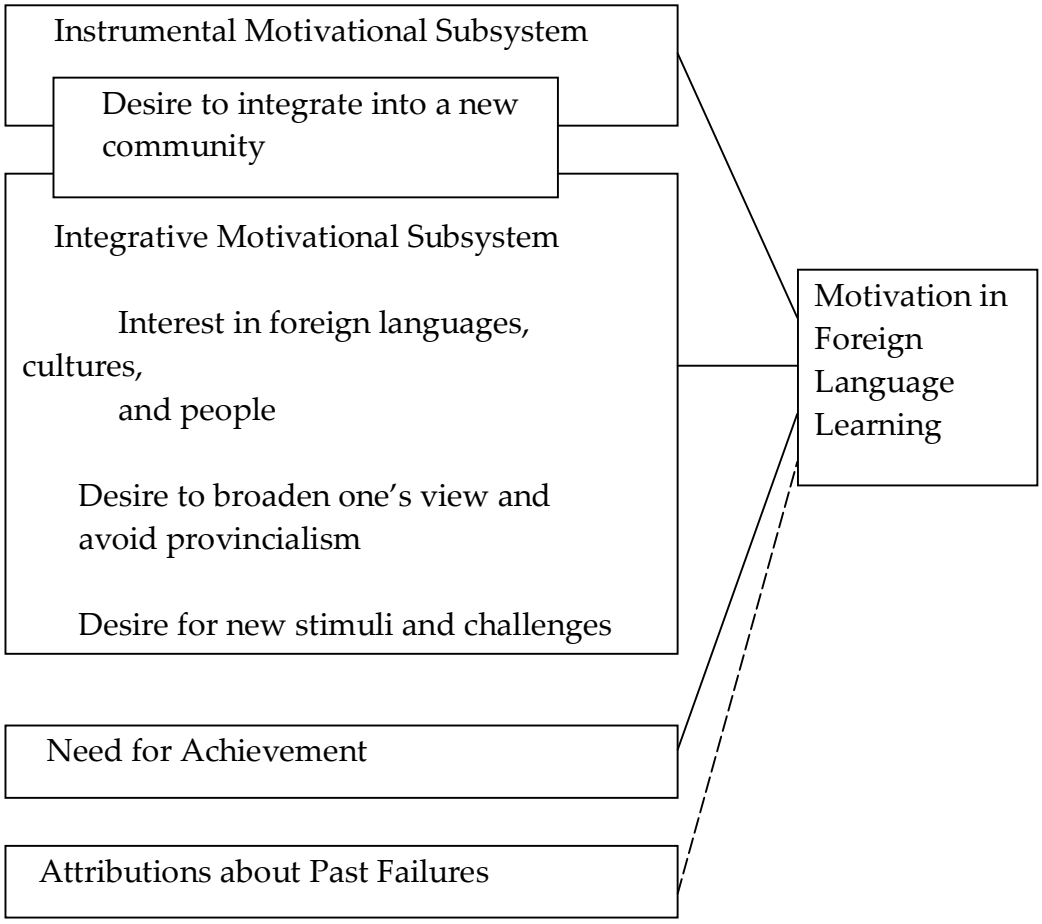
Paying more attention to the differences between second and foreign language acquisition in the study of motivation, Dörnyei (1990) has developed a new understanding regarding the effect of motivation on successful language acquisition based on his research on foreign language acquisition. He investigated 134 young adult learners of English at two levels, all studying at the Hungarian branch of the British International House. The results showed that instrumental orientations significantly contributed to motivation in the foreign language learning context (Dörnyei, 1990: 67). His study also highlighted the relationship between integrative and instrumental motivation. He stated that instrumentally motivated students are more likely to attain an intermediate level of proficiency, but they have to be integratively motivated to achieve higher levels of proficiency (Dörnyei 1990, p. 70). He argued that the dominancy of a type of motivation is not a matter of final choice between the two, but that the dominant type will change along with the students'

development of proficiency.

Dörnyei (1990) also reconceptualised integrative and instrumental motivation as posited by Gardner and Lambert (1959). He argued that Gardner and Lambert's original notions of integrative and instrumental motivation are narrowly defined, so they can only fit into the specific context of learning French as a second language in Canada. Based on the original concepts of the two kinds of motivation introduced by Gardner and Lambert (1959), Dörnyei introduced the *Instrumental Motivation Subsystem* and the *Integrative Motivational Subsystem*, which include some additional components regarding motivation so they can be applied more appropriately to even foreign language learning context (see Figure 2.1.2.2-2). The former involves a number of extrinsic motives, and Dörnyei argued that this motivation is organised by the individual learner's long-term career goals, resulting in a fairly homogeneous subsystem (Dörnyei 1990, p. 67). The latter is a multi-faceted dimension of motivation, which primarily consists of four components: 1) interest in foreign languages, cultures, and people, 2) the desire to broaden one's view and avoid provincialism, 3) the desire for new stimuli and challenges; and 4) the desire to integrate into a new community (Dörnyei, 1990, p. 69). He admitted the positive effect of integrative motivation in foreign language learning, but argued that foreign language learners have often not had enough contact with the target language community to form a particular attitude towards the community (Dörnyei, 1990, p. 69). Thus, the Integrative Motivation Subsystem is determined by more general attitudes and beliefs about the target language and culture, involving interest in foreign languages and people, cultural and intellectual values conveyed by the target language, as well as new stimuli received through learning and/or using the target language (Dörnyei, 1990, p. 69).

In addition to integrative and instrumental motivations, Dörnyei also introduced a third component: *Need for Achievement*, which is regarded as particularly effective in foreign language learning contexts because of the fact that foreign language learning commonly takes place in formal education settings, as a school subject at secondary or tertiary institutions (Dörnyei, 1990, p. 69). Finally, he devised a fourth factor, *Attribution about past failures*, based on Attribution Theory in cognitive psychology. This component is oriented to learners' perceptions of their unsuccessful experiences in language learning.

Figure 2.1.2.2-2
Schematic representation of the reconceptualised construct of motivation in foreign language learning



(Dörnyei, 1990, p. 68)

Dörnyei argued that because it is common to observe failure in learning a foreign language, it is important to consider learners' attributions for the failure,

which are assumed to affect their motivation for current language learning. Dörnyei's (1990) approach to motivation extended Gardner's Socio-Educational Model, modifying integrative and instrumental motivation, as well as adding two components from educational psychology, Need for Achievement and Attribution Theory, in order to provide a fuller understanding of the relationship between motivation and achievement in foreign language learning. He claimed that foreign language acquisition provides a typical language learning context, which should be separated from second language learning environments, and tried to investigate the effect of motivation from the viewpoint of the relationship between the target language and the learning environment.

The concept of Need for Achievement was also considered by Heckhausen (1991). In his view, motivation is a goal-directed behaviour and it can be measured by several features of individual learners. He advocated that a motivated learner behaves differently from students who are not motivated, and the motivated learner exhibits many behaviours, feelings and cognitions that the unmotivated learner does not, such as having clear goals, enjoying learning tasks, making use of learning strategies, and being persistent and attentive to tasks. Heckhausen attempted to view motivation from the cognitive perspective; that is, motivation affects not only achievement in language acquisition, but also several cognitive behaviours such as a clear goal setting, development of an affective state of mind towards the target language, and persistence in the chosen performance for the attainment of the aimed goal. His contribution towards the understanding of motivation is that the effect of motivation is not only examined at the resultant level of achievement in language learning, but also viewed as a factor affecting the process of acquiring the language.

Figure 2.1.2.2-3
Components of foreign language learning motivation

Language Level	Integrative Motivational Subsystem Instrumental Motivational Subsystem
Learner Level	Need for Achievement Self-confidence ● Language Use Anxiety ● Perceived L2 Competence ● Causal Attributions ● Self-efficacy
Learning Situation Level	
Course-Specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive Authority Type Direct Socialisation of Motivation ● Modelling ● Task Presentation ● Feedback
Group-Specific Motivational Components	Goal-Orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

(Dörnyei, 1994b, p. 280)

Dörnyei (1994b) further developed his view of language learner motivation and introduced a tri-component system of motivation based on his previous study in 1991. He admitted that "second language learner motivation is an eclectic, multifaceted construct" (Dörnyei, 1994b, p. 279) and separated the motivational components into three levels; *Language Level*, *Learner Level*, and *Learning Situation Level* (see Figure 2.1.2.2-3). These three components are a reflection of

the three basic constituents of the second language learning process; the target language, the learners of the target language, and the language learning environment, and also coincide with the three dimensions of language learning; the social dimension, the personal dimension and the educational subject matter dimension (Dörnyei, 1994b, p. 279). The Language Level consists of the earlier mentioned two sub-systems; the *Integrative Motivational* and *Instrumental Motivational Subsystem*s. The second component, the Learner Level, involves relevant affects and cognitions related to factors of personality traits. *Need for Achievement* and *Self-confidence* are the two major sub-components of this level. Three major external elements from the viewpoints of course, teacher, and learner group comprise the third component, the Learning Situation Level. Based on this framework for language learning motivation, Dörnyei has suggested a more comprehensive approach towards the study of motivation, and advocated the importance of the promotion of effective learner motivation for successful SLA.

Dörnyei's more recent work (e.g., Dörnyei, 2000, 2001b, 2003) strongly encouraged the introduction of more comprehensive paradigm for the consideration of the complex nature of motivation for the second language learning. Though he admits that Gardner and his associates' early studies contributed extensively to the construction of the foundation work in motivation research in SLA, he insists on the need for further development, linking motivation research in SLA with the recent theoretical findings in educational psychology.

In summary, research on motivation in SLA is rooted in the original study by Gardner and Lambert (1959), who claimed that, besides language learning aptitude, motivation is the most important determinant of successful SLA. The introduction of their dichotomy in motivation research, integrative and instrumental motivation, provided an immense contribution to the

establishment of motivation research in second language learning. Although a number of contradicting results have been presented against their claim that integrative motivation facilitates more successful SLA, it is not deniable that this dichotomy has been utilised as a foundation of study in motivation by a number of researchers to date.

Along with the expansion of research environment, and the emergence of the mixed results with regard to the superiority of integrative motivation, researchers' attention has also been diversified. On the one hand, introduction of a comprehensive paradigm that accurately accounts for the relationship between motivation and success in second language learning has been attempted, and the *Socio-Educational Model* and the *Tri-component System*, for instance, have been introduced by Gardner (1983, 1985, 1988) and Dörnyei (1994b) respectively. On the other hand, motivation has been further examined from cognitive perspectives, and various elements related to language learning such as learning environment, gender, cultural background, have also been taken into consideration for comprehending the effect of motivation on second language learning. As a result, recent studies on motivation have targeted distinct features in relation to successful SLA, which include the introduction of more open-ended approach towards defining motivation, and motivation as a factor affecting the process of language learning. Considering the fact that second language learning requires a long term commitment in order to reach a command of language skills, successful SLA should need to be considered as being related to whether or not learners stay in their study. Based on this, the study of motivation has been extended to investigating how learner motivation affects persistence in language learning.

2.1.2.3 Motivation & persistence in SLA

In studies of motivation before the 1970's, persistence in learning did not attract

particular attention. Gardner and Lambert (1972, p. 12) only noted the relationship between persistence in learning and motivation as follows:

> Integrativeness should underlie the long-term motivation needed to master a second language. Other motivation such as a need for achievement seems appropriate for short-term goals such as passing a language course but seems insufficient to account for the persistence needed in the laborious and time-consuming task of developing real competence in a new language.

Since the 1970's, the understanding of the role of motivation in SLA has been diversified and different trends in approaching learner motivation have developed. One of the major trends in this research has focused on the relationship between learner motivation and persistence in language learning (e.g., Bartley, 1970; Gardner, Ginsberg, & Smythe, 1976; Gardner & Smythe, 1975; Gardner, Smythe, Clément, & Gliksman, 1976; McGannon & Medeiros, 1995; Ramage, 1990; Wen, 1997).

Bartley (1970) shed light on the role of motivation in second language learning from the viewpoint of *learning persistence*. She paid attention to the decrease in the number of learners as the level of language learning becomes more advanced. She chose subjects from Grade 8 at two junior high schools and investigated the relationship between the subjects' attitudinal factors and their continuation of foreign language study to Grade 9. Her study was based on a hypothesis that the attitudinal factors are a major cause of *dropping out* from foreign language learning. Bartley used an adapted version of *Foreign Language Attitude Scale – Spanish* introduced by DuFort in 1962. The scale utilised a four-point Likert-type scale of 30 items, making 120 points the highest possible score, to describe students' attitudinal predispositions towards "teacher variables, parental influence, importance of the foreign language to his/her peers, the importance of the foreign language in the curriculum as the students perceives it, and various items which measure intrinsic and instrumental motivation"

(Bartley, 1970, p. 387). The scale was administered twice, at the beginning of the course in September and at the end of semester in March in order to detect the possible changes in students' attitudes, which may have occurred during the course of study. The results were then computed according to the students' intention of continuing or discontinuing the foreign language course in the following academic year.

The results indicated that there was a significant difference in the mean scores between those who intended to continue study and those who did not. Both in the beginning and at the end of the year, the students in the discontinuing group scored, on the average, 20 points lower than those in the continuing group (Bartley, 1970. p. 390). The results also revealed that the percentage of the discontinuing students who scored higher than 90 points out of a total 120 is much lower than that of the continuing students in both September and March sessions. The intra-group analysis also indicated the difference between the continuing and the discontinuing groups. The discontinuing group showed a fall of 5.07 points in mean scores between September and March, while the continuing group had a negative change of only 0.8 points between the two sessions. Bartley argued that these results signify that the students' attitudinal predispositions can be an important predictor for their termination of language study. She also insisted that changes in attitudes towards the target language during the semester were indicative of possible *drop-out* at the end of the semester.

In addition, Bartley found a noticeable difference for gender. In general, females in the discontinuing group score about 20 points higher than males in the same group. In the analysis of the frequency distribution, the majority (77.5%) of the females scored in the 60-99 range, whereas the majority (83.2%) of males scored in the 40-79 range. Furthermore, while a negative change of attitude during the course of the academic year between September and March

was also evident for both males and females, but male students showed greater negative changes than female students. Bartley claimed that the change in student's attitudes towards the target language (i.e., coming to dislike the language) is one of the causes of termination of the study in foreign languages (Bartley, 1970, p. 390).

A further study of persistence and motivation was conducted by Gardner and Smythe (1975), who hypothesised that integrative motivation could explain the difference between students who continue French study, and those who discontinue. They chose 100 students in each of Grades 9 through 11 in London, where French was an optional subject. They administered their survey on the subjects' predispositions regarding integrative motive, intelligence and achievement levels in French. The survey was conducted twice, at the beginning and the end of the academic year, and they compared the results of those who continued French study with those who discontinued. The study revealed that continuing students who registered for the next grade were more strongly integratively motivated than discontinuing students, who showed lower scores for integrativeness. Gardner and Smythe (1975, p. 227) noted that:

> ... in comparison with those who stayed in French, the drop-outs had, in the previous year, significantly less positive attitudes toward French Canadians and the European French, expressed less favourable attitudes toward learning French, perceived less parental encouragement for learning French, exhibited less effort, and less of a desire to learn French, and evidenced less of an interest in foreign languages. All seven of these variables are characteristics of the integrative motive.

Gardner and Smythe concluded that there are two factors which are relevant to successful language learning: language aptitude and motivation. Language aptitude is an important variable in determining second language achievement, but it is a stable characteristic of students. In other words, language aptitude is

an innate ability and cannot be easily imbued by training to aid learning. On the other hand, "integrative motive is an interplay of attitudinal and motivational factors, which is a complex system, but can be modified" (Gardner & Smythe, 1975, p. 228). Based on this claim, Gardner and Smythe suggested that teachers could promote second language acquisition by working on integrative motivation. For example, students could be more highly integratively motivated if they were to develop more positive attitudes towards their learning environment, the target language, and/or the target language community during the class. Because teachers play a significant role in affecting students' motivations and attitudes, it is important that teachers consciously support students in developing integrative motivation. As a result, students' persistence in language study and achievement in learning the target language could be encouraged.

In their study of persistence in language learning, Gardner and his associates continued the framework developed in their earlier research and approached their work from the integrative and instrumental dichotomy. They maintained their contention that integrative motivation facilitates students' persistence in learning more than instrumental motivation, and conducted more studies to further consolidate their claim in the 1970's. For example, Gardner et al. (1976a) argued against the previous studies by Bartley (1970), and Gardner and Smythe (1975), and pointed out that the subjects in these studies were few in number and selected from only one or two schools. Thus, they chose 1,000 students from Grades 7 to 11, from seven different schools, and administered a questionnaire on the students' intentions of continuing or discontinuing their study of French.

Although Gardner et al. (1976a) admitted a general scepticism about a positive relationship between students' self-predictions about their continuation of study and their actual persistence; they claimed that students' self-predictions

are a reliable predictor of their intention of continuing language study. The results of this study revealed that motivation played a significant role in determining whether or not students persisted in their study. They concluded that integrative motivation provides students with the necessary motivation to stay in their second language study; whereas students who are not integratively motivated tended to drop out of the language program. Therefore, Gardner et al. stressed the importance of integrative motivation for persistence in language study.

Gardner et al. (1976b) also studied 48 university students studying French to investigate how different learning environments affected the students' motivation. They divided the students into two groups: those studying in a traditional teacher-oriented language learning style as the control group, and those in a modern learner-centred language learning style as the experimental group. They administered two tests: one at the beginning (pre-test) and the other at the end (post-test) of the programs. The aim of the study was to determine the extent to which each learning environment would have any consistent effect on students' attitudes and motivation, and their intention of withdrawing from language study. The study also aimed to investigate the motivational differences between the stay-in and the drop-out students from both programs. The results from the battery of tests indicated that students in both programs showed less favourable attitudes in the post-test than in the pre-test. There was also an increase in the mean scores for the students' intentions to withdraw from the program between the two tests in both the control and experimental groups. Gardner et al. argued that this general deterioration of attitudes is attributed to their reactions to the lengthy questionnaires, and the second questionnaire could induce a more negative attitude as respondents were required to answer a number of similar questions again.

However, a comparison between the two groups revealed that the students in the learner-centred group tended generally to maintain their favourable attitudes compared with the teacher-centred group. Although the learner-centred group showed a decrease in intentions to continue French study in the post-test, the decrease of the teacher-centred group was much larger. Gardner et al. therefore, claimed that the experiences in the learner-centred program, in which the learners take more initiative, more positively affected the maintenance of the students' interest in learning French.

In addition, the data obtained from the pre-test for both programs indicated that the continuing students were significantly different from the discontinuing students in the following four out of the thirty given variables: ethnocentrism[4], desire to learn French, evaluation of European French people, and evaluation of English Canadians. The result showed that the continuing learners were characterised as less ethnocentric, and having a more favourable evaluation of the European French and English Canadians. However, the relationship between continuation and desire to learn French turned out to be more complex. The results indicated that discontinuing students showed a higher score in their desire to learn French than continuing students. Gardner et al. did not provide a strong explanation for this, and simply attributed this result to the difference between continuing and discontinuing students in their attitudes toward the initial stage of the study of French, where students have to "move rapidly through material with which they are likely to already be acquainted" (Gardner et al., 1976b, p. 257). The discontinuing students were assumed to have developed interest in studying French at the time of the survey, though they had decided to discontinue their study. On the other hand, the continuing students decided to continue though they could have become tired of studying what they had already known. Nonetheless, the results advocated that there is

[4] A high score on this scale reflects learner's belief that her/his own cultural community is superior to other cultural groups (Gardner et al., 1976b: p. 246)

a close relationship between students' motivation and their willingness to withdraw from study. The study also indicated that differences in language teaching method have some effects on the students' persistence in second language study.

As the positive effects of integrative motivation per se have been a target of debate, the approach to the classification of learner motivation using this simple binary system has also been criticised. Thus, researchers have attempted to investigate the relationship between persistence in language study and students' motivation with a more open-ended approach: for example, the studies by Ramage (1990), McGannon & Medeiros (1995), and Wen (1997).

Ramage (1990) investigated the cause of *dropping-out* from Spanish and French language courses in secondary schools in the U.S. from the viewpoint of learner motivation. She criticised the previous research on learner motivation as being too rigidly divided into two primary types: instrumental and integrative. She claimed that learner motivation is more diverse and research on learner motivation should therefore be more open in its classifications. Following this criticism, she administered an open-ended questionnaire to students who took foreign language classes, which asked about the students' reasons for taking elective language courses. The results revealed that there was a difference in attitudes toward foreign language study between continuing and discontinuing students. Continuing students above the second level of proficiency were likely to have a range of reasons for taking a foreign language. Ramage claimed that continuing students had both intrinsic and extrinsic orientations. That is, they were interested in learning the language itself and, at the same time, were goal-oriented, using the target language as a means to an end. On the other hand, discontinuing students were characterised as having one central reason: to fulfil a college requirement. Foreign language learners are thus more likely to continue their study if they have interest both in language study itself and in

utilising the proficiency they have developed as an instrument to accomplish another goal.

Ramage (1990) also emphasised the importance of promoting the students' interest in foreign language learning, which should be factored into persistence in foreign language learning. Ramage (1990, p. 208) stated:

> Emphasis should be given to developing intrinsic interest in foreign language study to encourage continuation, but not to the exclusion of extrinsic motives. Proficiency in the target language and an understanding of what culture is should be promoted as a goal rather than fulfilment of a requirement. Students should be given reasonable expectations in terms of time and effort involved in language learning when proficiency is a goal.

Ramage extracted three approaches to the promotion of interest in foreign language learning: 1) providing publicity that emphasises the importance of speaking foreign languages, 2) instilling a goal of proficiency rather than a goal of requirement, and 3) freeing foreign language study from the notion that it is associated with a particular social and educational status, in other words, "de-elitising" foreign language study (Ramage, 1990, p. 214). Ramage admitted, however, the necessity for further studies in this field, especially on subjects in tertiary institutions learning languages other than English (Ramage, 1990, p. 216).

Following Ramage's (1990) suggestion for promoting an open-ended approach to identifying student motivation, McGannon and Medeiros (1995) conducted research on secondary school students in order to investigate what determines their continuation or discontinuation of French language study after compulsory education. The study was based on the fact that the percentage of students studying one or more languages falls dramatically after language programs become optional. McGannon and Medeiros noted that among Year 7

students in Victoria in 1993, more than 98% studied one or more languages; while in Year 9 when language study is elective, the percentage of those studying languages dropped to 4% (Directorate of School Education, Victoria, 1994, pp. 42-43; cited in McGannon & Medeiros, 1995, pp. 95-96). Their study, therefore, aimed to highlight the factors which influence students' decisions to continue or discontinue French study in Year 9, and also to describe the motivational traits of continuing students.

McGannon and Medeiros (1995) administered a questionnaire and collected data from 58 Year 8 students of French from a single school in an outer eastern suburb of Melbourne. The results of the study revealed a clear gender difference with regard to continuation. Male students were more influenced by the opinions of teachers, parents and friends than were females. Males also put more importance on career relevance for their study of French. The study also found an influence of previous language study: those who had taken part in a language program in a primary school were less likely to continue French than those who had not. To sum up, the survey described continuing students as those who followed a teacher's or family recommendations, and were also influenced by their grades in the French language course. However, because of the small number of respondents, McGannon and Medeiros avoided a conclusive claim regarding the relationship between a specific type of motivation and persistence in a language study, suggesting further study is needed in similar settings.

Wen (1997) also followed the general contention that language learner motivation is closely related to learning context. Based on the foreign language learning context in the U.S., she studied the motivational predispositions of university students studying Chinese. Through this study, she attempted to find motivational factors which work as initial motivation, leading the students to enrol in the Chinese course, and as sustaining motivation that encourages

learners to persist in language study, incorporated these with *Expectancy-value Theories*. Expectancy-value theories, according to Oxford & Shearin (1994), focus on the individual's expectations of receiving a valued reward. "The effort exerted toward any particular action is determined by the *valence* (i.e., relative attractiveness) of outcomes and the expectation that the action could lead to the desired outcomes" (Wen, 1997, p. 236). Valence is defined as a "perceived value of the outcomes of performance" (Vroom, 1964; cited in Oxford & Shearin, 1994, p. 21), and expectancy is referred to as an effort that will lead to successful performance (Oxford & Shearin, 1994, p. 21). Wen (1997) claimed that the valence of learning outcomes, expectancies of learning ability, and the probability of obtaining the language learning outcomes greatly influenced language learner motivation, when expectancy-theories are applied to language learning (p. 236).

Based on the above assumption that learners' expectations have some effect on their motivation for learning a language, and their persistence in language study, Wen (1997) conducted a questionnaire survey of 77 students from Asian and Asian-American backgrounds at two levels from two American universities. According to factor analysis, four factors were found to be relevant: 1) *motivation of instrumentality*, 2) *intrinsic motivation*, 3) *expected learning strategies and efforts*, and 4) *passivity toward requirements*. Motivation of instrumentality involves using language as a tool to fulfil certain goals but has broader and more generalised predispositions compared with instrumental motivation as understood by Gardner and Lambert (1972). Intrinsic motivation indicates the learners' internal appreciation and enjoyment of learning a language. Expectations of learning strategies and efforts are associated with students' perceptions about how many and what kinds of learning strategies are required for learning Chinese, and how much time should be devoted to the learning. These variables were included based on an assumption that learners at the beginning of their studies are likely to be attracted by some

characteristics of Chinese, for example, orthographic calligraphy, but may ignore the effort required to learn the calligraphy. As a result, they may develop a negative attitude towards the language, and decrease the strength of motivation (Wen, 1997, p. 237). Passivity toward requirement represents a learner's motivational predisposition that they have a receptive attitudes toward learning Chinese (i.e., Chinese class is less demanding than other subjects) and/or they only follow the academic requirements.

The results revealed that as an initial motivation, intrinsic motivation played a significant role for learners to enrol in Chinese classes. However, for furthering Chinese study beyond the beginning level, expectations of learning strategies and efforts are the motives that retain the students. Passivity for requirements is a motive for starting Chinese study for some beginning level students, but it does not lead them to advance to the intermediate level. Based on these findings, Wen argued that one of the reasons why the students discontinue their study of Chinese is the gap between their expectations and the reality of language study. Wen (1997, p. 242) noted:

> The students who have a certain Chinese or Asian background might think that the course is less demanding to them because of their background. Their expectation of the learning task may not match the reality: that is, Chinese language courses are much more demanding than they expected.

Wen (1977, p. 242) continued:

> They (students) may discover a gap between what they know or expect from learning Chinese and what a formal Chinese course requires. In the process of learning Mandarin Chinese, they may realise the great commitment that the course demands. Consequently, those who are not willing to make considerable effort in their learning may discontinue their study. Those who understand or gradually realise the time-consuming process of learning Chinese may continue to the intermediate level.

In accordance with these arguments, Wen claimed that expectations of learning strategies and efforts are a strong predictor of students' persistence in their study of Chinese at the intermediate level (p. 242).

Wen's (1997) study implies that learners' appropriate and realistic expectations of the learning task and their own ability (i.e., self-efficacy) should play an important role in starting and continuing the study of Chinese. Depending on learners' first language background, they are likely to have unrealistic expectations about language study when learning a specific language that shares a number of aspects such as writing system or grammar with their first language. When this expectation fails to match the required commitment in a formal language course, and learners fail to adjust their expectations to the actual demands of the course, they are likely to discontinue study. Wen's study indicates the importance of learners' expectations of learning a certain language when considering persistence in language study.

In the accumulation of a number of research results, persistence in language study has come to be regarded as an important predictor of successful language acquisition. As a result, an attempt has been made to present a more appropriate framework for comprehending the relationship between persistence and motivation. In his recent study, Dörnyei (2003) expressed his view on the importance of persistence in target language study for successful language acquisition. He expanded his notion of motivation, viewing it not as a single trait which remains stable in long term language learning process but as "different characteristics depending on what stage the individual has reached in pursuing the goal" (p. 18). He proposed three distinct phases in the process of long term language learning; 1) *preactional stage*, 2) *actional stage*, and 3) *postactional stage*. In the first stage, *choice motivation* (i.e., initial motivation) acts to set up a goal and launch the action, *executive motivation* (i.e., sustaining

motivation) in the second stage sustains the effort along with the ongoing self-appraisal of the action and self-regulation, and in the final stage, *motivational retrospection* (i.e., expectancy) functions to evaluate what has been done to determine what kind of activities will be necessary in the future. This process-based approach towards the comprehension of language learning motivation, which Dörnyei (2003) labelled the *Process Model* attempted to apply the development process of motivation to each learning stage that individual learner has to follow especially when learning a foreign language. That is, language learning is viewed as a long continuing process, and attainment of high proficiency as the target goal is regarded as having been achieved only in the continuation of a learning process in which learners experience various motivational fluctuations.

As has been examined above, the development of the study of motivation has paralleled with the arguments on Gardner and Lambert's (1959) claim of the superiority of integrative over instrumental motivation for facilitating successful second language acquisition. Along with the debates over this claim, some important key issues have been raised for better understanding of the effect of motivation in language learning. Firstly, as Dörnyei (1990, 1994a, 1994b, 2003) argued, language learning motivation varies depending on learning environment, and in the long term process of a target language learning. The same individual learner may even possess a different motivational orientation when s/he learns the same language as a second or a foreign language. As a number of researchers have argued (e.g., Dörnyei, 1990, 1994a, 2003; Lukmani, 1972; Oxford & Shearin, 1994; Warden & Lin, 2000), in a foreign language learning context, integration into target language community does not seem to be an effective motivator since learners may not be able to encounter the target language community in their learning environment. That is, integrative motivation may have very limited role in foreign language acquisition. Furthermore, in Asian countries, *academic requirement* has more likelihood to be

a strong motivator among students than the Western countries, because Asian students often have a different attitude towards academically required school subjects (Warden & Lin, 2000). The effect of learning environment, therefore, implies that the distinction of motivation and its effect should be considered in accordance with the place where language study takes place.

The understanding of motivation should also need to regard second language learning as a long term commitment, and learners are affected by each stage of learning process: initial, sustaining, and post-study stage. An initial orientation that motivates a learner to start learning a language may alter in the engagement of actual study, and this altered motivation may work more effectively to encourage the learner to stay in their study than the initial orientation. In addition, learners' evaluation of the actual study may also affect their motivation to enrol in the further level of study as an initial motivation. Likewise, language learner motivation should be viewed changeable along with the process of language study in terms of persistence in the study of language.

Secondly, factors that are assumed to influence the learner motivation also need to be taken into consideration. The types and strength of motivation can be determined by learners' appraisal of their own learning ability (i.e., self-efficacy), and expended and required effort to attain the learning goals (i.e., expectation). This evaluation is to be based on learners' cultural background (Komiya-Samimy & Tabuse, 1992; Wen, 1997; Warden & Lin, 2000), gender (Bartley, 1970; McGannon & Medeiros, 1995), and how the study of particular language is perceived in the learners' society (Ramage, 1990). Learners from a different cultural background could have a different philosophy of education (Warden & Lin, 2000), which could affect their appraisal of learning experiences. That is, learners from different cultural backgrounds may develop contrasting attitudes towards target language study even when they experience the same type of language learning. In the same way, males and females may perceive

their required roles in their society differently, which can reflect on their motivation to study a language. In addition, general perceptions of speaking a particular language in the learners' community may also affect their motivation, since speaking a particular language may be considered as having some prestigious status in some countries. To sum up, the study of motivation is focused on the basic two components; learning environment and alteration along with the long term process of learning, and learners' appraisal of self-efficacy and expectancy are considered as factors that affect the alteration of motivation. In addition, cultural background and gender are factors affecting the appraisal as has been examined in the studies of Warden and Lin (2000), Wen (1997), Bartley (1970), and McGannon and Medeiros (1995). These considerations will be reflected on the development of the framework of the present research.

2.2 Defining motivation

As has been examined in the preceding sections, motivation has been extensively studied both in educational psychology and SLA, which has provided various views on human behaviour including learning a second language and how these actions are affected by motivation, or vice versa. Among a number of studies in SLA, one of the causes of complexity in the discussion of the exact effect of motivation in learning is the existence of varied views on the definition of motivation. Hence, before presenting the environment of the current research and research questions, it seems appropriate to present a working definition of motivation which is relevant to the present study.

Motivation in this study is understood as a learner's goal oriented inner drive that activates his/her conscious choice of various language learning behaviours.

This is manifested in two phases; *initial enactment of the learning behaviour* and *sustaining of the learning behaviour.* The goal is acquiring a certain set of skills in the second/foreign language that the learners have chosen to learn.

The present study will explore learner motivation from a cognitive perspective; that is, the learner's conscious choices about a course of action in a specific environment are base for the consideration of motivation. Given this base, it is also important to recognise two phases which are relevant to understanding learner's motivation; 1) the initial stage where language learners decide to engage in a language course, setting up their own goals for achievement, and 2) the sustaining stage where the learners choose to stay in or withdraw from learning the language, as a result of taking various factors that may occur during engagement in study into consideration. In addition, motives that especially activate learners to be engaged in language learning in the initial stage are also understood as *orientation*.

Possible factors affecting motivation will also be considered from two viewpoints; *external stimuli* and *personal attributions*. The former may include the learning environment, various variables related to learning such as teaching method and teachers, cultural/linguistic distance between L1 and L2, and the latter could include the learner's age, gender, learning experience, self-efficacy, personal goals, attitudes towards L1 and L2, and commitment to learning. Based on each learner's perceptions on these factors, motivation is assumed to work in two primary phases, getting learners to enrol in Japanese courses (*initial motivation*), and sustaining learners in Japanese language study (*sustaining motivation*). Bearing this working definition of motivation in mind, the next section will examine the research environment and presenting research aims and questions of the current study.

2.3 Content of the present research & research questions

This section will present the current research context focusing on how persistence in and termination of language study are viewed, followed by the definition of successful second language acquisition based on the continuation of language study. Lastly, the research questions based on the research purposes will be presented.

2.3.1 Decrease in the student number towards the advanced level

This subsection will examine the phenomenon of the decrease in the number of learners in language courses as the level of language study advances, and present how persistence in and termination of study may be viewed in terms of second language study. The decrease in student numbers is a result of learners' withdrawing from language courses before reaching the highest level of study. As the withdrawal is a human action, there must be a reason or motive for language learners to do so. The aims of the present study are to investigate the relationship between learners' motivational predispositions and their persistence in their language study, and those learners who withdraw from study may be regarded as being unable to persist in their study long enough to achieve a high level of proficiency due to certain motivational reasons. On these grounds, it is worth examining the decrease in the number from the viewpoint of learners' motivational characteristics.

In formal second language learning, a diminishing number of students is commonly found in language courses at higher levels of study. In other words, technically, anybody can start second language learning, but only a limited number of learners go on to achieve a higher level of proficiency. Japanese courses in tertiary institutions in Australia are not an exception to this, as shown in Table 2.3.1-1. The universities in this Table were selected randomly

representing each state and territory from 43 Australian universities listed in Directory of Japanese Studies in Australia and New Zealand (Japan Foundation, 2004). As the Table shows, the largest number of students is found at the lowest level in all the universities listed. The decrease in numbers is therefore common as the level of study advances, and the advanced level has the smallest numbers, except at the University of Queensland, although the numbers here are quite small compared with those at the lower levels. Each university adopts a different framework for course organisation; therefore, the figures cannot be compared cross-sectionally at each level of the study between universities. However, in all the universities, a general tendency of decreasing numbers at higher levels of study can be observed.

Table 2.3.1-1
The number of students enrolled in Japanese language study courses at each level of study (The Japan Foundation, 2004)

	University of QLD	ANU	University of Adelaide	University of W.A.	University of Sydney	Griffith University Gold Coast	University of Tasmania	Bond University*
Level 1	178	109	120	60	290	112	55	50-60
Level 2	122	63	100	35	215	89	42	20-30
Level 3	68	65	45	25	N.A.	85	25	10-20
Level 4	63	62	N.A.	25	N.A.	25	12	10-20
Level 5	27	N.A.	N.A.	30	N.A.	N.A.	N.A.	N.A.
Level 6	22	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Advanced	29	18	35	12	25	12	4	10

* Bond University did not provide the exact figures, probably due to their application of different semester system from other public universities.

The same tendency of decreasing numbers is prominent in other universities in the Directory. That is, this general phenomenon clearly indicates that regardless of the historical, geographical, and academic backgrounds of each university, it is typical that many students do not continue their study of Japanese to an advanced level. In spite of the fact that the universities in the table do not employ the same teaching materials, the same teaching methodologies nor assessment procedures, the number of the students inevitably diminishes at

every university. That is, the reason for the smaller numbers of students at higher levels of study can be assumed to have something to do with characteristics of the language learners themselves.

This general phenomenon of decrease in student numbers is characterised by two possible viewpoints that need to be taken into consideration for the development of research framework: continuation of study and termination of study. As a number of students actually withdraw from their study, it is important to know what the reasons are for students terminating their study before acquiring a high level of proficiency. At the same time, although the numbers are small, there are some students who successfully advance to the higher proficiency levels. Hence, it is important to investigate what the factors are that lead some students persist in their study. In the following subsections, therefore, persistence in language study will further be examined from the viewpoint of research in successful SLA. Following this, how the concept of termination is used in the present study will be discussed.

2.3.2 Persistence in second language study

In studies of motivation in SLA, successful second language learning has been defined in various ways, including obtaining high marks on an achievement test (e.g., Gardner & Lambert, 1959; Gardner & MacIntyre, 1991; Lukmani, 1972), or ultimately achieving at higher or advanced levels of study (e.g., Gardner, 1968; Wen, 1997). However, when considering second language learning from the practical viewpoint that language learners actually use the language they learn for a certain purpose, it seems more reasonable to define successful second language learning as acquiring a high competency in target language after spending certain periods of time in studying the language, because even if a learner obtains a good mark on a simple achievement test at

the elementary level, this does not guarantee that the learner will acquire high level skills in the language s/he learns. Generally speaking, simple linguistic skills that enable, for example, a person to order a cup of coffee or ask the price of goods in a shop cannot be regarded as being fluent in the language. Hence, second language learning needs to be discussed on the basis of learners acquiring a high level of competency in the language they study. With regard to the acquisition of high level of competency in second language acquisition, Gardner and his associates especially have indicated that the effect of motivation is important for learners' persisting to higher levels of language learning (Gardner, 1968; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975).

As has been discussed in the literature review, learners may be assumed to have various motives for starting learning a language, even if the study of the language is a compulsory subject at school. Once learning a second language begins, it usually takes a certain period of time (commonly months to years) for learners to reach a minimum level of proficiency. In other words, successful second language learning depends on the length of time it is studied (Bartley, 1970, p. 386). Bartley (1970, p. 385) noted:

> In terms of language learning theory, it would seem that an optimum learning experience for the student would be reached by continuous study of the foreign language over a period of years in order to achieve mastery of the basic skills of language learning. Completing one or two levels of a foreign language would certainly seem insufficient.

This means that, as long as learners are able to keep on learning the target language, they all have the possibility of being successful in mastering it. When the ultimate objective in second language learning is the attainment of high proficiency, then, the key of success in second language acquisition has to lie in why learners persist in their study of the language. The current study, therefore,

will focus on the factors that lead learners to persist in their study, and how their motivation affects this persistence.

In addition, as Dörnyei (1990, 1994b, 2000) has claimed, motivation changes during the process of learning a language. In relation to persistence in language study, motivation may be assumed to change in ways that may lead learners to continue (or discontinue) their study. Factors affecting such changes will, therefore, also be important keys for the investigation of the effect of motivation on persistence in language study. There are several factors such as learners' self-evaluation of their previous study or influence from parents, peer students and teachers which have the potential to produce motivational changes (Dörnyei, 2003). Among these factors, the cultural background of learners, as some researchers have noted (e.g., Komiya-Samimy & Tabuse, 1992; Warden & Lin, 2000; Wen, 1997), may also be an important factor affecting motivation. In Australian tertiary institutions, there are quite a number of Asian students who study Japanese; therefore, it may be useful to investigate whether Asian-background students perform differently to non-Asian-background students in terms of persistence in learning Japanese.

2.3.3 Termination of second language study

There are three primary reasons that can be assumed to contribute to the decrease in numbers of students studying a language: 1) students lose interest in learning the language or are discouraged (for various reasons) during their courses, and so discontinue their study, 2) students fail to pass examinations because of insufficient improvement in competence to meet the course requirements, 3) students want to continue the study but cannot do so because of unavoidable practical reasons, such as timetable clashes with their major subjects, or having no room in their course structure to take more elective

subjects. Of these reasons, only the first reason is directly related to learners' motivation. Learners have total freedom in the choice to continue their study if they pass the assessment, but they may nevertheless elect to withdraw from the language course. Terminating study is a human performance, and as has been reviewed in the previous sections, human performance can be accounted for by motivation (i.e., *Attribution Theory*). There have then to be some factors that affect learners' motivation negatively, and this negatively affected motivation leads the learners to terminate study, or as Dörnyei (1990, 1994b) has noted, a change of motivation may occur, so that the motivation to study the language is weakened, and this may affect the students' intentions to continue their study. This means that the factors that produce a negative change or deterioration of motivation need to be included as one of the focuses of the present research.

Taking the above into consideration, it can be seen that persistence in and termination of study is the result of learner motivations, and several questions now arise. What differentiates successful language learners who continue their study until they acquire a high proficiency from unsuccessful learners who stop learning in the middle of the learning process? What are the kinds of motivation that cause learners to persist in or terminate learning? Are there any general characteristics among those who stay in their study of a language and those who drop out of their study? What factors affect students' motivational changes? Based on these questions, the next subsection will present the research purposes and questions of the current research.

2.3.4 Purposes of the present research

This thesis will focus on the questions raised in the previous subsections which query the factors that facilitate the continuation of language learning and consequently differentiate between successful and unsuccessful language learners. Also discussed will be the role that motivation plays in continuation

and discontinuation of language learning. As reviewed in the previous sections, a number of researchers have been trying to clarify the relationship between successful language learners and their motivation. Their work provides suggestions and discussions; however, as many researchers point out (e.g., McGannon & Medeiros, 1995; Ramage, 1990), theories on the relationship between persistence in language learning and learner motivation have not been fully investigated or consolidated. More studies are needed in various learning situations to establish a more conclusive second and foreign language learning theory.

Only limited research on learner motivation has been previously conducted on subjects who learn Japanese language as a foreign language in their native country (e.g., Komiya-Samimy & Tabuse, 1992). Hence, the primary concern of this thesis is to find whether the existing results and theories are relevant to Japanese language study in Australian universities; whether or not the motives of students who are learning Japanese in universities in Australia are comparable to the results of other primary research discussed in 2.1; and whether the continuity of Japanese language study has any relationship to the particular motivation of students in universities. Taking these points into consideration, the present research aims to address the following questions:

1. Are there any differences in the initial motivation for learning Japanese language and interests regarding Japanese related subjects between students who continue and those who discontinue their study?
2. Is there any relationship between students' desire to continue or discontinue their study of Japanese and the level of study?
3. What are the factors affecting students' persistence (or termination) as sustaining motivation?

4. Does the experience of Japanese language study have any effect on the students' intentions of continuing or discontinuing their study, and if there is an effect, what factors affect their intentions?
5. Is there any difference in persistence in or termination of study between female and male students?
6. Does students' cultural/linguistic background have any influence on their intention of continuing or discontinuing their study?

Based on these research questions, the following chapter begins by detailing the methodology used in investigating these questions.

Chapter 3

Research methodology

This chapter will present the research methodology employed in the current research, including subjects for the survey, the method of collecting data, procedures in the development of questionnaires, and the administration of the survey.

3.1 Subjects

The subjects for this study are students studying Japanese as either a major or an elective subject from three universities; The University of Queensland in Brisbane, Griffith University's Gold Coast campus, and Bond University, also on the Gold Coast. Approximately 850 students in total were learning Japanese at the three universities at the time when the survey was administered for the present research. There were over 400 students studying Japanese at the University of Queensland, and also about 400 students were at Griffith University's Gold Coast campus. The average number of students studying Japanese at Bond University per semester was approximately 45 at the time of this research.

The University of Queensland offers Japanese language courses as electives or as a major in two streams; stream A and stream B. The former is for students without experience of previous Japanese study, and the latter for students who have spent more than six months studying in Japan, or have completed senior Japanese prior to university. These courses focus on not only the development of communication skills, but the provision of high calibre research (Gottlieb, 1997). The primary textbooks in use are *Japanese for Everyone* by S., Nagara, and

Bunka Shokyuu Nihongo and *Bunka Chuukyuu Nihongo* by Bunka Institute of Languages.

Griffith University offers Japanese language courses as electives or as a major through a three-stream system. Stream 1 is offered to students with no prior knowledge of Japanese. Stream 2 is for students with five years of high school education in Japanese language, and Stream 3 is for students with over 12-month's experience in Japan. These courses aim at the development of practical communication skills with an extended support from modern technology, such as multimedia language classrooms and language and computer laboratories, and two open-face satellite dishes (Buckley & Broadbent, 1997). The courses also encourage the development of cultural understanding. The primary materials are *Japanese for Everyone* by S., Nagara, and *Japanese for You* by S., Nagara.

Bond University offers Japanese language courses at six levels either as a Japanese major or an elective. Bond University employs a different academic system from that found in public universities, with three 14-week semesters each year, and each semester offers Japanese at either Levels 1, 3, and 5 or Levels 2, 4, and 6. Level 1 and 2 are regarded as elementary level, levels 3 and 4 are intermediate, and levels 5 and 6, advanced levels respectively. Students without previous Japanese language study enter level 1. Students with previous experience of Japanese language study may start from level 2 or 3, depending on their proficiency level at the time of enrolment. At the elementary and intermediate level the main textbook is *Konnichiwa from Australia* by M., Gavin and M., Matsumoto, which is the original textbooks developed in the faculty. It aims at the development of students' basic communicative skills and understanding of daily cultural knowledge.

Approximately 300 students from elementary level and 150 from intermediate level were given the survey questionnaire (details of the administration of the questionnaire will be presented in the later section), and from these, 157 elementary and 98 intermediate students responded to the questionnaire administered at the beginning of the semester (QB), and 88 elementary and 60 intermediate students responded to the questionnaire at the end of the semester (QE). There were 56 elementary and 48 intermediate students who responded to both QB and QE[5] (see Table 3.2-1). Because one of the primary research purposes is to investigate the change of students' attitudes towards and intentions of continuing the study of Japanese, and the effect of actual study on their motivational factors, only the students who responded both QB and QE were chosen as the subjects for the present research. The youngest student was 16 and the oldest was 54 years of age, but the majority of the students (more than 95%) were in their late teens or their twenties. Females were dominant in the ratio of genders in both QB and QE at the two levels of study, and occupied a larger percentage as the level of study advances. At the intermediate level, the number of males was only about one quarter that of females in QB and less than one fifth in QE.

Table 3.2-1
The number of subjects who responded both QB & QE

Elementary 56		**Intermediate** 48	
Male	Female	Male	Female
25	31	7	41

The students were chosen from two different levels; elementary and intermediate, in order to detect any differences in the students' motivation depending on their level of proficiency and their experience of language study.

[5] The subjects did not include people who had already dropped out, and so they were people who have persisted in study for the whole course.

The elementary level was selected for three reasons. Firstly, this is usually the largest group of learners. These students have all elected to study Japanese in their university courses; that is, they all had reasons to do so. These reasons may be either their own spontaneous will or simply following the academic requirements of their degree program. Whatever the reasons may be, they can be regarded as the subjects' initial motivation that led them to enrol in the Japanese course. This large number of language learners at university without previous experience of learning Japanese should therefore prove to be a useful source of data regarding initial motivation. Secondly, the elementary group was chosen because it commonly shows the highest rate of drop-outs as discussed in 2.3.1. This indicates that although each learner at this level has his/her own motivation for studying Japanese, for some, the motivation can be assumed to have been affected somewhat negatively during their study, thus they lose motivation for continuing. This change of motivation can be focused on at this level as a trait of sustaining motivation. Thirdly, there are some students who successfully advance to the intermediate level. Therefore, a comparison of the motivational predispositions between continuing and discontinuing students may provide some meaningful data regarding persistence in study at this level.

The intermediate level was chosen for the following two reasons. Firstly, the learners at this level can be assumed to have different motivational predispositions compared to learners at the elementary level (Dörnyei, 1990; Wen, 1997), because of such influencing factors as a higher level of proficiency, and a longer experience of study. The different motivations at this level need to be compared with motivations at the elementary level to examine how the level of study affects the kinds of motivation that prompts the learners to enrol in Japanese courses. Secondly, a comparison of continuing and discontinuing students at this level also makes it possible to detect any differences in motivation and persistence when compared to continuing and discontinuing

students at the elementary level. This comparison between the two levels can be expected to provide some unique data when attempting to find relationships between the level of study and persistence.

Students at the advanced level were not chosen as subjects because the number of students at this level is generally fairly small; hence, it is not easy to collect a sufficient number of respondents. As a result, comparison with other levels may become invalid and/or unreliable. In addition, the focus of the present study is continuation and discontinuation of the study of Japanese at university. Students at this level are at the final stage of their Japanese course and students are not required to continue their study in the following semester after the completion of this level. Therefore, students at the advanced level are not appropriate as subjects for a study of their intentions of continuing to the next level in the following semester.

After the survey, the subjects were divided into two groups; continuing (C-students) and discontinuing (D-students) in accordance with their expressed intention of continuing or discontinuing their study at each of the two levels. Then, their attitudinal and motivational characteristics were statistically compared and examined across the two groups as well as between the two levels. Subjects were also compared on the basis of gender and cultural/linguistic distance (Procedures for the analysis of data will be presented in section 3.5).

The fundamental problem in examining cultural distance is, however, that it seems almost impossible to establish a conceptually valid way to measure the "distance" of two languages and cultures (Chiswick & Miller, 2005). The current study, therefore, has employed a general "intuitive" basis for distinguishing the subjects into two groups; one from East Asian countries (EA) including Korea, China, Hong Kong, and Taiwan, and the other from "Western" countries (WE),

including Australia, New Zealand, Europe, and the Americas. Besides the students from the four areas, China, Hong Kong, Korea and Taiwan, the first group, EA, also included two students raised with a Chinese family background one each from Malaysia and Singapore, whose primary language for communication is Mandarin or Cantonese Chinese. Students from other areas were excluded from the data used in the previous chapters. As a result, ten students from Indonesia, Sri Lanka, and Thailand were eliminated from elementary level, and one Indonesian female from intermediate level, which makes 46 elementary (27 EA and 19 WE) and 47 (18 EA and 29 WE) intermediate students in total.

3.2 Research method for the study of learner motivation

The present research employed a questionnaire as a tool to collect data regarding subjects' motivational predispositions and their intentions for continuing or discontinuing their study of Japanese. A number of previous studies on motivation have advocated questionnaires as a method to explore reasons for learning a second or foreign language, attitudes towards the target-language-speaking community, or intentions for continuing language learning (e.g., Bartley, 1970; Dörnyei, 1990; Gardner & Smythe, 1975; Gardner et al., 1976a; Gardner et al., 1976b; Gardner et al., 1977; Komiya-Samimy & Tabuse, 1992; McGannon & Medeiros, 1995; Ramage, 1990; Wen, 1997). With regard to research on motivation, questionnaires have a number of advantages as a research tool:

1. The data collected can be standardised, which allows the data to be compared on a uniform basis,
2. A large quantity of data can be collected in a single survey,
3. The same research is able to be conducted repeatedly in different research environments with different subjects.

These advantages encouraged researchers to employ questionnaire as a primary research tool in studies in SLA. However, at the same time, questionnaires have disadvantages in that the collected data may be restricted to pre-established categories (though this may be resolved by utilising open-ended questions), and the data collected may not provide reliable information about actual views and intentions.

With regard to the problem of data reliability in questionnaires, the primary criticism is that the subjects may avoid providing truthful answers. According to Brown (1987), students in language classes are apt to answer in a way that they believe teachers expect in order to make a positive impression on them. Oller (1998) has also stated that students' *self-flattery* can prevent subjects from providing their true answers to a certain question on an attitude test, because some kinds of answers may present themselves as being "prestigious". For example, having a positive attitude towards learning foreign languages as self-enhancement may sound as if they regard themselves as superior to others, and as a result, subjects may avoid giving this as their true attitude towards foreign language learning. In order to deal with this problem, subjects need to have the purpose of the survey carefully explained and know that their teachers are not involved in the survey at the time of administration of the questionnaire. In multiple choice questions, the answers regarding attitudes towards foreign languages and Japanese also need to be carefully treated so that they are not affected by perceptions of image.

In addition to questionnaires, interviews, observation of learners, or diary studies may be alternative retrospective research methods and all have been adopted in studies in SLA (see Ellis, 1997). However, even using these methods, learners may also avoid providing what they really think and how they feel in their answers to questions or performances on given tasks. It is also difficult to implement all these methods as research tools for the study of motivation,

because both interviews and observations are time consuming and limit the number of subjects which can be studied, and the contents of diaries are difficult to compare because they are not easily standardised.

Since the present research is concatenative in its nature, in attempting to find any common characteristics in learners' motivations and their continuation or discontinuation of Japanese language study, the number of subjects needs to be fairly large, the questionnaire is therefore the most suitable for this study. It would be rather difficult to employ an interview or diary for this purpose. Furthermore, for research on the persistence of language learning, Gardner et al. (1976b) have claimed that the subjects' self-predictions in answers to a questionnaire on whether or not they intend to further their study are a reliable indicator of whether the subjects will actually continue or discontinue the study of a second/foreign language. Taking the above into consideration, the questionnaire was felt to be the best possible method for collecting information regarding motivation and persistence for the present research.

The questionnaire employed for the current study had three main parts:

1. Questions about the subjects' personal backgrounds,
2. Questions regarding the subjects' motivation and interest in Japanese language and culture,
3. Questions regarding their intentions for continuing or discontinuing their study.

The first part collected each subject's personal data including the class s/he enrolled in at each university, name[6], age, gender, and first language. It also required them to indicate their previous experiences of learning a second or a foreign language as this may influence their attitudes towards and persistence in the current Japanese language study. The second part focused on the subjects' motivations for learning Japanese and attitudes towards Japanese

[6] Subjects' names were used only to enable tracking of students on the pre and post tests.

language and culture, since learners' attitudinal factors have been claimed to be influencing learners' motivation and persistence by researchers (e.g., Bartley, 1970; Ramage, 1990). Questions in the second part used multiple choices. For initial motivation, a number of researchers (e.g., Keuneman & Sagona, 1992; Ramage, 1990) have argued that the language learners' motivational orientations are likely to be diverse and the questionnaire therefore needed to be open enough to detect the real reasons why the subjects were learning a language. The present research took this diversity into consideration, and the questions regarding reasons for having enrolled in a Japanese course also provided the possibility of giving an open-ended statement to prevent the pre-established categories from controlling the data. When the subjects were not able to select a statement that fits closely to their reason for studying Japanese, they were able to indicate their own reason in the space provided.

The subjects' attitudinal data were collected using a five-point (0=weakest agreement to 4=strongest agreement) Likert-scale. Questions included their interest in Japanese language, culture, people and business, the strength of commitment to Japanese language study, and the strength of encouragement from family for the study of Japanese. The last part of the questionnaire required the subjects to indicate their intention of continuing or discontinuing their study of Japanese in the following semester if they passed the present course, as well as the strength of the intention which was collected using a five-point (0=weakest to 4=strongest) Likert-scale.

In this study, the questionnaire survey was conducted twice: at the beginning of semesters (QB) and at the end of semester (QE) in order to investigate the occurrence of any motivational changes during the semester related to sustaining motivation, as well as changes in intentions of continuing or discontinuing study. QE therefore had a fourth part which asked the subjects to indicate any changes in their intentions of continuing or discontinuing their

study, and if there was a change, the subjects were further requested to indicate the primary reason for their change of intentions. The reasons for the change of intention were identified by subjects choosing the most appropriate statement from a list in a similar way to that used to detect initial motivation and attitudes, but the question also allowed an open-ended response so the subjects could provide their own reasons for the change if they could not find a suitable statement in the list given.

In studies of persistence in language study, it is common that a similar questionnaire is administered twice, both at the beginning and at the end of study or semester (e.g., Bartley, 1970; Gardner & Smythe, 1975; Gardner et al., 1976b; Komiya-Samimy & Tabuse, 1992). As was discussed in the previous chapter, one of the primary questions in the current research is to find a meaningful relationship between any occurrence of students' motivational changes during their Japanese language study, namely sustaining motivation, and the students' intentions of continuing or discontinuing their study. When learners are studying Japanese in university language courses, "persistence in their language study" may be regarded as a step-by-step procedure in which learners continue to achieve from elementary to advanced level in each semester, while fulfilling academic requirements successfully. Persistence in language study in this context means that learners successfully pass the course and intend to study at the next level of study in the following semester. At the same time, learners' sustaining motivation may be affected by what they experience while they learn (Dörnyei, 2003). Therefore, in order to detect the relationship between subjects' sustaining motivation and their intentions for persistence, administering two surveys at both beginning and end of semester can be regarded as an appropriate method of research. Although a difference in the response rates to the questionnaires can be expected, administering the questionnaire twice to the same subjects has been shown by previous research in SLA to be an effective way to investigate the learners' motivational changes

and to investigate which aspects of language study have contributed to these changes.

3.3 Development of the questionnaire

This section will present a detailed examination of the development of each questionnaire; the questionnaire at the beginning of the semester (QB) and the one at the end of the semester (QE).

3.3.1 Theoretical basis for the development of the questionnaire

In order to investigate factors in learners' motivation and their effects on learners' persistence in Japanese language study, the questionnaires were based on the working definitions of motivation presented in section 2.2, which separated motivation into two types; *initial motivation* and *sustaining motivation*. QB focused on the subjects' initial motivation and their general backgrounds, as well as their intentions of continuing or discontinuing their study of Japanese in the following semester if they successfully completed the study in the current semester. QE focused on the sustaining motivation which was manifested in whether or not there were changes in the subjects' attitudes towards their study, their courses, cultural aspects of Japan such as the language, people, and business, and in their intentions of continuing or discontinuing their study. Then, the relationship between students' intentions for persistence and their motivational features were cross-examined from the viewpoint of learners' level of study, and further examination was given from the viewpoint of their linguistic/cultural background of first language and gender.

3.3.2 Method of collecting data

In preparing the questionnaire, the following points of design were taken into consideration:

1. Questions consisted of multiple choices for identifying a particular orientation or reasons for any motivational changes,
2. Multiple choice questions included an open-ended answer slot so that learners could provide their own answers, and thus not be restricted to the researcher's pre-constructed categories, allowing a more thorough picture of the learners' motivational factors,
3. A five-point Likert-type scale (0=weakest to 4=strongest) was used to obtain data regarding the strength of intention, commitment to study, and interest in Japanese culture.

Observing these three points, the questionnaires attempted to capture subjects' predispositions regarding motivation and attitude as well as commitment and intention towards Japanese language learning.

3.3.3 Questionnaire for the beginning of the semester (QB)

As mentioned earlier, the primary purposes of QB were to capture the subjects' initial orientation for learning Japanese, and background information which would be the basis for the statistical analysis. In order to undertake a range of cross-comparisons, the subjects were asked to provide information on personal backgrounds including their names, ages, gender, the class they enrolled in, and their first languages.

The second section which focuses on the subjects' motivational and attitudinal factors aimed to capture:

1. Initial motivation,
2. General attitude towards foreign languages,
3. History of learning a second or a foreign language and perceptions of whether these studies were successful or unsuccessful,

4. Subjects' perceptions of the strength of support from family for learning Japanese,
5. Subjects' strength of interest in the Japanese culture.

Initial motivation

In order to validate the questionnaire for collecting information about initial motivation, a pilot study was conducted at Bond University by the researcher. A simple open-ended questionnaire was administered to 50 students at different levels of study in order to elicit reasons for students' decisions to study Japanese at university. The results identified that primary reasons for studying Japanese were likely to fall into two major categories; preference for and interest in various things regarding Japan, and the perceived benefit that Japanese language ability would bring for a future career. There were also two additional minor groups; Japanese language study for self-enhancement, and orientation to academic requirements or other people's suggestions (e.g., family or school teachers).

Using these findings as a starting point, the questionnaire's multiple choice responses for initial motivation covered the four categories indicated below:

1) *Culture-oriented Motivation (CM)*: This is a language learning orientation based on learners' interest in various aspects of the target language and culture.

2) *Work-force Motivation (WM)*: This is a language learning orientation based on learners' expectation of a future career benefit from knowing or using the target language.

3) *Personal Challenge (PC)*: This is a language learning motivation based on learners' desire for self-enhancement.

4) *Receptive Reasons (RR)*: Receptive reasons are based on less-personal reasons for learning the Japanese language, (e.g., if students are obliged to study Japanese because of a course requirement, if they think Japanese language studies seems easier than other subjects, or if they decide to study Japanese

following suggestions from parents and/or teachers).

In categorising motivational factors, conventional motivational orientations identified by Gardner and Lambert (1959, 1972), as well as the extrinsic/intrinsic dichotomy drawn from psychology were taken into consideration. However, it was found that these needed some modification; that is, these two primary motivations needed to be more narrowly defined in order to be applied more appropriately to the current research environment. Between the two primary kinds of reasons identified in the pilot study - interest in Japanese culture and career benefit - the former may appear to have a common feature with integrative/intrinsic motivation and the latter with instrumental/extrinsic motivation. However, while interest in Japanese culture is more or less oriented with students' interest in and/or preference for various aspects of Japanese society including people, pop-culture, fashion, life-style, it is not necessarily based on their ultimate intention of becoming a member of or participating in the target language community. On the other hand, the career reasons are more exclusively linked to the strength of students' orientation for the career benefits, which was a prominent feature among university students surveyed.

For each of the established four categories, a set of statements was developed as potential multiple choice answers. The following statements were developed for the question on initial motivation and each was categorised as one of the four categories as shown:

1. Because I am interested in and like Japan, Japanese culture, and Japanese people (CM).
2. Because I want to be a Japanese language teacher (WM).
3. Because Japanese speaking ability is an important factor for my future career (WM).
4. Because my parents, teachers, and/or friends suggested that I study Japanese (RR).

5. Because of an academic requirement (RR).
6. Because I have Japanese friend(s) and I want to communicate with them in Japanese (CM).
7. I have learned Japanese before but was unsuccessful, so I want to try once again (PC).
8. I like languages and have learned other languages. This time I picked up Japanese because it is available here at university (PC).

The above list of reasons were provided in QB and the subjects were requested to choose one as their major reasons for having decided to enrol in the Japanese course. Subjects who could not choose one of these statements as their reason for studying Japanese were able to give a personal reasons in the space provided: these were examined to identify to which of the four categories of motivation listed above they belonged. All the responses were able to be categorised into one of the four.

General attitude towards foreign languages

With regard to general attitudes towards foreign languages, several previous studies (e.g., Bartley, 1970; Gardner & Smythe, 1975) have indicated that learners' attitudes are correlated with their decisions to continue or discontinue their language study. Based on these claims, QB provided several statements that represent certain kinds of attitudes towards foreign languages. Again, the results of the pilot study indicated that there were basically two kinds of attitude: positive and negative (NE), and that positive attitudes could be further divided into two kinds: culture-oriented positive attitudes (CP) and work-oriented positive attitudes (WP). The former is associated with learners' interest in foreign languages, cultures, people, and communication, and puts a stress on the importance of languages for understanding the people who speak them, and the latter is more dominantly associated with jobs and careers. As was done for questions regarding initial motivation, this section presented several

statements based on each attitude classification, also allowing open-ended responses. The statements below were included in QB, and each statement was categorised as one of the above attitudes as indicated.

1. Foreign languages are important for understanding different cultures, their way of thinking, and societies of those people who speak the language (CP)
2. Foreign languages are important for people in business in the future, since business should be more international and languages are crucial for business people (WP).
3. I like foreign languages because they are useful and interesting, as we can understand other countries' literature, TV, movies, magazines, and gather a lot of information through other languages (CP).
4. Foreign language study is interesting and enjoyable. I learned other language(s) and it was a wonderful experience. It is exciting to talk to foreign people in their language (CP).
5. I don't like foreign languages because it is boring to learn them (NE).

The subjects were requested to choose one of the above statements that fits most closely to their attitude towards foreign languages or to provide their own answer. The subjects were then grouped into the three attitude-groups; CP, WP, and NE, depending on which statement they chose. When they choose to give a response in the open-ended section, these were again examined in order to determine if they could be included into one of the three of the groups. All the responses given could be categorised into one of the three broad groups; CP, WP, NE.

Effects of previous language study

The third section of QB focused on the effects of previous foreign language study on current Japanese language learning and persistence in language study. Dörnyei (1990) has claimed that *attribution from past failure* is one of the four important factors that account for success or failure of language acquisition,

especially in a foreign language learning environment. Skehan (1989) has also claimed in his *Achievement Theory* that learners' perceptions of their previous learning experiences may affect learners' motivation, and the affects on motivation may influence current learning performance. It was therefore important to investigate whether learners' recollections of perceived successful study do affect their current language study positively, or conversely if an experience of unsuccessful study could affect their current study negatively.

Taking the above into consideration, the third section of QB asked whether the subjects had had a previous experience of foreign language study, and those who had were further asked whether they perceived that study to have been "successful" or "unsuccessful". The responses were then divided into two: those which claimed a successful experience and those which claimed an unsuccessful experience. These were cross-examined to see whether a previous successful or unsuccessful experience of foreign language study had any relationship with their intentions of continuing or discontinuing their current study of Japanese.

Parental support

Parental support as an external factor affecting motivation has been investigated in research of SLA by Gardner and his associates since the 1970's (e.g., Gardner et al., 1976a, 1976b). A positive effect of family support on learners' continuation of their language study has been claimed by several studies (e.g., Gardner & Smythe, 1975; McGannon & Medeiros, 1995). For this reason, QB asked the subjects to indicate their perceptions regarding the strength of support from family using a five-point Likert-scale (from zero to four). The mean score of the scale was then compared between the two groups (C-group and D-group) to investigate the relationship between parental support and continuation or discontinuation of study. The analysis was further

extended to examine whether the parental support had any difference by the subjects' cultural backgrounds, and gender.

Interest in cultural aspects of Japanese

The fourth factor that was included in QB is interest in cultural aspects of Japanese. It has been claimed by a number of studies on motivation that learners' interest in the cultural aspects of a target language is influential on learners' motivation (e.g., Dörnyei, 1990; Keuneman & Sagona, 1992; Ramage, 1990; Shaaban & Ghaith, 2000; Wen, 1997). Although QB attempted to capture learners' initial motivation, it asked them to indicate only one primary reason for having enrolled in the Japanese course. However, Keuneman and Sagona (1992) stated that "university students were motivated to study French by a number of factors, both personal and practical, and not just one or two pragmatic reasons" (p. 87). The results of the pilot study also indicated that they were likely to have both cultural and career-based interests when learning Japanese. Based on these findings and assumptions, QB asked the strength of the subjects' interest in five major aspects of Japan: language, culture, people, society, and business, by circling the appropriate number on a Likert-scale (five-point-scale from zero to four). The mean scores for each aspect were then examined with reference to intentions of continuing or discontinuing their study of Japanese. By doing this, even those subjects who were not categorised as having culture-oriented motivation could be more closely examined in relation to their strength of interest in the five different aspects in Japanese culture and their intentions of continuing or discontinuing their study of Japanese.

The final section of QB attempted to capture the subjects' intentions of continuing or discontinuing their study of Japanese in the following semester, assuming that they successfully completed the current semester. In order to do this, QB asked the subjects to indicate their current intentions to continue or

discontinue their study into the next semester if they passed the present course. Subjects were categorised as continuing-students (C-students) or discontinuing-students (D-students) on the basis of these answers. All the other data collected were statistically analysed based on the division of subjects into these two groups.

3.3.4 Questionnaire for the end of the semester (QE)

The questionnaire given at the end of the semester (QE) was divided into three main sections: the subjects' personal information, motivational changes, and changes in intention to continue or discontinue their study. The primary purpose of QE was to investigate the relationship between sustaining motivation, which is to be manifested by whether there were motivational and attitudinal changes, and the subjects' persistence in their study of Japanese. All the questions in QE, therefore, aimed to detect whether or not changes have occurred during the semester, and the exact reasons for these changes. The variables on which changes could happen are:

1. Subject's attitude towards the Japanese language,
2. Subjects' perceived strength of support from family and teachers,
3. Subjects' interest in cultural and career-based aspects regarding Japan,
4. Subjects' intention of continuing Japanese language study.

These four dimensions were drawn from the four factors affecting subjects' motivation in QB.

Subjects' attitude towards Japanese

Language learners' attitudes may change either favourably or unfavourably towards a target language, and Bartley (1970) has claimed that a negative change in students' attitudes is an affective factor which may lead to their terminating target language study. QE, therefore, asked subjects if their attitudes towards the Japanese language had changed favourably or

unfavourably, or stayed the same during the semester. In addition, those subjects whose attitudes had changed were further requested to indicate the reasons for the changes. Reasons which were assumed to have influenced their attitudes were based on primary factors which have been claimed to affect learners' attitudes by other researchers (cf. Bartley, 1970; McGannon & Medeiros, 1995), and also common sense judgements about what students generally experience in the course of learning Japanese. As a result, four primary factors; *teaching*, *learning*, *Japanese* and *learning environment*, were identified and these were divided into twelve pre-determined reasons for each favourable or unfavourable change of attitude. These were included in QE and which the subjects could choose up to three main reasons. The twelve reasons for favourably changed attitude are indicated below. Items 1 to 3 were related with teaching, 4 to 8 were associated with learning, 9 and 10 were from Japanese, and 11 and 12, learning environment.

1. Teacher's attitude towards Japanese
2. Teacher's attitude towards students
3. Teacher supported you personally
4. You found that Japanese language was not as difficult as you had expected
5. You had good marks in Japanese
6. You could understand the Japanese grammar well
7. Clear improvement of your Japanese
8. You found that you were good at learning Japanese
9. You learned about Japan and Japanese, and you found them interesting
10. You found that learning the Japanese language was really beneficial for your future
11. You had good classmate/s
12. You had good Japanese friend/s

The twelve reasons for unfavourable attitude change included in QE are shown below. Items 1 to 5 were associated with teaching, 6 to 10 were derived from learning, 11 was from Japanese, and 12, learning environment.

1. Teacher's attitude towards Japanese language
2. Teacher's attitude towards the students
3. Teacher's teaching method
4. Teaching materials/textbooks
5. The class did not offer what you wanted to learn
6. You found that the Japanese language was more difficult than you had expected
7. You had poor marks in examinations/assignments/homework
8. You did not know how to study Japanese
9. You felt anxiety that you were left behind the class
10. You found that you were not good at learning a language
11. You found that you did not like Japanese culture
12. You had annoying classmate/s

The question asking for reasons for changes in attitudes also allowed for an open-ended response and when the subjects' could not find appropriate reasons in the list given, they were encouraged to give their own reasons in the space provided. After all the reasons were collected, the data were computed to detect which reasons were the primary causes of the changes of the subjects' attitudes.

Support from family and teachers

QB detected the effect of parental support on the subjects' initial intentions for continuing or discontinuing their study and QE attempted to capture the subjects' perceptions of the strength of support received from either family or teachers during the semester, and the relationship between perceived support and their persistence in their Japanese language study. QB did not include the

subjects' perception of support from teachers, because at the time of administering QB, the subjects had little contact with teachers; thus sufficient and reliable data regarding "support from teachers" were not expected. Questions asked the subjects to indicate the perceived strength of support from family and teachers separately by a five-point Likert-scale (from zero to four). The data collected regarding the perceived support were investigated in relation to students' intentions of continuing or discontinuing their study.

Interest in cultural and career-based aspects regarding Japan

QE attempted to detect the subjects' changes in their interest in Japan, and asked them again to indicate their strength of interest in the five aspects of Japan which had been included in QB (Japanese language, culture, people, society, and business). In each case, the subjects were requested to indicate their strength of interest using a five-point Likert-scale (from zero to four). The results were analysed to find the relationship between the strength of interests and their intentions for continuing or discontinuing the study of Japanese, and further examined to see any difference in the results between QB and QE.

Intention of continuing Japanese language study

The last section of QE required the subjects to indicate any changes in their intentions for continuing or discontinuing their study. First, the subjects were asked whether they would continue or discontinue their study of Japanese into the next semester. Then, they were further asked if their intentions had changed from their initial intentions at the beginning of the semester. When the subjects thought they had, either from *continue* to *discontinue* or vice versa, they were requested to indicate three primary reasons for the change by selecting pre-determined statements from a list. The actual change of intentions was detected by careful examinations of the same subjects' responses in QB and QE. In the real case, however, subjects may forget which intention they chose at the beginning of the semester when they are asked "Has your intention changed

since the beginning of the semester?" on QE; therefore, the questionnaire attempted to capture the subjects' perceived change of intentions, and if they believe they have changed their intentions, they were required to provide the reasons for the change. The statements were generated from the statements which were developed in the questions for the attitudinal changes. As a result, 14 reasons for the change of intentions from *discontinuing* to *continuing*, and 20 reasons, from *continuing* to *discontinuing*, were associated with four primary factors; *teaching*, *learning*, *Japanese*, and *learning environment*, and included in the list. The 14 reason statements for the change of intentions from discontinuing to continuing are indicated below. Items 1 to 5 were associated with teaching, 6 to 8 with learning, 9 and 10, from Japanese, and 11 to 14, learning environment.

1. Method of teaching
2. Course materials/textbooks
3. Teacher's attitude towards the students
4. Teacher's personal assistance/guidance
5. Light workload
6. Good marks in the assignments/examinations/homework
7. You found that you were good at learning Japanese
8. Clear improvement of your Japanese
9. You found that Japanese is beneficial for your career
10. Understanding of Japan and Japanese culture
11. Well organised course
12. Good class atmosphere
13. Good classmates' attitudes
14. Pressure from family

The 20 reason statements included for the change of intentions from continuing to discontinuing are shown below. Item 1 to 4 were derived from teaching, 5 to

11 were associated with learning, 12 to 14 with Japanese, and 15 to 20, learning environment.

1. Teaching method
2. Heavy workload
3. Course materials/textbooks
4. Teacher's attitude towards the students
5. Speaking practice
6. Listening practice
7. Grammar study
8. Repeating the same mistakes
9. Anxiety that you are left behind other classmates
10. Difficulty in study compared to European languages
11. Little improvement in spite of your long hard work
12. *Katakana* study
13. Kanji learning
14. Complicated Japanese writing system
15. Bad class atmosphere
16. Classmates' poor attitudes
17. Pressure to pass the course
18. Poorly organised course
19. Standard of the class is too high
20. Too many things to learn in a short period of time

If they could not find any appropriate reasons for their change of intentions in the list, they were asked to write their own reasons in the space provided.

The above data were statistically analysed based on the two groups; C-students and D-students, and further analysis was conducted from the perspective of the subjects' cultural background and gender difference.

3.4 Administration of the questionnaires

QB was administered within one month of the beginning of the course, whereas QE was administered within three weeks before the end of the semester. Responses to the survey were totally voluntary.

Each questionnaire was given to students in class by their teachers. The teachers explained the purpose of the research, reading the written instructions prepared by the researcher, and assured them of confidentiality. Students answered the questionnaire in their own time, and when the form was completed, they returned it to the teacher.

The survey was conducted at Bond University in 1997, at the University of Queensland in 1998, and at Griffith University in 1999. The questionnaire forms were given to students at the beginning of the class and two to three weeks were allowed for the completion and return of the questionnaire.

3.5 Data analysis

QB and QE gathered both frequency data (e.g., intentions for continuation/discontinuation, initial motivation, experience of previous Japanese language study) and score data (i.e., results of questions using Likert-scale). Chi-Square tests were administered on all the frequency data and Wilcoxon Rank Sums tests were computed on score data. In addition, some data (e.g., intentions for continuation/discontinuation, strength of interest in cultural aspects in Japanese) were collected on both QB and QE in order to identify any changes in sustaining motivation, and thus, McNemar's Tests for frequency and Wilcoxon Matched-Pair Singed Rank Tests for score data were administered to

determine statistical significance in repeated measures (For statistics terminology, see Marcussen & Lazaraton, 1991).

The data were analysed primarily based on two perspectives; students' intentions for continuation/termination, and their level of study. First, all the data were computed to find out general motivational differences between continuing and discontinuing students in two ways: 1) inter-level (comparing students between the two levels who have the same intentions) and 2) intra-level (comparing students with different intentions at each level) comparisons. Secondly, the results were re-analysed from the viewpoint of difference in gender in three ways: 1) intention-based intra-gender (the difference between continuing and discontinuing students of the same gender at each level), 2) level-based intra-gender (the difference between elementary and intermediate levels for the same gender with the same intentions), and 3) inter-gender (the difference between males and females within the same intentions at each level) comparisons. Thirdly, the data were analysed again based on the students' cultural/linguistic backgrounds also in three ways: 1) intention-based intra-culture (the difference between continuing and discontinuing students within the same cultural/linguistic background groups), 2) level-based intra-culture (the difference between elementary and intermediate level within the same cultural/linguistic background groups), and 3) inter-culture (the difference between Eastern Asian group and Western group at each level) comparisons. The next chapter will present the results and findings on general analysis; and then, the following chapters will show and discuss the results on gender differences and cultural/linguistic differences.

Chapter 4

Results & discussion on general findings

This chapter will present the results of the two questionnaires; one conducted at the beginning of semester (QB) and the other at the end of semester (QE). It will discuss the general findings regarding the motivational characteristics of students at two different study levels; elementary and intermediate levels, in terms of their intentions for continuing or discontinuing their study of Japanese language in the next semester. First, it will present findings about the *continuation rate*, which represents how many students in each survey had an intention to continue their study of Japanese. Second, the initial motivational traits of those who intend to continue and those who intend to discontinue will be looked into, then, the differences in sustaining motivation between continuing and discontinuing students will be examined. This will be followed by an examination of the attitudinal changes which occurred during the period of study. Finally, a discussion of factors affecting persistence and termination of Japanese language study will be presented.

4.1 Continuation rate

The continuation rate was calculated as a percentage of how many students intend to continue their study into the next semester per total number of students in each group. A repeated measure (McNemar Test) was also computed to find any differences in the continuation rates between QB and QE in each group.

Table 4.1-1
Students' intentions for continuing & discontinuing on QB & QE

QB			Continue	Discontinue	Total
Level	Ele	Count	44	12	56
		% within Level	78.6%	21.4%	100%
	Int	Count	45	3	48
		% within Level	93.8%	6.3%	100%
Total		Count	89	15	104

Chi-Square Test: Fisher's Exact Test = .047*, N = 104, $p \leq .05$

QE			Continue	Discontinue	Total
Level	Ele	Count	34	22	56
		% within Level	60.7%	39.3%	100%
	Int	Count	44	4	48
		% within Level	91.7%	8.3%	100%
Total		Count	78	26	104

Chi-Square Test: Fisher's Exact Test = .0002**, N = 104, $p \leq .01$

The results of the inter-level comparison (see Table 4.1-1 above) indicate that intermediate students have higher continuation rates than elementary students for both QB (Elementary = 78.6%, Intermediate = 93.8%) and QE (Elementary = 60.7%, Intermediate = 91.7%). These results are statistically significant for a Fisher's Exact Test (QB, p = .047; QE, p = .0002) (For statistics terminology, see Marcussen & Lazaraton, 1991). This suggests that students with longer experience in their learning of the language at university are more likely to continue their study of the Japanese language; on the other hand, students with less experience may be less certain about their future study. Also it appears that students who have *invested* more on their learning of Japanese, and have had more study experience, especially in university courses, develop a more sustained intention to stay in their study. That is, students who have relatively less experience and therefore may have less investment in their actual study may be more prone to drop out of study.

The above interpretation is in accordance with Kennett's (2003) claim that foreign language learners with a longer experience of study and achievement of a higher level of proficiency are more predisposed to stay in their study.

Kennett has argued that Japanese language students who have achieved an advanced level have a tendency to view their proficiency as an *asset*, and seek more opportunities for the future use of the acquired social and linguistic skills (p. 368). Therefore, the more *investment* students have in their study of the language, the less they are likely to terminate their study, since they may perceive that there is a greater loss for them if they discontinue as the termination could be regarded as the waste of the asset. That is, students with a greater investment; intermediate students in the current study, may be much more persistent compared to the students who have invested less; elementary students.

Table 4.1-2
Continuation rates in intra-level comparison

	QB	QE	Drop from QB to QE
Elementary	78.6%	60.7%	17.9%
Intermediate	93.8%	91.7%	2.1%

Table 4.1-3
McNemar Test on QB & QE

LEVEL		QB Continue & QE Continue
Elementary	N	56
	Exact Sig. (2-tailed)	.013(a)
Intermediate	N	48
	Exact Sig. (2-tailed)	1.000(a)

a Binominal distribution used.

Figure 4.1-1
Continuation rates on QB & QE

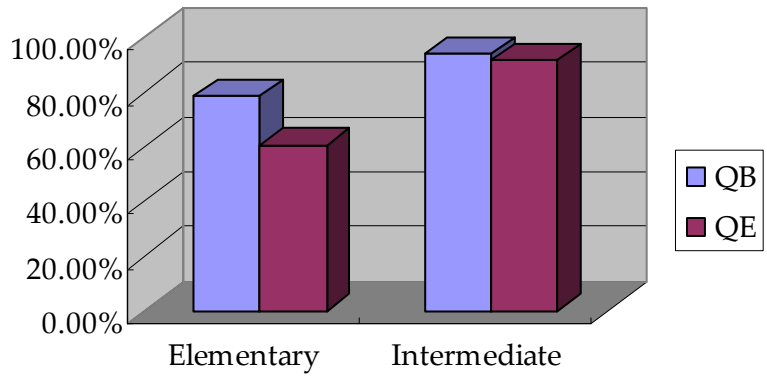


Table 4.1-2 and Figure 4.1-1 show the results of the comparison of student's continuation rate on QB and QE at each level. These results reveal the vulnerability of elementary students' intentions for continuing their study. Although both levels show a drop in the continuation rate for QE, intermediate students maintain fairly high continuation rates (QB, 93.8% to QE, 91.7%, a drop of only 2.1%), whereas elementary students show a relatively large drop (QB, 78.6% to QE, 60.7%, drop 17.9%). A McNemar Test (see Table 4.1-3 above) confirmed that only the drop at elementary level is significant (Elementary, Exact Sig. = .013, $p \leq .05$; Intermediate, Exact Sig. = 1.000, ns). These results appear to show that students' level of study could have some relationship to their intention of continuing their study. Their intentions to continue study are less likely to be affected by their experiences in a course. In other words, students with a greater amount of investment in Japanese language learning persevere in study at university and persist more consistently in their study, while students with less investment in their own learning are more likely to drop out from the study of Japanese language after they have experienced a period of actual language study.

Table 4.1-4
The strength of intention for persistence & Rank-Sums Test

Level	Mean	N	S.D.	Mean Rank	z
Elementary	3.25	44	.719	37.40	
Intermediate	3.69	45	.468	52.43	
Total	3.47	89	.641		-3.114*

z = Wilcoxon W, $p \leq .05$

The above conclusion regarding intermediate students' more stable intentions for persistence in study than elementary students is further supported by another result. In QB, continuing students' strength of intention was measured. The mean scores of continuing students at the two levels (see Table 4.1-4 above)

show that intermediate students have much higher mean (3.69) than elementary students (3.25). A Wilcoxon Signed-Rank Test indicates the results are significantly different ($z = -3.114$, $N = 89$, $p \leq .05$). This confirms that intermediate students have a firmer commitment to their study of Japanese and it demonstrates a more solid intention for continuing their study, which is evidenced with their maintenance of a high continuation rate on QE. Elementary students, on the other hand, are less strongly committed, thus their intentions for the continuation are more inclined to be affected by what they experience during their study in the course. As a result, they show a lower continuation rate compared to intermediate students.

Many previous studies on persistence (e.g., Bartley, 1970; Gardner, Smythe, & Brunet, 1977; Komiya-Samimy & Tabuse, 1992), which administered surveys before and after study, have reported similar results for a negative effect of actual study on students' motivation, and consequently on persistence in their target language learning. It appears that, as was found in this research, what students experience in actual study and their perceptions about those experiences have something to do with their motivation for study, and their intentions of continuing (or discontinuing) their study.

One factor which may be important in understanding students' persistence in language study may be the type of program in which they are enrolled. It is likely that students who major in Japanese are more likely to persist in their study compared with those who do not. Table 4.1-5 shows that being in a major in Japanese is important for the students' persistence. In each continuing group at the two levels in QB and QE, the largest group is those majoring in Japanese, and the percentage of intermediate level is larger than that at elementary level. This seems to indicate that beginning students who major in Japanese are more likely to persist and advance to intermediate level. This result is to be expected as students who decide to undertake a major in a language begin their study

with an expectation that they will study for a longer period of time and have continued study in Japanese as a goal for their tertiary education. This would therefore represent a strong initial motivation for Japanese study, with an in-built expectation of persistence. Students taking a language as an elective subject however may begin their study only with an expectation of studying for a short period of time, and may not even have space in their degree structure for continued language study. The important motivational factor here would be more related to why students choose a language major or a language elective rather than relating specifically to issues of motivation change and persistence and so needs to be investigated in further studies.

Table 4.1-5
Students' persistence and their major

			QB		QE	
Level	**Major**		**Continue**	**Discontinue**	**Continue**	**Discontinue**
Ele	Japanese	Count	16	0	15	1
		% within Level	36.4%	0	44.1%	4.5%
	Management	Count	5	2	2	5
		% within Level	11.4%	16.7%	5.9%	22.7%
	Commerce	Count	4	0	4	0
		% within Level	9.1%	0	11.8%	0
	MBA	Count	3	1	0	4
		% within Level	6.8%	8.3%	0	18.2%
	Business	Count	1	2	0	3
		% within Level	2.3%	16.7%	0	13.6%
	Marketing	Count	2	2	3	1
		% within Level	4.5%	16.7%	8.8%	4.5%
	Law	Count	0	2	0	2
		% within Level	0	16.7%	0	9.1%
	Accounting	Count	0	2	1	1
		% within Level	0	16.7%	2.9%	4.5%
	others	Count	13	1	9	5
		% within Level	29.5%	8.2%	26.5%	22.9%
	Total	Count	44	12	34	22
		% within Level	100%	100%	100%	100%
Int	Japanese	Count	30	0	30	0
		% within Level	66.7%	0	68.2%	0
	Management	Count	6	2	6	2
		% within Level	13.3%	66.7%	13.6%	50.0%
	Commerce	Count	2	0	2	0
		% within Level	4.4%	0	4.5%	0
	Business	Count	0	1	0	1
		% within Level	0	33.3%	0	25.0%
	others	Count	7	0	6	1
		% within Level	15.6%	0	13.7%	25.0%
		Count	45	3	44	4
		% within Level	100%	100%	100%	100%

Chi-Square tests: QB: Ele. $\chi^2 = .052$, df = 18, ns; Int. $\chi^2 = .008^{**}$, df = 9, $p \leq .01$
QE: Ele. $\chi^2 = .006^{**}$, df = 18, $p \leq .01$; Int. $\chi^2 = .001^{***}$, df = 9, $p \leq .005$

The examination in this subsection has found that students' persistence in Japanese language study has some meaningful relationship with the level of study. However, the level here is more appropriately interpreted as amount of time they have spent on learning the language and the linguistic skills and knowledge they have acquired through learning the language, which can be considered as an *investment*, because the students who responded in the present research were not linguistically at the same proficiency level, even though they are categorised either elementary or intermediate levels by their course of study. Even among the elementary students, for example, there are large variations in actual proficiency in their different linguistic skills, such as listening, reading, speaking and writing. It appears that the time spent learning the language is the real factor distinguishing between elementary and intermediate level students. Hence, it can be concluded that students with more investment in their study are more likely to persist in their study than those who have invested less. That is, how learners appraise their investment and what they experience in their study at university courses may be affecting their decision to persist. The next subsection, therefore, will examine first the students' motivational traits as they were manifested at the beginning of the study, and then, the following subsection will focus on the students' sustaining motivation.

4.2 Motivational characteristics before language study

This subsection will focus on students' motivational characteristics which can be outlined from data collected in QB. The data describe the initial motivation which is the students' primary reason for having enrolled in Japanese language

courses, attitudes towards foreign languages, previous language studies, and preferences for languages in general.

4.2.1 Initial motivation

Students' responses on their initial motivation were calculated based on four kinds of motivations (see Chapter 3); work-force oriented motivation (WM), culture-oriented motivation (CM), personal challenge (PC), and receptive reasons (RR). Results were computed based on the levels and students' intentions for continuing or discontinuing their Japanese language study.

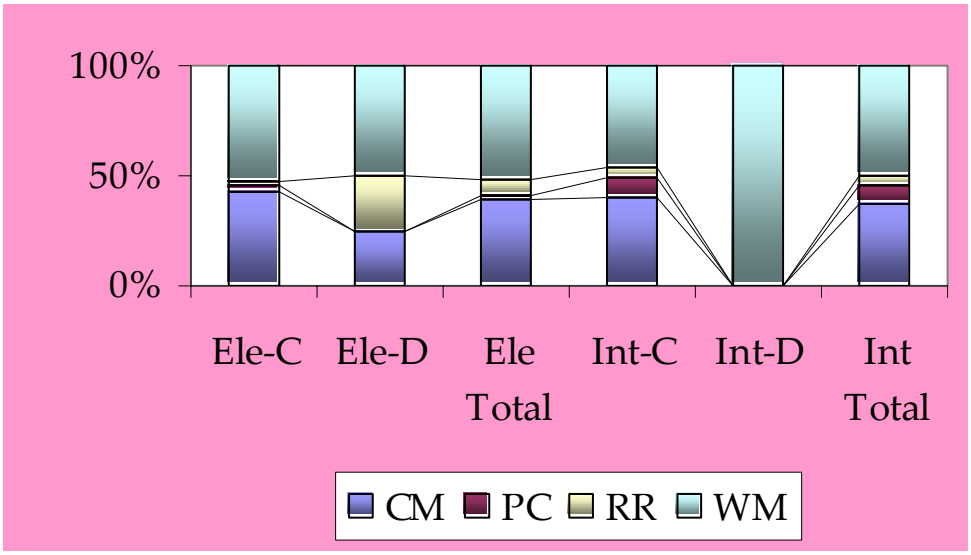
A statistically significant result (Chi-Square test) for the intra-level comparison was obtained only at elementary level ($\chi^2 = 7.894$, df = 3, $p \leq .05$). Because of the extremely small number of discontinuing students at intermediate level (N = 3), comparison between continuing and discontinuing students at this level cannot be tested statistically.

Table 4.2.1-1
Intra-level comparison of initial motivation based on QB intention

			Initial Motivation				
Level	**QB intention**		**CM**	**PC**	**RR**	**WM**	**Total**
Ele.	C	Count	19	1	1	23	44
		% within group	43.2%	2.3%	2.3%	52.3%	100%
	D	Count	3	0	3	6	12
		% within group	25.0%	0%	25.0%	50.0%	100%
	Total	Count	22	1	4	29	56
		% within group	39.3%	1.8%	7.1%	51.8%	100%
Int.	C	Count	18	4	2	21	45
		% within group	40.0%	8.9%	4.4%	46.7%	100%
	D	Count	0	0	0	3	3
		% within group	0%	0%	0%	100%	100%
	Total	Count	18	4	2	24	48
		% within group	37.5%	8.3%	4.2%	50.0%	100%

Chi-Square tests: Ele. $\chi^2 = 7.894^*$, df = 3, $p < .05$; Int. $\chi^2 = 3.200$, df = 3, ns

Figure 4.2.1-1
Initial motivation by intra-level comparison for continuation/discontinuation



In the consideration of elementary level students (see Table 4.2.1-1 above), although more than 50 percent of both continuing and discontinuing students are work-force oriented, continuing students have a much larger percentage (43.2%) for culture-oriented motivation than discontinuing students (25%). Discontinuing students, on the other hand, have a larger percentage of receptive-reasons (25%) than continuing students (2.3%). Among students starting study of Japanese at university, being interested in the target language culture as a primary motive may be an important factor in the students' intentions for continuing their study.

These results conform to the claims made by Ramage (1990) and Wen (1997), as well as many advocators of *self-determination theory* (e.g., Deci & Ryan, 1985; Noels, Pelletier, Clément, & Vallerand, 2003; Zimmerman, 1998), which have emphasised the importance of intrinsic interest in foreign language study. Foreign language learners become more persistent in their study provided that they are more interested in the target language and culture because these interests may develop an intrinsic motivation to further their learning. The more students learn the language, the more extended the fields they can explore

through studying, understanding, and acquiring the language and cultural knowledge. This effective cycle of learning and motivation may be an important factor affecting persistence. At the same time, as Ramage (1990) and Kennett (2003) have argued, foreign language learners may need an interest in the instrumental value of the linguistic skills acquired so they can look forward to the potential future uses of skills gained (Kennett, 2003, p. 368). This is verified in the current study as both work-force and culture-oriented motivations equally affect students' persistence. Also, following the advice of others may not motivate students strongly enough to persist in their study as it does not involve a personal commitment to language study.

An inter-level comparison did not show a statistically significant difference between the two groups (see Table 4.2.1.-2 below). The only notable difference between elementary and intermediate level continuing students is that intermediate students have a larger percentage of results (8.9%) for personal challenge than elementary students (2.3%). However the difference is small and not significant and so this result is not sufficient to draw any certain conclusions about motivational differences between the two groups.

Table 4.2.1-2
Inter-level comparison of initial motivation based on QB intention

			Initial Motivation				
QB Intention	**Level**		**CM**	**PC**	**RR**	**WM**	**Total**
Continue.	Ele	Count	19	1	1	23	44
		% within group	43.2%	2.3%	2.3%	52.3%	100%
	Int	Count	18	4	2	21	45
		% within group	40.0%	8.9%	4.4%	46.7%	100%
	Total	Count	37	5	3	44	89
		% within group	41.6%	5.6%	3.4%	49.4%	100%
Discontinue	Ele	Count	3	0	3	6	12
		% within group	25.0%	0%	25.0%	50.0%	100%
	Int	Count	0	0	0	3	3
		% within group	0%	0%	0%	100%	100%
	Total	Count	3	0	3	9	48
		% within group	20.0%	0%	20.0%	60.0%	100%

Chi-Square tests: Continuing. $\chi^2 = 2.240$, df = 3, ns; Discontinuing. $\chi^2 = 2.500$, df = 3, ns

As has been shown in the previous subsection, there is deterioration in the continuation rate between QB and QE. In order to find the effect of the students' initial motivation on their change of intentions to continue or discontinue, the result of the intra-level comparison was re-examined on the basis of students' intentions on QE (see Table 4.2.1-3 below).

Table 4.2.1-3
Intra-level comparison of initial motivation based on QE intention

Level	QE intention		Initial Motivation CM	PC	RR	WM	Total
Ele.	C	Count	16	1	2	15	34
		% within group	47.1%	2.9%	5.9%	44.1%	100%
	D	Count	6	0	2	14	22
		% within group	27.3%	0%	9.1%	63.6%	100%
	Total	Count	22	1	4	29	56
		% within group	39.3%	1.8%	7.1%	51.8%	100%
Int.	C	Count	17	4	2	21	44
		% within group	38.6%	9.1%	4.5%	47.7%	100%
	D	Count	1	0	0	3	4
		% within group	25.0%	0%	0%	75.0%	100%
	Total	Count	18	4	2	24	48
		% within group	37.5%	8.3%	4.2%	50.0%	100%

Chi-Square tests: Ele. $\chi^2 = 3.153$, df = 3, ns; Int. $\chi^2 = 1.273$, df = 3, ns

The results did not have any statistical significance, though the primary motivation for continuing students at elementary level has changed from work-force (44.1%) to culture-oriented motivation (47.1%). This seems to be interpretable in two ways. One is that the students' initial reasons for starting to learn Japanese have a limited role, if any, in predicting their ultimate decision to continue or discontinue their study in the next semester. That is, students' persistence (or termination) is more strongly affected by their sustaining motivation, which involves their individual appraisal of what they have experienced during their study of Japanese. The other is that the culture-oriented and work-force orientations of elementary students may be different from those of students at the intermediate level, even though they may still be categorised as culture-oriented or workforce-oriented. Whichever interpretation is taken, however, the important point is that the current categorisation of the kinds of motivation needs more detailed refinement in order to better account

for the relationship between language learners' motivation and persistence in their language study, because the results seem to suggest that even students who are categorised as culturally-oriented may vary in their actual interest in Japanese culture. For the future discussion of the role of initial motivations, therefore, a detailed description of students' interests, either cultural orientation or work-force orientation, may be needed in order to illustrate better how initial motivations affect students' persistence in their study. This matter will be discussed later.

The data analysed so far show a noteworthy point for discussion for elementary students, who show a large drop in the continuation rate after they have experienced language learning: 1) Discontinuing students at elementary level were more strongly motivated by receptive reasons than continuing students at the beginning of their study, and 2) Continuing students at elementary level have equally high percentages of culturally-oriented intrinsic reasons as continuing students at intermediate level.

For the first point, students at elementary level, who have less experience in university and language study, seem to be more dependent than intermediate students on others' suggestions when they choose a subject in which to enrol, rather than on their own self-determined motives. However, those receptive motives do not appear to be as effective as other kinds of motivation in terms of persistence in Japanese language learning. Those students who are motivated by receptive reasons appear to be externally regulated, in terms of self-regulation theory (Deci & Ryan, 1985). Those students who are motivated by external regulation are the least self-regulated, thus their reasons for learning Japanese language may be at the far end of the extrinsic motivation continuum. That is, "if the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process" (Noels et al., 2003, p. 39), and this appears to be verified by the present research. Taking this analysis

into consideration, as far as continuation of study is concerned, it seems to be undeniable that students have their own self-determined internalised reasons to learn the language that are derived either from their own interest in the language they are learning or from a self-determined desire to utilise the language in the future.

The important points here are that these reasons can be either intrinsic or extrinsic, but both have been internalised voluntarily by students as their own orientations for learning the language and achieving the goal of successful language learning. Receptive reasons, on the other hand, are less voluntary and not internalised; therefore, students' courses of action are regulated by totally external factors; others' opinions or academic requirements. As a result, their learning performance may be much less satisfactory compared to students who are more self-determined (Deci & Ryan, 1985). These considerations lead to the conclusion that students' autonomy (self-regulation) in learning a foreign language is one of the most important factors for persistence because of the constant high commitment to learning activities which this learning requires.

Language learning is an intellectual activity which lasts for a fairly long period of time and during which learners may face a number of psychological struggles such as learning anxiety; loss of interest in the target language, course, materials and teachers; and unexpected difficulties in progressing in proficiency. Under these circumstances, learners who simply follow other people's suggestions or choose the language subject because of its perceived easiness in gaining an academic credit are not likely to be able to cope appropriately with these problems recurring through their entire learning because they are not self-regulated. After all, learners need an explicit internalised reason, either extrinsic or intrinsic, at least as an initial motivation, in order to maintain their commitment to the study and persist in learning.

With regard to the second point, it can be assumed that students' cultural interests may be different depending on the period of time they have spent on learning the language. The more students learn the Japanese language, the more they are exposed to the target culture; thus, students' level of understanding of and interest in the language and culture may be increased. That is, actual interest in Japanese culture may vary between continuing students at elementary and intermediate levels. Although Dörnyei (1990) has claimed that culture-based integrative motivation is needed for achieving at least intermediate level for foreign language learners, the important point here seems to be not simply that students are motivated culturally, but how deeply the students' cultural and linguistic interest is cultivated and in what exact aspects of the target culture they are interested as a result of their acquisition of Japanese language. Some of the students who responded to the questionnaire provided feedback on their particular interest in Japanese culture. Elementary students, who have had a shorter period of experience in Japanese language learning than intermediate students, appear to be interested in more or less generally available cultural topics about Japan, such as fashion, cartoons, or industrial products. Students at intermediate level, on the other hand, are more prone to be interested in study-related subjects such as history, architecture, lifestyles, or geography. These data are not large enough to be statistically analysed, but may suggest that the time and effort students have invested in their learning of Japanese language may have a significant impact on how deeply and intrinsically students come to be motivated, and difference in the learning investment may cause differences in the nature of learners' cultural interests.

The above consideration of the impact of language learners' investment can be extended to the study of motivation for second language acquisition. The early study of language learners' motivation developed with the argument about the effectiveness for language learning of instrumental (or extrinsic) and integrative

(or intrinsic) motivations, which had lasted more than three decades since Gardner and Lambert's (1959) original claim was published. Currently, the verdict is still open but the argument is more diversified and it is acknowledged that language learners have more reasons to learn a language than is expressed by the instrumental-integrative dichotomy (Clément & Kruidenier, 1983; Keuneman & Sagona, 1992; McGannon & Medeiros, 1995; Ramage, 1990; Wen, 1997). Dörnyei (1990, 1994a, 1994b, 2003) has also claimed different motivations appear to work at each learning stage depending on differences in learning environment. The current study seems to conform to these arguments since the results show that students have various reasons for learning Japanese, and continuing students at both levels have almost the same ratio of work-oriented and culture-oriented motivations. That is, for motivating students to persist in Japanese language study at university, both work-oriented instrumental motivation and culture-oriented intrinsic motivation seem to be equally effective regardless of the level of study.

However, a further question arises from this result. As noted before, cultural interest in Japan among students at elementary level might not be the same as that among intermediate students. In the same way, work-oriented motives may be based on students' different linguistic skills and expectations for achievement in study; therefore, students at elementary and intermediate levels may have different expectations or perceptions in their career-related motives. As noted, there is a large drop in the continuation rate among elementary students in QE, while no large drop is found among intermediate students. This suggests that the basis or strength of work-oriented and culture-oriented interests between elementary and intermediate students may not be the same, although students at both levels are categorised as having the same initial motivation by their answer to the question; what is your primary reason for studying Japanese at university? Given these assumptions, introductions of any new categorisations in the initial motivations seem to have little meaning unless

the real nature of students' orientations based on their amount of investment in their study is more closely looked into when investigating students' actual persistence in their study.

As for the examination of the nature of motivations among second language learners, Deci and Ryan (1985) have viewed intrinsic motivation as the most self-regulated, thus "learners who have an intrinsic interest in a learning task will continue learning efforts" (Deci, 1975, cited Zimmerman, 1998, p.3). However, according to the results examined in this research, not only intrinsic but also extrinsic motivation can be assumed to be varied in their impact as a driving force for learning a language, and the difference in the impact and aspects of culture-oriented and work-oriented motivations seems to be attributed to the students' appraisal of their own learning. In other words, although students have various reasons for studying Japanese, whether they continue to study in the long term may depend on what they experience during their period of actual learning and how profoundly they have internalised the learning experiences as their initial motive to study a language. Given this, students' previous experiences of target language study is likely to be one of the key factors for considering more about how investment in language learning affects persistence in the study of a second language. These issues will be discussed further in the later sections.

4.2.2 Preference for languages in general

This subsection will examine students' strength of preference for languages in general and how it relates to the students' persistence or termination of their Japanese language study. The mean score of each of the four groups; continuing students and discontinuing students at two levels, was computed and both intra-level and inter-level comparisons were performed (Wilcoxon Rank-Sums

Test). No results, however, were statistically significant (see Table 4.2.2-1 below).

Table 4.2.2-1
Mean score of preference for languages in general

Level	Intention	Mean	N	Stand. Deviation
Elementary	Continue	3.36	44	.487
	Discontinue	3.25	12	.622
	Total	3.34	56	.514
Intermediate	Continue	3.53	45	.505
	Discontinue	3.33	3	.577
	Total	3.52	48	.505

Wilcoxon Rank-Sum Test (Intra-level): Elementary: z = -.521, N = 56, ns
Intermediate: Exact Significance = .599, N = 48, ns
Wilcoxon Rank-Sum Test (Inter-level): Continue: z = -1.600, N = 89, ns
Discontinue: Exact Significance = .945, N = 15, ns

Since the comparison of mean scores shows continuing students tend to like languages better than discontinuing students, and intermediate students have also a stronger preference for languages than elementary students, it seems to suggest that students' preference for languages may have some relationship with their persistence in Japanese language study. This result agrees with Dörnyei's (1990) claim that foreign language learners' interest in foreign languages and cultures is one of the important sub-factors comprising the Integrative Motivational System, which facilitates successful second language acquisition. However, as the statistical analysis is non-significant, no certain conclusion can be drawn from these data. Students' perceived strength of preference for languages in general may not affect directly their continuation of their study, and the role that this variable plays to predict their persistence in Japanese language study may be a limited one.

4.2.3 Attitudinal aspects

The additional factors investigated in this study related to learners' previous foreign language learning experiences, whether they had experienced

successful (or unsuccessful) foreign language study, whether they had studied Japanese language before university, and whether they perceived their study as successful (or unsuccessful). Among these, the last three variables, successful/unsuccessful foreign and Japanese language learning and experience of Japanese study prior to university had significant results (Chi-Square Tests). First, an inter-level comparison between continuing students at the two levels on their previous experience of successful/unsuccessful foreign language learning will be examined. There are two significant findings; intermediate students' higher percentage of unsuccessful language learning experiences, and elementary students' higher percentage of undetermined appraisal about their own previous language learning experiences (See Table 4.2.3-1 below).

Table 4.2.3-1
Inter-level comparison of students with successful/unsuccessful foreign language learning

Intention				Successful/Unsuccessful			Total
				Su	Un	DK	
Continue	Level	Ele	Count	32	6	6	44
			% within level	72.7%	13.6%	13.6%	100%
		Int	Count	31	13	1	45
			% within level	68.9%	28.9%	2.2%	100%
	Total		Count	7	63	19	89
Discontinue	Level	Ele	Count	8	1	3	12
			% within level	66.7%	8.3%	25%	100%
		Int	Count	1	2	0	3
			% within level	33.3%	66.7%	0%	100%
	Total		Count	9	3	3	15

Su = Experienced Successful foreign language leaning
Un = Experienced Unsuccessful foreign language learning
DK = Experienced neither
Chi-Square Test:
Continuing: $\chi^2 = 6.156^*$, df = 2, $p \leq .05$; Discontinuing: $\chi^2 = 5.278$, df = 2, ns

First, continuing students at intermediate level show more than twice the percentage of experiences of unsuccessful learning (28.9%) than continuing students at elementary level (13.6%). This result seems to contradict what has been claimed in Achievement Theory. According to the theory, high achievers in academic performance are assumed to have stronger motivation, which is the result of the learners' previous successful learning experiences (McClellend et

al., 1953, cited in Skehan, 1989, p. 51). However, the students with a larger investment, intermediate students, who have continued to a higher level of study, have more experiences of unsuccessful language learning compared to those with less investment, elementary students. This suggests that the strength of motivation for achieving higher levels of study may be affected by something other than the previous language learning experience. Thus, even though students had experienced unsuccessful foreign language learning prior to university, this may not affect the students' persistence in their current Japanese language study. In other words, students currently studying Japanese at university may focus only on what they have to learn for the moment, and find a different level of difficulty depending on what language they learn. Therefore, even those who experienced difficulty in learning another language, for example, French, may not necessarily find or expect Japanese language study to be equally difficult. This suggests that these students do not seem to view "language study" as a single phenomenon, but rather approach it as a study of particular languages; that is, study of Japanese is not the same as study of French so a previous problem with French may not be seen as relevant to learning Japanese.

In relation to the second point, continuing students at elementary level have a higher percentage (13.6%) experiencing neither successful nor unsuccessful learning than continuing students at intermediate level (2.2%). The questionnaire did not investigate further regarding these results, and so it is not possible to draw a meaningful conclusion; however, this might be interpreted as students with a longer Japanese learning experience having a clearer perception of what they have experienced in their own language learning. That is, language learners may need to have a clearer awareness of their learning of a language so that they can assess their own learning appropriately and that they can reflect on their current language learning experience, which assists them to continue their learning. The students' effective appraisal of learning experiences

may affect positively their possession of appropriately high self-efficacy, which leads to persisting longer in learning tasks (Schunk, 1994). From this point, students with more investment may also need to appraise their invested experience appropriately, so they can obtain their proper level of self-efficacy. Students who have invested longer in their study of a language may further develop a commitment to their learning and persist in their learning. As a result, students may be able to have more chances to assess their longer learning experience, which could provide them with more accurately refined basis for their appraisal of their learning, which may reflect on their future study of language. This positive cycle may work as an ideal cause-and-effect relationship for students to persist in their study of a language for a longer period of time, which is one of the crucial factors for acquiring a high level of proficiency.

The second and third aspects of attitudinal factors, the experience of Japanese language learning prior to university and successful (or unsuccessful) Japanese language study prior to university showed significant differences in both intra-level and inter-level comparisons. First, in the intra-level comparison of elementary level students' experience of Japanese language study before university, continuing students had a much higher percentage (56.8%) of those who had studied Japanese language prior to university than discontinuing students (8.3%) (see Table 4.2.3-2). Discontinuing students, on the other hand, had far larger percentage (91.7%) of no experience of Japanese language study before university. Second, an inter-level comparison (see Table 4.2.3-3) between continuing students at the two levels also shows that intermediate students had a much higher percentage (86.7%) than elementary students (56.8%) of having studied Japanese before coming to university. These results indicate that experiencing target language study prior to a university Japanese course may be an important factor for the students to continue their study at university, and develop a higher level of proficiency.

Table 4.2.3-2
Intra-level comparison of students with or without Japanese language study prior to university

Level				Previous Japanese Lang. Study		
				Yes	No	Total
Ele	Intention	Continue	Count	25	19	44
			% within intention	56.8%	43.2%	100%
		Discontinue	Count	1	11	12
			% within intention	8.3%	91.7%	100%
	Total		Count	26	30	56
Int	Intention	Continue	Count	39	6	45
			% within intention	86.7%	13.3%	100%
		Discontinue	Count	2	1	3
			% within intention	66.7%	33.3%	100%
	Total		Count	41	7	48

Chi-Square Test (Fisher's Exact Test): Ele. = .003**, N = 56, $p \leq .01$; Int. = .384, N = 48, ns

Table 4.2.3-3
Inter-level comparison of students with or without Japanese language study prior to university

Intention				Previous Japanese Lang. Study		
				Yes	No	Total
Continue	Level	Ele	Count	25	19	44
			% within level	56.8%	43.2%	100%
		Int	Count	39	6	45
			% within level	86.7%	13.3%	100%
	Total		Count	64	25	89
Discontinue	Level	Ele	Count	1	11	12
			% within level	8.3%	91.7%	100%
		Int	Count	2	1	3
			% within level	66.7%	33.3%	100%
	Total		Count	3	12	15

Chi-Square Test (Continuity correction): Continue. $\chi^2 = .8.390$*, df = 1, $p \leq .05$;
Discontinue Fisher's Exact Test: = .081, N = 15, ns

The above conclusions can also be related to the students' *investment* in their own learning of Japanese, which can be regarded as an *asset* when they have experienced continued successful learning and have achieved a higher level of study. This claim is further supported by the results in students' experience of successful (or unsuccessful) Japanese language study prior to university (see Table 4.2.3-4 and 4.2.3-5 below). These results have a significant meaning for their continuation of study. As can be found in the intra-level comparison between continuing and discontinuing students at elementary level ($\chi^2 = 12.317$*, df = 3, $p \leq .05$), continuing students have a high percentage (31.8%) of *successful*

Japanese study, though discontinuing student have zero percent. Also, the inter-level comparison between continuing students at the two levels ($\chi^2 = 11.439^*$, df = 3, $p \leq .05$) found that students at intermediate level have a higher percentage (60%) of *successful Japanese study* prior to university than those at elementary level (31.8%).

Table 4.2.3-4
Intra-level comparison of students with successful/unsuccessful Japanese language study prior to university

			Perceived successful/unsuccessful Japanese lang. study				
Level	**Intention**		**N.S.**	**D.K.**	**Su**	**Un**	**Total**
Ele	C	Count	8	19	14	3	44
		% within intention	18.2%	43.2%	31.8%	6.8%	100%
	D	Count	0	12	0	0	12
		% within intention	0%	100%	0%	0%	100%
	Total	Count	8	31	14	3	56
Int	C	Count	7	6	27	5	45
		% within intention	15.6%	13.3%	60.0%	11.1%	100%
	D	Count	0	0	2	1	3
		% within intention	0%	0%	66.7%	33.3%	100%
	Total	Count	7	6	29	6	48

N.S. = Not studied Japanese before
D.K. = Experienced neither successful nor unsuccessful study
Su = Experienced successful Japanese language study
Un = Experienced unsuccessful Japanese language study
Chi-Square Test: Ele. $\chi^2 = 12.317^*$, df = 3, $p \leq .05$; Int. $\chi^2 = 1.998$, df = 3, ns

Table 4.2.3-5
Inter-level comparison of students with successful/unsuccessful Japanese language study prior to university

			Perceived successful/unsuccessful Japanese lang. study				
Intention	**Level**		**N.S.**	**D.K.**	**Su**	**Un**	**Total**
Continue	Ele	Count	8	19	14	3	44
		% within level	18.2%	43.2%	31.8%	6.8%	100%
	Int	Count	7	6	27	5	45
		% within level	15.6%	13.3%	60.0%	11.1%	100%
	Total	Count	15	25	41	8	89
Discontinue	Ele	Count		12	0	0	12
		% within level		100%	0%	0%	100%
	Int	Count		0	2	1	3
		% within level		0%	66.7%	33.3%	100%
	Total	Count		12	2	1	15

N.S. = Not studied Japanese before
D.K. = Experienced neither successful nor unsuccessful study
Su = Experienced successful Japanese language study
Un = Experienced unsuccessful Japanese language study
Chi-Square Test: Continue. $\chi^2 = 11.439^*$, df = 3, $p \leq .05$;
Discontinue. $\chi^2 = 15.000^*$, df = 2, $p \leq .05$

All of the above results suggest that students who continue their study of Japanese tend to have a certain common trait. Having previous experience of Japanese language learning before they begin studying of the language at university seems to be a strong factor affecting their persistence. In addition, many of the continuing students perceive their previous study of Japanese language as having been successful. This seems to confirm that students consider their prior learning of a particular language as relevant for their continuing to study the language, rather than study of languages in general.

Since this tendency becomes more prominent when their level of study is higher, what students learned before university and how they perceived the experience of their learning seem to be significant factors in their intentions for continuing study at university, at least in their initial motivation to take up the Japanese language to study. Then, how exactly do these factors affect the students' persistence in the current Japanese language study at university? Two possible reasons can be considered: Gaining appropriate self-efficacy and the positive effects that come from their larger investment in language study.

As Schunk (1989) has noted, self-efficacy is considered to be learners' personal beliefs about their own capabilities to achieve their designated goal, and has been hypothesised to be an important variable to account for language learners' motivation and learning. If second language learning is regarded as cognitive skill training, then, self-efficacy can be one of factors which affect learners' level of success in their academic performance. The level of this important determinant for successful language learning is influenced by students' constant appraisal of their learning performance. Theoretically, successful performance enhances efficacy and failure generally lowers it. Given this, the students with a previous experience of Japanese language study are more likely to have an accurate sense of their own level of self-efficacy, and those with

successful learning experience can be assumed to possess a higher level of self-efficacy compared to those with no successful prior experience in learning the same target language. Since the students have an accurate knowledge about how well they can cope with the Japanese language study, they have more chance of surviving the continuous labor of target language learning, which may have led to the high continuation rate at intermediate level.

As for the second point, the positive effect of learning investment, second language learning involves not only acquiring target language linguistic skills, but also understanding and appreciating the target language culture, the people's lifestyles and their values. When students have learned Japanese previously, therefore, they can be assumed to have learned some linguistic or cultural aspects of Japan besides having acquired a certain level of proficiency. At that time, those who learned well would have perceived the learning successful. These experiences may give them a new set of goals to achieve, which is slightly "outside of their current capabilities, but still attainable with some effort" (McClelland et al., 1953, cited in Skehan, 1989, p. 50). This can be a source of motive for choosing to enrol in a Japanese course at university in order to further their study to achieve at a higher level, because those who have successfully invested in their learning would not want to waste their asset, the linguistic skills acquired (Kennett, 2003). That is, the effort the students have invested might be an important source for making a decision about whether or not they keep on labouring in language study to the next stage. In other words, initial motivation, which prompts learners to enrol in a Japanese language course at university, and sustaining motivation, which results from constantly appraising their everyday learning experiences, can be assumed to be closely related to the students' persistence in their language study. What students experience and how they assess their experience could be a source for developing an interest related to the particular language and its study. This interest, then, becomes a motivator to drive them to further their study. That is,

cross-sectional assessment of students' motives to learn a language might not be sufficient to pin-point the complex mechanisms of persistence in language study. The next section, therefore, will examine sustaining motivation including support from family and teachers, and various interests in Japan-related aspects.

4.3 Motivational characteristics during & at the end of study

As has been examined in the previous sections, initial motivations that lead students to enrol in the Japanese language course are not an adequate indicator to predict the students' continuation (or discontinuation) of their Japanese language study. Initial motivation appears to be affected in part by students' previous language learning experiences, and the initial reason for enrolling in a Japanese course may influence how well the students perform in learning the language. That is, initial motivation and sustaining motivation can be assumed to work hand-in-hand as a motivational driving force for the long journey of second language acquisition. In this section, therefore, relevant factors for sustaining motivation that students perceived before and after their study will be focused on. First, significant results will be examined, then, important findings will be discussed.

4.3.1 External supports

One of the variables of external support was encouragement from family and teachers for students' learning of Japanese at university. Students' perceived strength of support from family and teachers was collected using a five-point Likert scale in both QB and QE, and mean score was compared by levels and students' intentions for continuation/discontinuation using a Wilcoxon Rank-Sums Test. With regard to family encouragement, the difference between QB and QE regardless of students' intentions, was also computed using a Wilcoxon Matched-Pair Signed Ranks Test for both levels.

The results of statistics on family support show that only the Signed Ranks Test at intermediate level is significant because of a drop in the mean of 0.50 point from 2.79 in QB to 2.29 in QE ($z = -2.326^*$, $N = 48$, $p \leq .05$) (see Table 4.3.1-1 & 4.3.1-2 below). There is also a drop in perceived support for elementary level students (0.44) but this was not statistically significant.

Table 4.3.1-1
Intra-level comparison of the strength of support from family

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	2.36	44	1.448	2.12	34	1.647
	Discontinue	2.17	12	1.697	1.50	22	1.566
	Total	2.32	56	1.491	1.88	56	1.630
Int	Continue	2.84	45	1.127	2.30	44	1.503
	Discontinue	2.00	3	1.732	2.25	4	1.500
	Total	2.79	48	1.116	2.29	48	1.487

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Elementary z = -.187, N = 56, ns; Intermediate Exact Sig. = .344, N= 48, ns
QE: Elementary z = -1.539, N = 56, ns ; Intermediate Exact Sig. = .843, N = 48, ns
Wilcoxon Matched-Pair Signed Ranks Test:
Elementary: z = -1.831, N = 56, ns Intermediate: z = -2.326*, N = 48, p ≤ .05

Table 4.3.1-2
Inter-level comparison of the strength of support from family

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	2.36	44	1.448	2.12	34	1.647
	Intermediate	2.84	45	1.127	2.30	44	1.503
	Total	2.61	89	1.311	2.22	78	1.560
Discontinue	Elementary	2.17	12	1.697	1.50	22	1.566
	Intermediate	2.00	3	1.732	2.25	4	1.500
	Total	2.13	15	1.642	1.62	26	1.551

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Continue z = -1.600, N = 89, ns; Discontinue Exact Sig. = .840, N = 15, ns
QE: Continue z = -.275, N = 78, ns; Discontinue Exact Sig. = .471, N = 26, ns

The above results could be interpreted as showing that, as the level of study increases students spend more time in learning the language, and students therefore become more independent and confident in learning the language. This means that the continuation of study is less affected by, and less dependent

on, support from family. It is also assumed that the actual support that students received from families may vary depending on how students perceive the term, *family support*. That is, parental support may be limited or tacit, such that students may take it as family support when they believe their families think Japanese language study is good for them, even though students do not receive actual suggestions or advice from their families. This assumption may be related to the difference in the backgrounds of students who provided these data between the two surveys might have affected the results. That is, the survey in QB may reflect students' general perceptions of family encouragement, not the particular encouragement they actually received for a certain language course or with a particular problem they might have faced; while the answers to QE may be an actual reflection of support from family that students had during the particular course they have completed. Many of those students studying at university are away from home, and thus it might not be easy for them to have opportunities to talk to or meet family whenever they have problems in learning. That is, the answers to QB are more likely to be what students generally think of their families' attitude towards their learning of Japanese; whereas, the answers to QE may be more closely related to the encouragement that students actually received through the course. Given this, it is reasonable that students perceived a weaker strength in the encouragement they received from family.

Beside the repeated measure statistics, as the Tables show, there is a general tendency that continuing students have a slightly stronger perception of support from their families than discontinuing students. Similarly, students at intermediate level have a slightly stronger perception than elementary students in both surveys. These results seem to indicate that students who perceive stronger encouragement from family are more likely to stay in their study of Japanese language longer than those who do not. These results are in accordance with McGannon and Medeiros' (1995) research on secondary school

students' persistence in French language study beyond the compulsory years in Melbourne. They have claimed that parents' positive comments about French language were an important factor in students' persistence (p. 106). However, the differences in the present study are too small to have the statistical significance and it is not appropriate to draw a conclusive assumption on the relationship between family encouragement and students' persistence in Japanese language study at the tertiary level. It is possible that students' age is factor influencing the differences between McGannon and Medeiros' study and the current research: While McGannon and Medeiros studied Year 8 students from secondary school, students in the present research are from university courses; hence, more mature. Since the students in the present research are older, they are more apt to be independent, and parental guidance may have less effect on students' academic choices. That is, external support might come to play less of a role in predicting students' persistence in their study as students become more mature and independent.

The results for students' perceived strength of encouragement from teachers have no statistical significance in either intra-level or inter-level comparisons (see Table 4.3.1-3).

Table 4.3.1-3
Comparison of the strength of support from teachers

	Elementary			Intermediate		
Intention	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	2.29	34	1.567	2.77	44	1.075
Discontinue	1.95	22	1.527	1.50	4	1.732
Total	2.16	56	1.547	2.67	48	1.173

Wilcoxon Rank Sums Test:
Intra-level comparison:
Elementary: z = -1.043, N = 56, ns; Intermediate: Exact Sig. = .156, N = 48, ns
Inter-level comparison:
Continue: z = -.910, N = 78, ns; Discontinue: Exact Sig. = .656, N = 26, ns

The Table above shows a general tendency that continuing students have a stronger perception of teachers' support (Elementary = 2.29, Intermediate =

2.77) than discontinuing students (Elementary = 2.95, Intermediate = 1.50), and in the comparison between continuing students, intermediate level students have a higher mean (2.77) than those at elementary level (2.29). These results seem to conform to previous research claims that "high-achieving students seek help from teachers and peers more often and more effectively than low achievers" (Newman, 1990, cited in Zimmerman, 1998, p. 11); however, the figures in the present study are all statistically non-significant. It is not clear that support from teachers actually affects university students' decisions for continuing (or discontinuing) their study to the next semester from the current study. The results suggest, however, that at best the effect would be quite minimal.

External support has not been found to have a close relationship with students' persistence in Japanese language study at university. There is little evidence that there is a meaningful relationship between the students' perceived strength of external encouragement and their decision for continuing their study of Japanese at university. This could mean that when students come to making a decision about enrolling in a further Japanese course for the next semester, the encouragement that has been given by people around them has little role to play. That is, continuing to the next level of study appears to be more closely related to the strength of students' own internal interest in the target language and its learning, which are developed through their previous learning experience prior to university as well as the semester in which they are studying. At the same time, withdrawing from study may be caused by what students have actually experienced during the semester, besides unavoidable academic reasons such as no room for electives or extra pressure from the other subjects.

4.3.2 Interest in cultural aspects

Students' perceived strength of interest in five aspects Japanese culture; *culture, society, people, language*, and *business*, was collected in both QB and QE. The results were compared both between levels and across levels to find any significant difference between continuing and discontinuing students, and between continuing students at both levels[7]. The difference of the mean scores between the two surveys was also investigated by Wilcoxon Matched-Pair Signed Ranks Test in order to find any effect of actual study on students' interest in these cultural aspects. The results for the intra-level comparison are shown in Tables 4.3.2-1 to 4.3.2-5.

Table 4.3.2-1
Intra-level comparison of the strength of interest in Japanese culture

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	3.00	44	.682	**3.24**	34	.554
	Discontinue	2.92	12	1.084	**2.68**	22	1.086
	Total	2.98	56	.774	3.02	56	.842
Int	Continue	3.31	45	.733	3.27	44	.872
	Discontinue	3.67	3	.577	2.25	4	1.500
	Total	3.33	48	.724	3.19	48	.960

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Elementary z = -.197, N = 56, ns; Intermediate Exact Sig. = .437, N = 48, ns
QE: Elementary **z = -2.092***, N = 56, p ≤ .05, Intermediate Exact Sig. = .098, N = 48, ns
Wilcoxon Matched-Pair Signed Ranks Test:
Elementary: z = -.323, N = 104, ns Intermediate: z = -1.026, N = 104, ns

Table 4.3.2-2
Intra-level comparison of the strength of interest in Japanese society

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	2.65	44	1.118	2.59	34	1.234
	Discontinue	3.08	12	.669	1.82	22	1.651
	Total	**2.74**	56	1.049	**2.29**	56	1.449
Int	Continue	2.76	45	1.026	2.82	44	.971
	Discontinue	3.33	3	.577	2.25	4	.957
	Total	2.79	48	1.010	2.77	48	.973

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Elementary z = -1.058, N = 56, ns; Intermediate Exact Sig. = .356, N = 48, ns
QE: Elementary z = -1.612, N = 56, ns; Intermediate Exact Sig. = .193, N = 48, ns
Wilcoxon Matched-Pair Signed Ranks Test (Repeated measure):

[7] The number of discontinuing students at intermediate level is so small, three in QB and four in QE, that neither intra-level comparison nor inter-level will be discussed.

Elementary: **z = -2.319***, N = 104, p ≤ .05; Intermediate: z = -.173, N = 104, ns

Table 4.3.2-3
Intra-level comparison of the strength of interest in Japanese people

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	2.93	44	.873	2.94	34	1.043
	Discontinue	2.83	12	1.030	2.91	22	.921
	Total	2.91	56	.900	2.93	56	.988
Int	Continue	3.36	45	.529	3.18	44	.843
	Discontinue	3.67	3	.577	3.00	4	.816
	Total	3.38	48	.531	3.17	48	.834

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Elementary z = -.162, N = 56, ns; Intermediate Exact Sig. = .413, N = 48, ns
QE: Elementary z = -.547, N = 56, ns; Intermediate Exact Sig. = .744, N = 48, ns
Wilcoxon Matched-Pair Signed Ranks Test (Repeated measure):
Elementary: z = -.314, N = 104, ns; Intermediate: z = -1.409, N = 104, ns

Table 4.3.2-4
Intra-level comparison of the strength of interest in Japanese language

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	3.50	44	.591	**3.29**	34	.799
	Discontinue	3.00	12	.853	**2.55**	22	1.224
	Total	**3.39**	56	.679	**3.00**	56	1.044
Int	Continue	3.58	45	.543	3.30	44	.904
	Discontinue	3.33	3	.577	2.75	4	.500
	Total	**3.56**	48	.542	**3.25**	48	.887

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Elementary z = -1.948, N = 56, ns; Intermediate Exact Sig. = .489, N = 48, ns
QE: Elementary **z = -2.690***, N = 56, p ≤ .05; Intermediate Exact Sig. = .098, N = 48, ns
Wilcoxon Matched-Pair Signed Ranks Test:
Elementary: **z = -3.018***, N = 104, p ≤ .05; Intermediate: **z = -2.555***, N =104, p ≤ .05

Table 4.3.2-5
Intra-level comparison of the strength of interest in Japanese business

		QB			QE		
Level	**Intention**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele	Continue	2.41	44	1.300	2.00	34	1576
	Discontinue	2.33	12	1.497	1.64	22	1.620
	Total	**2.39**	56	1.330	**1.86**	56	1.589
Int	Continue	2.62	45	1.093	1.89	44	1.450
	Discontinue	3.67	3	.577	2.75	4	1.893
	Total	**2.69**	48	1.095	**1.96**	48	1.487

S.D. = Standard Deviation

Wilcoxon Rank Sums Test:

QB: Elementary z = -.011, N = 56, ns; Intermediate Exact Sig. = .074, N = 48, ns

QE: Elementary z = -.836, N =56, ns; Intermediate Exact Sig. = .193, N = 48, ns

Wilcoxon Matched-Pair Signed Ranks Test:

Elementary: **z = -2.451***, N = 104, p ≤ .05; Intermediate: **z = -3.536***, N = 104, p ≤ .05

As can be seen in Tables 4.3.2-1 to 4.3.2-5 above, the comparison of continuing and discontinuing students at elementary level provided statistically significant results for *Japanese culture* and *Japanese language* in QE (culture: z = -2.092*, N = 56, p ≤ .05; language: z = -2.690*, N = 56, p ≤ .05) (highlighted in blue). There is a general tendency in the intra-level comparison at elementary level for continuing students to have higher means than discontinuing students, but the difference is significant only in these two. These results indicate that developing an interest in Japanese culture and language during the course is an important factor for the promotion of students' persistence, especially at the elementary level. In other words, having a weaker level of interest in the target language and culture, even after learning the language at university, can be a predictor of the students' dropping out of the language course.

The results for the inter-level comparisons for each of the five cultural aspects are shown in Tables 4.3.2-6 to 4.3.2-10.

Table 4.3.2-6
Inter-level comparison of the strength of interest in Japanese culture

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	**3.00**	44	.682	3.24	34	.554
	Intermediate	**3.31**	45	.733	3.27	44	.872
Discontinue.	Elementary	2.92	12	1.084	2.68	22	1.086
	Intermediate	3.67	3	.577	2.25	4	1.500

S.D. = Standard Deviation

Wilcoxon Rank Sums Test:

QB: Continue. **z = -2.596***, N = 89, p ≤ .05; Discontinue. Exact Sig. = .233, N =15, ns

QE: Continue. z = -1.001, N = 78, ns; Discontinue. Exact Sig. = .706, N = 26, ns

Table 4.3.2-7

Inter-level comparison of the strength of interest in Japanese society

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	2.65	44	1.118	2.59	34	1.234
	Intermediate	2.76	45	1.026	2.82	44	.971
Discontinue	Elementary	3.08	12	.669	1.82	22	1.651
	Intermediate	3.33	3	.577	2.25	4	.957

S.D. = Standard Deviation

Wilcoxon Rank Sums Test:

QB: Continue. z = -.386, N = 89, ns; Discontinue. Exact Sig. = .633, N = 15, ns

QE: Continue. z = -.850, N = 78, ns; Discontinue. Exact Sig. = .706, N = 26, ns

Table 4.3.2-8

Inter-level comparison of the strength of interest in Japanese people

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	**2.93**	44	.873	2.94	34	1.043
	Intermediate	**3.36**	45	1.026	3.18	44	.843
Discontinue	Elementary	2.83	12	1.030	2.91	22	.921
	Intermediate	3.67	3	.577	3.00	4	.816

S.D. = Standard Deviation

Wilcoxon Rank Sums Test:

QB: Continue. **z = -2.528***, N = 89, p ≤ .05; Discontinue. Exact Sig. = .180, N = 15, ns

QE: Continue. z = -1.133, N = 78, ns; Discontinue. Exact Sig. = .973, N = 26, ns

Table 4.3.2-9

Inter-level comparison of the strength of interest in Japanese language

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	3.50	44	.591	3.29	34	.799
	Intermediate	3.58	45	.543	3.30	44	.904
Discontinue	Elementary	3.00	12	.853	2.55	22	1.224
	Intermediate	3.33	3	.577	2.75	4	.500

S.D. = Standard Deviation

Wilcoxon Rank Sums Test:

QB: Continue. z = -.587, N = 89, ns; Discontinue. Exact Sig. = .633, N = 15, ns

QE: Continue. z = -.289, N = 78, ns; Discontinue. Exact Sig. = .973, N = 26, ns

Table 4.3.2-10

Inter-level comparison of the strength of interest in Japanese business

		QB			QE		
Intention	**Level**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Continue	Elementary	2.41	44	1.300	2.00	34	1.576
	Intermediate	2.62	45	1.093	1.89	44	1.450

Discontinue	Elementary	2.33	12	1.497	1.64	22	1.620
	Intermediate	3.67	3	.577	2.75	4	1.893

S.D. = Standard Deviation
Wilcoxon Rank Sums Test:
QB: Continue. z = -.567, N = 89, ns; Discontinue. Exact Sig. = .136, N = 15, ns
QE: Continue. z = -.548, N = 78, ns; Discontinue. Exact Sig. = .223, N = 26, ns

The importance of cultural interests found above is supported by the results of the inter-level comparison. A comparison of continuing students between the two levels found that the only statistically significant differences are in *Japanese culture* and *Japanese people* (culture: $z = -2.596^*$, $N = 89$, $p \leq .05$; people: $z = -2.528^*$, $N = 89$, $p \leq .05$) (see Tables 4.3.2-6 to 4.3.2-10 highlighted in blue). There is a similar tendency in the mean scores between the two levels that students at intermediate level show higher means than those at elementary level except for interest in *Japanese business* in QE, and especially for *culture* and *people*, which show significant differences. Having a stronger interest in Japanese culture, including people and their lifestyles, appears to be important for driving students to keep on learning the Japanese language, at least to achieve at the intermediate level.

At the same time, it could be speculated that being interested only in the instrumental benefits of learning the language for a future career might not be strong enough to encourage learners to persist in their learning, because among the five cultural aspects, being interested in Japanese business is directly linked to the instrumental value of acquiring Japanese proficiency. Theoretically, instrumentally motivated behaviour is dependent on separable consequences and is less autonomous than intrinsically motivated behaviour (Deci & Ryan, 1995), thus the behaviour is likely to be terminated when learners loose those instrumental values, for instance, when learners realise the real difficulties of acquiring an adequately high level of proficiency in Japanese, which is generally required in the business communication and correspondence. Furthermore, instrumentally motivated students may give Japanese language

study less priority compared to other subjects, as has been argued by Ramage (1990, p. 212); for instance, students taking a business major must study business subjects, but may view Japanese language as an added extra subject which could provide them with an opportunity to find a better job. Therefore, these students may not be as insistent on staying in their Japanese language study as those with a strong intrinsic cultural interest when they realise the difficulties involved in learning and experiencing motivational impairment as a consequence of their study of the language.

The above assumption regarding the importance of developing a cultural interest also seems to be in accordance with Dörnyei's (1990) claim that instrumental motivation works at least at elementary level, but foreign language learners need an integrative orientation in order to achieve at a higher level. Though Dörnyei (1990) has argued on the basis of an achievement of a higher proficiency in general in any foreign language learning environment, it seems to be also valid that development of a cultural orientation is important for the promotion of persistence in study of Japanese as foreign language at university courses.

The above argument can be compared to the results in the repeated measures tests (see Tables 4.3.2-1 to 4.3.2-5 above). A common negative effect of actual study is found in the students' strength of interest. All the aspects except *culture* and *people* at elementary level dropped their mean scores in QE after students actually experienced study in the courses. Among them, *society* at elementary level (mean: QB = 2.74, QE = 2.29, z = -2.319*, N = 56, $p \leq .05$), and *language* at both levels (Elementary: mean: QB = 3.39, QE = 3.00, z = -3.018*, N = 56, $p \leq .05$; Intermediate: mean: QB = 3.56, QE = 3.25, z = -2.555*, N = 48, $p \leq .05$) and *business* at both levels (Elementary: mean: QB = 2.39, QE = 1.86, z = -2.451*, N = 56, $p \leq .05$; Intermediate: mean: QB = 2.69, QE = 1.96, z = -3.536*, N = 48, $p \leq .05$) are statistically significant (highlighted in orange). Previous studies of

persistence (e.g., Bartley, 1970; Komiya-Samimy & Tabuse, 1992) have similarly found a deterioration of students' strength of motivation after actually learning a language. This negative effect could cause the students to have "less desire to learn the language, and it may have them diminish the value of learning the language in students' mind" (Komiya-Samimy & Tabuse, 1992, pp. 391-392). As a result, students become more likely to terminate their learning. Then, why has students' interest in the target language and business deteriorated?

It can be assumed that students' experience of actual study negatively affects their expectations about Japanese language learning, including their self-efficacy, and this unexpected reality in Japanese language study may cause them lose their interest in learning the language itself. Some studies on motivation have suggested language learners have inaccurate knowledge or inappropriate expectations regarding the level of difficulty or effort requirements in relation to the acquisition of a certain level of proficiency (e.g., Ramage, 1990; Wen, 1997). Ramage (1990) has argued that many Americans are unrealistic about learning a foreign language and they tend to believe they can learn a foreign language as soon as they have a language teacher (p. 213). Wen (1990) has also stated that even American-born students with Chinese background "may not be aware of the level of difficulty of Chinese when they begin their language study" (p. 236). Given this, as a result of the loss of expectation in acquiring "quick" Japanese linguistic skills, students may lose their interests in and expectation of gaining of a career advantage as a result of acquiring Japanese fluency.

Another possibility is that because students have developed an interest in Japanese cultural aspects more profoundly, their primary interest in learning Japanese might have been directed more strongly to understanding its culture. Conversely, their interest in career benefits might have been diminished in relation to other features. Whatever the reason may be, students did lose their

interest in both the target language itself and in career-based business benefits attached to Japanese language proficiency after their study. Given this, a discussion of the primacy of the effect of a particular kind of motivation on students' persistence becomes less meaningful. That is, various aspects in the development and deterioration of students' strength of motivation, attitude towards learning, and change of orientation which occur during the process of learning the language should be studied to find how each factor relates to which particular variable in what way, because the relationship among those factors seems to account more appropriately for students' actual decision making about continuing or discontinuing their study of Japanese language. In other words, a closer look into sustaining motivation and the factors which affect motivation is more important in order to find a better account for the complex mechanism of learning motivation and its effect on persistence.

4.3.3 Conclusion: motivational characteristics

To sum up this section, which has examined how external support and students' perceived strength of interest in various cultural aspects affect their intentions for continuing or discontinuing their study, as well as the effect of students' experience of actual study on their interest, the results indicated that students' decisions for continuing/discontinuing seem to be more strongly affected by internal factors rather than external stimuli, such as encouragement from families or teachers. Such mentally mature learners as university students may rely more on their own affective factors when they come to make a decision for persistence in or termination of their language study.

Especially for those who continue their study, having developed a cultural and linguistic interest in the target language appears to be one of the factors that affect the continuation of their study. This result agrees with a number of previous studies of motivation (e.g., Deci & Ryan, 1985; Dörnyei, 1990; Noels et

al., 2003; Ramage, 1990; Wen, 1997; Zimmerman, 1998), which have advocated the development of culturally oriented intrinsic motivation as a key factor for the promotion of persistence, because intrinsic motivation enhances students' autonomy and commitment to what they are learning. At the same time, the impact of the negative effects of actual study on students' perceived strength of interest should not be neglected. At both levels, students lost their interest in the language itself following a period of Japanese study and at a statistically significant level. It can be speculated that the unexpected difficulty the students had to face in their study might have overwhelmed their expectations for "quick and easy" acquisition of Japanese proficiency. That is, an unexpected larger gap between their self-efficacy and what was required to achieve in Japanese courses may be an important factor affecting students' decision making. In addition, it can also be assumed that students' expectations about how the Japanese language is taught in the course might not match the way teachers actually teach the language. It seems that many of the students expected the language class to be enjoyable with a plenty of opportunities for communication; while some of the Japanese classes, if not many, are more oriented to grammar and sentence-structure learning. The discrepancy between the students' expectations about what they would do in the course and what is required in class may be large enough to cause a negative impact on their motivation.

Continuing students had a stronger affection for the Japanese language than discontinuing students, but it is not deniable that new learning experiences of the language may have some negative impact on their attitude towards the Japanese language. These results suggest that one of the important points for determining the students' persistence seems to be in a balance between the development of a strong cultural interest, which results from students' long-time investment in learning the language, and the negative effects of actual study. That is, which factor, development of a strong interest in a language and

culture that students have invested in or the deterioration of commitment caused by some experience of language study, has a stronger effect may ultimately determine whether they stay in their study in the following semester.

Finally, there seems to be a redirection of students' orientation from business-oriented instrumental motives to culture-based intrinsic motives, as found in the notable loss of interest in Japanese business as students' level of study advances. This indicates that development of internalised intrinsic interest in the target language and culture may override an initial instrumental orientation, as students increase their investment in learning the language and acquire more skills and knowledge about the language they learn. These results support the claims provided by other researchers (e.g., Deci & Ryan, 1995; Noels et al., 2003; Ramage, 1990) that development of intrinsic cultural interest is one of the factors most strongly affecting the promotion of persistence in learning tasks and, as a result, successful language acquisition. The next section will view exactly how students' commitment to and decisions about persistence were affected by their actual study and what caused these changes.

4.4 Attitudinal changes

The previous discussion has shown that students' sustaining motivation can be regarded as an important factor for better prediction of persistence in the study of Japanese. Also discussed was that pinpointing the primary cause of the negative effect of actual study may only be possible by careful observation of changes in students' motivational states during and after their experience of actual learning of the language. The following subsections, therefore, will look into the results of students' change of commitment, and attitudes towards the Japanese language.

4.4.1 Change of commitment

Students' perceived commitment to the study of Japanese language was collected by their answers to the question about whether commitment was *strengthened, weakened*, or *not changed* compared with the beginning of the semester (see Table 4.4.1-1 and 4.4.1-2 below). Although at both levels discontinuing students have a larger percentage of *weakened commitment* (elementary: continuing students = 17.6%, discontinuing students = 31.8%; intermediate: continuing students = 13.6%, discontinuing students = 50%), the analysis shows that there is no significant difference in either intra-level or inter-level comparisons. According to this result, students' change in commitment does not play an important role for an accurate prediction regarding students' persistence in Japanese language study. In other words, what seems to be important is not whether students' commitments were changed but how strongly the changes were felt. That is, even though the students had the same experiences, each student's actual appraisal of the experiences and how they perceive the results may be more important than the facts that their commitment is relatively strengthened or weakened compared to the beginning of their study.

Table 4.4.1-1
Intra-level comparison of the change of commitment to the study of Japanese

Level	Intentions	No change	Strengthened	Weakened	Total
Elementary	Continue	15	13	6	34
	% within group	44.1%	38.2%	17.6%	100%
	Discontinue	6	9	7	22
	% within group	27.3%	40.9%	31.8%	100%
	Total	21	22	13	56
	% within group	37.5%	39.3%	23.2%	100%
Intermediate	Continue	16	22	6	44
	% within group	36.4%	50.0%	13.6%	100%
	Discontinue	1	1	2	4
	% within group	25.0%	25.0%	50.0%	100%
	Total	17	23	8	48
	% within group	35.4%	47.9%	16.7%	100%

Chi-Square Test: Elementary: χ^2= 2.190, df = 2, ns;
Intermediate: χ^2 = 3.521, df = 2, ns

Table 4.4.1-2
Inter-level comparison of the change of commitment to the study of Japanese

Intentions	Level	No change	Strengthened	Weakened	Total
Continue	Elementary	15	13	6	34
	% within group	44.1%	38.2%	17.6%	100%
	Intermediate	16	22	6	44
	% within group	36.4%	50.0%	13.6%	100%
	Total	31	35	12	78
	% within group	39.7%	44.9%	15.4%	100%
Discontinue	Elementary	6	9	7	22
	% within group	27.3%	40.9%	31.8%	100%
	Intermediate	1	1	2	4
	% within group	25.0%	25.0%	50.0%	100%
	Total	7	10	9	26
	% within group	26.9%	38.5%	34.6%	100%

Chi-Square Test: Continue: $\chi^2 = 1.082$, df = 2, ns;
Discontinue: $\chi^2 = .552$, df = 2, ns

4.4.2 Change of attitude towards Japanese language study

Students' perceived change of attitude towards Japanese language study after they had studied in the current semester was detected by their answers to the question about whether their attitudes had been changed *favourably*, *unfavourably*, or *not changed*. Samples were categorised into one of the three groups according to their answers, and compared both across and between levels (see Tables 4.4.2-1 and 4.4.2-2).

Table 4.4.2-1
Intra-level comparison of the change of attitude towards Japanese language study

Level	Intention	Favourable	Unfavourable	No change	Total
Ele.	Continue	14	4	16	34
	% within group	41.2%	11.8%	47.1%	100%
	Discontinue	11	3	8	22
	% within group	50.0%	13.6%	36.4%	100%
	Total	25	7	24	56
	% within group	44.6%	12.5%	42.9%	100%
Int.	Continue	20	2	22	44
	% within group	45.5%	4.5%	50.0%	100%
	Discontinue	1	1	2	4
	% within group	25.0%	25.0%	50.0%	100%
	Total	21	3	24	48
	% within group	43.8%	6.3%	50.0%	100%

Chi-Square Test: Elementary: $\chi^2 = .627$, df = 2, ns; Intermediate: $\chi^2 = 2.805$, df = 2, ns

Table 4.4.2-2
Inter-level comparison of the change of attitude towards Japanese language study

Intention	Level	Favourable	Unfavourable	No change	Total
Continue	Elementary	14	4	16	34
	% within group	41.2%	11.8%	47.1%	100%
	Intermediate	20	2	22	44
	% within group	45.5%	4.5%	50.0%	100%
	Total	34	6	38	78
	% within group	43.6%	7.7%	48.7%	100%
Discontinue	Elementary	11	3	8	22
	% within group	50.0%	13.6%	36.4%	100%
	Intermediate	1	1	2	4
	% within group	25.0%	25.0%	50.0%	100%
	Total	12	4	10	26
	% within group	46.2%	15.4%	38.5%	100%

Chi-Square Test: Continue: $\chi^2 = 1.414$, df = 2, ns; Discontinue: $\chi^2 = .906$, df = 2, ns

Statistically significant results were not obtained in either intra-level (Elementary: $\chi^2 = .627$, df = 2, ns; Intermediate: $\chi^2 = 2.805$, df = 2, ns) or inter-level comparison (Continue: $\chi^2 = 1.414$, df = 2, ns; Discontinue: $\chi^2 = .906$, df = 2, ns). As far as this result is concerned, there is no meaningful relationship between students' perceptions of a change in their attitudes towards Japanese language study and their intentions for continuing or discontinuing the study of Japanese.

In order to further investigate the relationship between students' change of attitude and their intentions for continuing or discontinuing their study, the reasons for their favourable or unfavourable changes of attitude were collected (see Table 4.4.2-3 and 4.4.2-4). Percentages are provided on the basis of the ratio of the number of subjects who chose a particular reason per total number of subjects in each group for elementary continuing and discontinuing, and intermediate continuing and discontinuing students. The top three reasons, those which gained the largest percentages in each group for favourably changed attitude, and top two reasons for unfavourably changed attitude are highlighted.

Table 4.4.2-3

Reasons for the favourably changed attitude towards Japanese language study

Level / Reasons	Elementary		Intermediate	
	C-Students	D-Students	C-students	D-students
Number of students	14	11	20	1
You learned about Japan and the language, and you found it interesting.	9 64.3%	4 36.4%	14 70.0%	1 100%
You found that Japanese language is really beneficial for your future career..	7 50.0%	2 18.2%	6 30.0%	0
Clear improvement of your Japanese.	4 28.6%	4 36.4%	11 55.0%	1 100%
You had good classmate/s.	6 42.9%	1 9.1%	1 5.0%	0
Teacher's attitude towards the language.	3 21.4%	5 45.5%	8 40.0%	0
Teacher's attitude towards the students.	3 21.4%	5 45.5%	7 35.0%	1 100%
You could understand the Japanese grammar well.	1 7.1%	3 27.3%	5 25.0%	0
You had good marks in Japanese	3 21.4%	2 18.2%	4 20.0%	0
You found that you are good at learning a language.	2 14.3%	0	3 15.0%	0
Your teacher supported you personally.	2 14.3%	2 18.2%	3 15.0%	0
You found that Japanese was not as difficult as you had expected.	2 14.3%	6 54.5%	1 5.0%	0
You had good Japanese friend/s.	1 7.1%	2 18.2%	3 15.0%	0

Table 4.4.2-4

Reasons for the unfavourably changed attitude towards Japanese language study

Level / Reasons	Elementary		Intermediate	
	C-Students	D-Students	C-students	D-Students
Number of students	4	3	2	1
You found that Japanese language was more difficult than you had expected.	3 75.0%	3 100%	2 100%	0
You didn't like the teaching materials/textbooks.	2 50.0%	1 33.3%	1 50.0%	1 100%
The class didn't offer what you wanted to learn.	0	0	2 100%	0
Poor marks in the assignments/exams.	1 25.0%	1 33.3%	0	1 100%
You felt anxiety that you were left behind in class.	1 25.0%	1 33.3%	0	0
Teacher's teaching method.	1 25.0%	0	1 50.0%	0
You didn't know how to study the language.	1 25.0%	0	0	0
Teacher's attitude towards the students.	0	1 33.3%	0	0

In their reasons for the favourably changed attitude, continuing students obtained the largest percentage for "you learned about Japan and language, and you found it interesting" (Elementary: 64.3%, Intermediate: 70%), which means that developing an interest in Japan and its language could be an important factor for changing the students' attitudes towards Japanese language study, and consequently for persistence in the study regardless of the level of study.

At elementary level, the second largest percentages were obtained in "you found that Japanese language is really beneficial for your future" (50%) and "you had good classmates" (42.9%). Linking the study of Japanese language to future benefit could be important for the continuation especially at elementary level. As has been discussed in subsection 4.3.2, elementary students' interest in business is exceptionally higher than that of intermediate students in QE. It seems that while students are at the elementary level, development of certain proficiency may lead them to expect some career benefit from the acquired proficiency, which in turn results in favourably changed attitudes towards the Japanese language, and this may leads to their decision for their persistence in their study. Besides this, having a comfortable learning environment seems to be also important especially for the students with less experience in their learning.

At intermediate level, on the other hand, a large percentage was obtained in "clear improvement in Japanese" (55%), which is more closely related to learning the language itself compared with the above two reasons with high percentages at elementary level. It seems to suggest that students with more investment in Japanese language study are more likely to focus on what they have learned and how successful they have been, and these learning assets, or acquired proficiency in other words, are the most important factor that they

evaluate for the effort and time they have devoted in learning the language. This positive evaluation of their learning performance may be an important factor leading them to further the investment, and prolonging their persistence in Japanese language study.

With regard to the reasons for unfavourably changed attitude, *unexpected difficulty* is the most common reason for their negatively changed attitudes, regardless of their levels and intentions for continuation/discontinuation (Ele-C-students = 75%, Ele-D-students = 100%, Int-C-students = 100%). This result suggests that students may not have an accurate expectation (self-efficacy) about their success in Japanese language learning, which in turn may result in dropping out of study. This unexpected difficulty also appears to be one explanation for why experiences of Japanese study at university have a negative impact on motivation.

This subsection has examined the results regarding sustaining motivation, including attitudinal changes. What has been revealed is that although there is no significant result in students' change for attitudinal aspects in terms of continuing/discontinuing their study, students' self-efficacy and sense of achievement were found to be important factors for their sustaining motivation. Students with little experience of language study are likely to possess an incorrect self-efficacy, because self-efficacy becomes more accurate based on students' continuous appraisal of their experiences of learning languages; these students are more prone to be overwhelmed by what they have to face in actual study. As a result, their attitudes towards their study of Japanese are more negatively changed, which may end in the termination of their study. Students who have successfully invested in learning and gained further assets (better skills), on the other hand, developed more favourable attitudes towards Japanese, which has assisted them to continue their study.

Based on the findings revealed in the previous sections, the next sections will discuss the factors, which affect the students' persistence or termination of their study of Japanese. There are 12 elementary students and one intermediate student who changed their intention from continuing in QB to discontinuing in QE. There are also two elementary students who changed their intentions from discontinuing in QB to continuing in QE. In order to further the discussion, some aspects of the profiles of these students will also be taken into consideration.

4.5 Persistence in the study of Japanese language

In order to illustrate common characteristics of students who are likely to continue their study of Japanese language at university, the current subsection will discuss factors which may be assumed to affect students' intentions for continuing their study on the basis of the findings in this research. First, the investment in the study of Japanese will be discussed as a factor which most strongly affects the students' continuation of their study. Then, students' initial motivation on the basis of the investment will be considered. Finally, factors which affect their persistence in the course, that is, sustaining motivation, will be examined.

The current study found that intermediate students maintained high continuation rates between QB and QE, whereas elementary students have not only generally a lower continuation rate than intermediate students but also a significant drop in continuation rates after a period of study. These results appear to be connected with prior study of Japanese. With regard to intermediate students in the current study, 86.7 percent had studied Japanese before university, and many of them had also experienced a Japanese course at elementary level at university, which means they had already successfully persisted in Japanese language study. This indicates that intermediate students

have already developed linguistic skills and understandings of Japanese language and culture. Kennett (2003) has argued that there is a positive effect of *investment capitalisation* on the continuation of study of Japanese language by successful university students, who are likely to "determine not to *waste* the skills they have developed" (p. 368). Given this, the more time students spend in learning a language and developing a certain level of linguistic skills, the more they are motivated to "consume the learning experience for its own sake" (Kennett, 2003, p. 368). Taking this into consideration, the time and effort intermediate students have already invested in learning Japanese appear to be working more strongly to push them forward to pursue the acquisition of further linguistic skills, intending to enrol in a further course of Japanese language. Spending more time in learning further skills in Japanese, therefore, can be converted into a redeveloped motivation that enables them to continue their study to the next stage of long-lasting language acquisition. That is, elementary students with little investment in their own learning and limited knowledge regarding how and what they learn may be less convinced about their own intentions for continuing or discontinuing their study. This concept of students' perceived sense of investment in their own study of Japanese seems to be an important motivational factor which is needed to comprehend clearly how students have successfully persisted in Japanese language study in the current study.

As discussed previously, the current trend in the argument about language learners' motivations has focused on the idea that "motivation is not so much a relatively constant state but rather a more dynamic entity that changes in time, with the level of effort invested in the pursuit of a particular goal oscillating between regular ups and downs" (Dörnyei & Otto, 1998, p. 45). Hence, motivation is not the choice between two alternatives in a simple binary system. With regard to initial motivation, which examines the learners' cross-sectional motivational state at the beginning of their study, the current study found that

there were more than two primary reasons for them to start their study of Japanese. The result also revealed that students with previous experience of learning Japanese have more chance of persisting in their study. At elementary level, 56.8 percent of continuing students had studied Japanese prior to university, while only 8.3 percent of discontinuing students had. Also a greater number of students at intermediate level (86.7% of continuing students) had experienced study of Japanese prior to university than students at elementary level (56.8% of continuing students). What, then, is the role of previous study of Japanese in terms of learners' initial motivation in current Japanese language course at university?

When students study Japanese language either as compulsory subject or as an elective before university, they can be assumed to have developed their own interest in various aspects of Japan, such as the Japanese way of life, products, people, behaviours, artistic works, or geographic places. Provided that these interests are strong enough for motivating them to further their study either in a major or an elective at universities, they would enrol in a Japanese course at university level. Then, their initial motivation could be a culture-oriented intrinsic motivation, as has been manifested in the present research. Norton and Toohey (2002) have noted L2 learners' investment in L2 learning for the acquisition of "cultural capital", which is referred as "the knowledge, credentials, and modes of thought that characterise different classes and groups in relation to specific sets of social forms" (p. 122). They continued:

> If learners "invest" in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. As the value of their cultural capital increases, so learners' sense of themselves and their desires for the future are reassessed (p. 122).

The above consideration seems to support further the current argument that

investment in the study of Japanese and acquisition of cultural capital of Japanese may enhance the students' desire to further their investment, and enrich their assets as cultural capital by continuing their learning.

The above culture-oriented motivation, however, is not identical with integrative motivation as understood by Gardner and Lambert (1959). As Dörnyei (e.g., 1990, 1994a, 2003) and his associates (e.g., Dörnyei & Otto, 1998) have been advocating, language learner motivation should be considered according to various learning/teaching factors. The difference between second and foreign language learning environments, for instance, is one of the most influential variables, which needs to be considered for the development of better account of motivation (Dörnyei, 1990; Warden & Lin, 2000; Wen, 1997). The current study considers students learning Japanese as a foreign language at tertiary institutions in Australia. Compared with French study in Canadian context, where many studies of motivation have been based, and where French language is required as a necessary linguistic skill for many professional jobs, there are few opportunities for the students to have contact with the Japanese community in Australia. The students in Australia do not normally study Japanese in order to be accepted as a member of a Japanese community, which is the fundamental concept in integrative motivation as understood by Gardner and Lambert. In case of foreign language acquisition, young adults, such as university students' interest may be more likely to be related to personal curiosity about a different, foreign culture, which is distinct from the cultural interest that students in second language learning context have (see Dörnyei, 1990; Kaku & Okita, 2001; Lukmani, 1972). That is, their cultural interest is more typically restricted to a desire to explore different cultural knowledge developed through learning Japanese as a school subject. Therefore, their cultural orientation for learning Japanese is quite different from what Gardner and Lambert's model of integrative motivation presupposes. What should be noted here, however, is that these students' culturally-oriented interest in Japan

is rooted in their own learning of the language, and it can be regarded as fully internalised motivational driving force based on their own investment in the study of Japanese.

Besides the cultural interest discussed above as an initial motivation, a number of students (52.3 percent at elementary level and 46.7 percent at intermediate level among continuing students) linked their career to the possible advantage that could be gained from the acquisition of Japanese. For those students, study of Japanese prior to university can also be assumed to work positively to encourage persistence, because the prior study of Japanese may provide the learners with some insight into the possibility of their success in learning Japanese, and provide some fundamental information regarding Japanese language and culture. Given this, students can imagine their future career choices based on the acquisition of Japanese proficiency. In other words, provided that students were more successful in learning the language and enthusiastic learners (having invested more), they can be assumed to have a stronger expectation for linking their learning of Japanese to career advantages, because, generally speaking, the language learning environment regarding the Japanese language is closely related to the nation's strong influence on the world economy, hence people can naturally imagine a career opportunity when they observe people with a high level of Japanese fluency. This expectation of an instrumental benefit, therefore, will be manifested as a work-force motivation, which may be another important motivator for students to choose to enrol in Japanese language at university.

What should be emphasised here is that this kind of work-oriented motivation is also based on students' own previous experience of Japanese language learning, and should therefore be distinguished from Gardner and Lambert's (1959) instrumental motivation. The instrumentality of the students' reasons for learning Japanese in the present research is rooted in their acquired skills and

knowledge of Japanese. In other words, since the students have studied successfully to some extent at the early stages of Japanese language acquisition prior to university, they have gained an expectation of linking the acquired skills and knowledge to their future career. On these grounds, the students' work-force motivation for learning Japanese may also be regarded as an internalised driving force which is founded on the basis of their investment of learning effort in the acquisition of Japanese language. That is, university students' two primary reasons for learning Japanese, the culture-oriented motivation and the work-force motivation, may be effective for persistence especially because these motives are internalised orientations with solid grounding in previous learning. Given this, a discussion about the supremacy of extrinsic or intrinsic motivations should not be equated with the argument over the possession of integrativeness or instrumentality, and it needs to be extended to the viewpoint of the internalisation of orientation based on investment in target language study.

The above discussion of students' previous experience of language study as an investment in Japanese language acquisition can be extended to the students' development of appropriate self-efficacy. Students who have had previous Japanese language study can be regarded as those who have succeeded in persistence at least once before. That is, they are assumed to have a clearer perception regarding their self-efficacy than those who have had no experience. Students' level of self-efficacy has been hypothesised to be assessed on the basis of four sources: self-performance, vicarious experiences, verbal persuasion, and physiological indices (Schunk, 1989, p.14). Given this, because these students have experienced learning Japanese, they have observed their own performance in learning the language, realising what aspects of Japanese language study is easy or difficult for them, and have consulted with others when they have had any learning difficulties. All these experiences can be a basis for constructing their appropriate level of self-efficacy, and these levels may be much more

accurate than those of other students who have not experienced study of Japanese. In other words, because of the acquisition of accurate, high self-efficacy, students have a clearer insight into various possible learning obstacles, and have expended more effort on the tasks, and persisted in the learning activity (Schunk, 1989, p. 14). Japanese language study prior to university, thus, has a positive effect on students' investment, which further provides the students with an appropriately high self-efficacy. As a result, the students may be more predisposed to stay in their study of Japanese.

Although the previous discussion admitted that the two primary initial motivations: culture-oriented and work-force motivation, may affect persistence for students with a larger investment in their Japanese language study, the results of the present study also revealed that initial motivations do not play a significant role in ultimately distinguishing continuing students from discontinuing students. Inter-level comparisons of initial motivation between continuing students did not show significance, nor did the results examined from the students' intentions in QE. That is, what affects students more importantly when they persist in the study of Japanese and achieve a higher level of study appears to have something to do with what they experience during the course, and how they appraise these events. In other words, initial motivation may work only to encourage students to enrol in a Japanese language course and give them a chance to learn a new language and culture or further their learning at university, but this has little effect on their final decisions about persistence. This agrees with Dörnyei and Otto (1998) who stated:

> … complex learning contexts reduce the role of the motivational influences associated with the initial decision to pursue the goal, and highlight the importance of motivational influences that affect action during goal implementation (p. 45).

Second language learners face various motivational up-and-downs while they are at each different stage of study. During the course of study, learners' may experience "a regular fluctuation of their enthusiasm/commitment, on a day-to-day basis" (Dörnyei & Otto, 1998, p. 45). Given this, what seems to illustrate more accurately students' process of making up their minds for continuing (or terminating) their study is their sustaining motivation. Hence, a more detailed examination of sustaining motivation is needed for better prediction of students' persistence in study.

The current research has found that students who have either culture-based or work-oriented initial motivations may need to deal well with the study of Japanese and develop an interest in Japanese culture in order to further their study of Japanese. The results of perceived strength of interest in cultural aspects after actual study in QE revealed that those who had an intention to continue their study had developed a stronger interest in Japanese culture and language compared with those who intend to terminate their study. Furthermore, as Table 4.3.5-3 showed, continuing students gave developing a good understanding of Japan and its culture as one of their primary reasons for their favourably changed attitudes towards Japanese. That is, having an intention for continuing the study of Japanese is positively related to the development of cultural interests during the course of study. In other words, although both culture-based and work-force based initial motivations work positively to encourage students to start learning Japanese at university, long term persistence seems to depend more on sustaining motivation which is based on the on-going development of a cultural interest in Japanese.

The above findings converge with previous research claims in terms of the development of intrinsic culture-oriented motivations. Ramage (1990) has claimed that "emphasis should be given to developing intrinsic interest in foreign language study to encourage continuation" (p. 208), and Dörnyei (1990)

has also argued that in order to get beyond intermediate level, learners of foreign languages need to be integratively motivated, which in his terms includes the possession of interest in foreign languages and their cultures (p. 70).

There is some feedback from students who expressed their strong interest in Japanese language and culture in the questionnaires, which asked them for additional information regarding their particular genre of cultural interest. According to them, there is a slight difference in the particular topics of interest between elementary and intermediate students. According to the data collected, elementary students' cultural interests are more likely to be oriented to Japanese daily crafts or information, which is available to anybody through TV or magazines, such as pop-music, fashion, cartoons, food, or comic books. Intermediate students' interests, on the other hand, seem to be more focused on subjects obtained through learning the language including literature, architecture, and cultural events. A similar difference can be found in the comparison of the students' interests in the Japanese language. While elementary students are apt to be interested in more or less superficial aspects of the language, such as sounds, or writing scripts, intermediate students' linguistic interest is directed more to structure, or socio-linguistic aspects, such as ways of speaking and the levels of politeness in different expressions, which are based on their better understanding of the language. These results seem to support the claim that culturally oriented intrinsic motivation may need to develop into a more profoundly internalised interest along with the students' investment in the study of language. Interest in the cultural aspects of target language may add another boost to their motivation, which encourages students' persistence. This positive cycle of the ever developing cultural interest in accordance with students' study of the language may be one of the key factors which affect students' long-term continuation of their study. Then, how can this happen?

Even though the learners may have a latent interest in Japanese culture created from their previous learning, they may nonetheless be emotionally affected by the daily events occurring inside as well as outside the classroom. Learning new cultural topics regarding Japan may further attract them or repel them depending on their personal tastes and the values of their first language identity. That is, learners may need an open-minded attitude towards learning about a different culture and develop an intellectual curiosity, which can be a basis of the motivational driving force to sustain their learning and further their study of Japanese language to the higher stages of proficiency.

In addition to the development of a profound cultural interest, students' internal factors can be regarded as a more important variable for sustaining their learning compared with external factors, such as support from family and teachers, and suggestions and recommendations from others. The current study has found that there is little significant relationship between external support and students' persistence, although support may affect initial enrolment in a language course. As for initial motivation, discontinuing students had more *receptive reasons* when they decided to study Japanese at university. These two factors, support from others and following others' recommendations to pick up Japanese to study, can be regarded as extrinsic to learners. They seem to suggest that these external factors may play a minor role with regard to long-term-persistence in language study. Especially university students, who are more mature and independent, and have a clearer view to their future lives compared to younger learners, such as high school students, may rely more on what they experience and how they perceive the learning events in those experiences rather than obey and follow others' advice or suggestions.

When studying at university, students have to cope with daily learning events occurring in the course and achieve in their courses in order to gain the credits to fulfil academic requirements. That is, students need an internal driving force

which persuades them to endure the various learning difficulties such as diminishing commitment, getting along with classmates and teachers, and task difficulty. One of the two elementary students who changed their intentions from discontinuing in QB to continuing in QE has dealt well with learning. The twenty-three-year-old male student from Hong Kong reported that he had gained good marks and appreciated having a good class atmosphere and the teacher's teaching method, and these factors changed his intention to continue study. He did not have prior study of Japanese so it is assumed that he may not have had an accurate self-efficacy for studying Japanese, but he found Japanese study not as difficult as he had expected. As a result, his perceived strength of interest in Japanese cultural aspects increased along with his commitment to study. Judging from the fact that his initial motivation was a receptive reason (Japanese was the only available elective subject for him at the time of enrolment), it seems to be further evidence that sustaining motivation has a stronger influence on students final decisions about continuing their study than initial motivation.

This subsection has discussed the factors found in the current study which seem to affect the students' persistence in Japanese language study. The emphasis was placed on learners' investment in Japanese language study and the sustaining motivation which is based on students' internal factors. Successfully continuing students are likely to develop an on-going internalised cultural interest, and because they have invested their efforts on the acquisition of linguistic skills and successfully acquired certain linguistic skills and cultural capital, they are more likely to persist in their study and further their learning to achieve a next goal afresh in Japanese language acquisition. This sustaining motivation can work positively when students come to make a decision for continuing their study to the next semester. The investment in Japanese language study also works positively for students' development of accurately high self-efficacy. Because these students have a previous experience of language study, they can

be regarded as highly self-efficacious; hence, more likely to work harder and persist longer in Japanese language study than those with little investment.

Besides the students who intend to continue their study; however, there were students who expressed their intentions for discontinuing their study. The next subsection, hence, will focus on factors which seem to have affected the students' decision to withdraw from the study.

4.6 Termination of the study of Japanese language

The present study found that there is a large drop in the continuation rate at elementary level after a period of language study, while students at intermediate level maintained a high continuation rate and very few students intended to terminate their study. Why are students at the lower level of study more prone to terminate their study? In order to answer this question, this section will examine the factors which may affect students' decisions about dropping out from the study. There were twelve elementary students and one intermediate student who changed their intentions from continuing in QB to discontinuing in QE. Their feedback in the questionnaires about their changes in sustaining motivation will also be taken into consideration in order to extend the discussion.

When students decide to withdraw from study of Japanese language, they do so for a reason. Some students may have enrolled only for the elementary course in order to fulfil an extra elective requirement; therefore, they automatically terminate the study when they complete the course. Reasons such a purely academic external reason will be excluded from the discussion, because the current study focuses only on motivational factors which may affect students' persistence in or termination of their study.

What seems to be one of the most significant findings in the current study is the existence of a negative effect of actual study on students' sustaining motivation, which is evidenced by the loss of interest in various cultural aspects regardless of students' level of study and their intentions of continuing or discontinuing their study. The negative effect here means an impact from the actual study which decreases students' sustaining motivation and increases the likelihood of withdrawing from their study. This is evidenced from the data previously discussed. It is reasonable to assume that this negative effect of actual study has some influence on the large drop in the continuation rate on QE at elementary level. Then, why does students' motivation deteriorate when they actually experience study of the language? Also, why do intermediate students not terminate their study even though their motivation deteriorates?

For the deterioration of motivation, two possible reasons can be detected from the results found in the current study. One is a discrepancy between what students want from the course and what the course has to offer. The other is students' learning problems caused by internal factors including inappropriate self-efficacy and lack of general knowledge about learning Japanese, and external affective factors such as the development of negative relationship with teachers and/or classmates. The former reason for discontent in the course is more prominent among students with more investment in their study, because they have clearer demands for what they really want from the study. As examined in Table 4.3.5-4, intermediate students who changed their attitude towards Japanese unfavourably indicated as their reasons for the negative change factors such as "the class did not offer what I expected" and "I did not like the materials and textbooks". Nonetheless, these students did not decide to terminate their study at the end of the course. This may suggest that students with more investment in their study and who have consequently acquired a better proficiency and higher cultural capital might be more predisposed to separate problems in the learning environment from what they have to do to

learn the language in a university course. Because intermediate students have a larger investment in their study of Japanese, even though they may face some discontent in the language course in which they have enrolled, they may not want to "waste" their already acquired skills and knowledge by terminating study.

The second reason, internal factors, however, seems to affect students' termination of study more seriously. One of the significant negative effects of actual study was found in a deterioration of interest in Japanese language at both levels. The results concerning these unfavourably changed attitudes revealed that one of the most common reasons was the negative impact of students' experience of unexpected difficulty in learning Japanese language. As Table 4.4.2-4 indicates, among students how changed their attitudes towards Japanese unfavourably after study, 75 percent of continuing and 100 percent of discontinuing students at elementary level, and also 100 percent of continuing intermediate level students reported Japanese language study is more difficult than they thought. With regard to students' lack of knowledge about learning another language, Mantle-Bromley (1995) has found in her research that:

> A surprising number of students (51%) believed they would learn to speak another language well. They also believed, by a majority of 69%, that one could become fluent in an L2 in 2 years' time or less. Students who believe that the language is easy to learn and who also believe that they will learn to speak the language well in less than 2 years may become frustrated with the class (it is letting them down) or with themselves (they must not have the ability to do this). This cognitive dissonance may cause their attitudes to become less positive, and they may apply themselves with less intensity. Ultimately, they may discontinue their language study (p. 381).

Wen (1997) has also noted in her study that students learning Chinese as a foreign language may find "a gap between what they know or expect from

learning Chinese and what a formal Chinese course requires" (p. 242). These claims suggest that generally speaking, "students have an unrealistic idea of the amount of time required to acquire a language" (Ramage, 1990, p. 213), and students tend to have inappropriate expectations about the level of difficulty of the study and their ability to cope with it. In other words, students do not grasp appropriately what they are to face in the course, and are not certain about their level of self-efficacy. That is, students need to have a clear vision of what they encounter in target language learning and to what extent they are capable of coping with tasks in order to avoid a negative effect from actual learning, because students' expectations of self and self-evaluations of their likelihood of success (self-efficacy) appear to have important motivational effects (Crookes & Schmidt, 1991, p. 490).

Emphasis should be given here to the *gap* between students' self-efficacy and the reality they experience during learning. As indicated above, there seems to be a great difference between what students believe they can do and what they are required to do in actual learning. Self-efficacy in educational psychology in general is regarded as being formed based on three factors: learners' competence, past experiences, and success with the task (Schunk, 1989). In the case of Japanese language learning in the current study, students at elementary level have much less information about these factors than intermediate students. The majority of intermediate students had experienced a university Japanese language course at elementary level, and successfully continued to intermediate level, whereas the semester in which this study was conducted was the first experience of Japanese language study at university for elementary students. Therefore, elementary students can be assumed to have more difficulty in estimating their own capabilities for Japanese language study than intermediate students. In other words, it is more probable that students at elementary level set up an improper self-efficacy in the actual learning, and as a result, the gap between their self-efficacy and what they are required to do may be much

larger than that of intermediate students. This larger gap may have elementary students overwhelmed by what they have to achieve, and eventually cause the prominent drop of elementary students' continuation rate.

The elementary students' struggle in coping with the requirements of actual study can also be seen in the qualitative results. For example, one of the twelve elementary students who changed their intentions from continuing to discontinuing stated clearly that the reasons for her weakened commitment were the study of Kanji, difficulty in study, and little improvement. This twenty-four-year-old female student from Thailand seems to have had very little actual estimation about what she was able to do and what the class required her to achieve. As this Thai student shows, because elementary students have more problems in obtaining an appropriate self-efficacy, they are predisposed to have a larger gap between their expectations of outcomes and what they encounter in the real study of Japanese. Since the gap negatively affects students' motivation, the larger the gap is, the less motivated students are to continue their learning (Wen, 1997, p. 242), which could be a reason why elementary students show a sharp decrease in continuation rates after the actual study. Given this, then, more general education regarding foreign language learning and Japanese language is needed to provide less experienced students with more appropriate self-efficacy and an understanding of the actual level of achievement in Japanese language acquisition they can expect.

In contrast to elementary students, intermediate students have already experienced study at university or have achieved some proficiency in the language through study in another context. They thus have established a more accurate self-efficacy, based on their assessment of their own learning performance in a Japanese language course. Hence, the impact of the negative effect of study on their sustaining motivation is minimised, because the gap between their level of self-efficacy and reality in actual Japanese language

acquisition is likely to be much smaller than that of elementary students. "Theoretically, students with realistic, informed, language-related beliefs, will be more likely to behave in productive ways (e.g. persist in language study) than will students with mistaken beliefs" (Mantle-Bromley, 1995, p. 375). As a result, intermediate students maintain a high continuation rate as has been identified in the current research. Emphasis should be given here also to the importance of investment in language study, which provides students with rich resources to assess their level of self-efficacy, so that students can obtain an accurately high level of self-efficacy.

Finally, for the external factors which may affect the deterioration of motivation, teachers, who are considered as affective variable for learners, should be considered. The effect of affective variables on learners' motivation has been researched and has been claimed to be one of the most influential factors for students' level of motivation (e.g., Dörnyei & Otto, 2001; Oxford & Shearin, 1994; Ramage, 1990). In the current research, one of the twelve elementary students stated her reason for terminating her study is the development of a negative attitude towards her teacher. One intermediate student who also changed his intention to discontinuing his study provided as his reasons the pressure to pass the examination and the development of various personal problems with his teacher. These indicate that no matter how strongly students are motivated, psychological tensions created between students and teachers can be a strong factor affecting termination of study. This conclusion is in line with other researchers' findings; for instance, Ramage (1990) has argued that continuing students are likely to have a "positive attitude towards their particular language class", and claimed that students' development of negative attitude towards the class is one of the factors affecting students' discontinuation of their study (p. 210). Because *teachers* are one of the variables which most affect students' second language performance (Komiya-Samimy & Tabuse, 1992), the roles that teachers play in the formal language learning

context should not be underestimated. Therefore, in order to minimise the students' perceived level of classroom discomfort, "teachers may need to make the second language classroom a welcoming, positive place where students' psychological needs are met" (Oxford & Shearin, 1994, p. 24), and especially "teachers' sensitivity and skill in establishing a good rapport with the students" (Komiya-Samimy & Tabuse, 1992, p. 394) may be strongly demanded as one of the most important key factors for students' persistence.

Chapter 5

Results & discussion on gender differences

This chapter will present and discuss the results from the viewpoint of gender difference. Gender has been regarded as one of the factors affecting language learning motivation and researched by a number of researchers (e.g., Bartley, 1970; Dörnyei & Clément, 2001; Ludwig, 1983; McGannon & Medeiros, 1995; Shaaban & Ghaith, 2000; Tani Fukuchi & Sakamoto, 2005). These studies have constantly reported different motivational characteristics attributed to language learners' gender; therefore, it is assumed that the results in the present study may need to be re-examined on the basis of students' gender difference in order to illustrate more clearly the relationship between learners' motivational/attitudinal factors and persistence. The results presented in the previous chapter were re-analysed in accordance with the different responses from male and female students. At elementary level, a total of 56 samples; 31 females and 25 males, responded to the both questionnaires, and 41 females and 7 males which make 48 samples in total from intermediate level participated in the both surveys. Because the data set is extremely large, only the results which obtained statistical significance will be shown and discussed.

5.1 Continuation rate & gender differences

This section will present results for students' intentions for continuing or discontinuing their study of Japanese in the following semester from the viewpoint of gender. A statistically significant result regarding the continuation rate was found only in the deterioration of continuation rate by female students at elementary level on QE (see Table 5.1-1 to 5.1-5 below).

Table 5.1-1
Intra-gender comparison of intentions for persistence on QB

Gender	Level		Continue	Discontinue	Total
Female	Elementary	Count	25	6	31
		% within level	80.6%	19.4%	100%
	Intermediate	Count	39	2	41
		% within level	95.1%	4.9%	100%
	Total	Count	64	8	72
		% within level	88.9%	11.1%	100%
Male	Elementary	Count	19	6	25
		% within level	76.0%	24.0%	100%
	Intermediate	Count	6	1	7
		% within level	85.7%	14.3%	100%
	Total	Count	25	7	32
		% within level	78.1%	21.9%	100%

Chi-Square Test:
Female: Fisher's Exact Test = .068, N = 72, ns,
Males: Fisher's Exact Test = 1.000, N = 32, ns

Table 5.1-2
Intra-gender comparison of intentions for persistence on QE

Gender	Level		Continue	Discontinue	Total
Female	Elementary	Count	18	13	31
		% within level	58.1%	41.9%	100%
	Intermediate	Count	39	2	41
		% within level	95.1%	4.9%	100%
	Total	Count	57	15	72
		% within level	79.2%	20.8%	100%
Male	Elementary	Count	16	9	25
		% within level	64.0%	36.0%	100%
	Intermediate	Count	5	2	7
		% within level	71.4%	28.6%	100%
	Total	Count	21	11	32
		% within level	65.6%	34.4%	100%

Chi-Square Test:
Females: Fisher's Exact Test = .000**, N = 72, $p \leq .001$,
Males: Fisher's Exact Test = 1.000, N = 32, ns

Table 5.1-3
Inter-gender comparison of intentions for persistence on QB

Gender	Level		Continue	Discontinue	Total
Elementary	Female	Count	25	6	31
		% within level	80.6%	19.4%	100%
	Male	Count	19	6	25
		% within level	76.0%	24.0%	100%
	Total	Count	44	12	56
		% within level	78.6%	21.4%	100%
Intermediate	Female	Count	39	2	41
		% within level	95.1%	4.9%	100%
	Male	Count	6	1	7
		% within level	85.7%	14.3%	100%
	Total	Count	45	3	48
		% within level	93.8%	6.3%	100%

Chi-Square Test:
Elementary: Fisher's Exact Test = .750, N = 56, ns,
Intermediate: Fisher's Exact Test = .384, N = 48, ns

Table 5.1-4
Inter-gender comparison of intentions for persistence on QE

Gender	Level		Continue	Discontinue	Total
Elementary	Female	Count	18	13	31
		% within level	58.1%	41.9%	100%
	Male	Count	16	9	25
		% within level	64.0%	36.0%	100%
	Total	Count	34	22	56
		% within level	60.7%	39.3%	100%
Intermediate	Female	Count	39	2	41
		% within level	95.1%	4.9%	100%
	Male	Count	5	2	7
		% within level	71.4%	28.6%	100%
	Total	Count	44	4	48
		% within level	91.7%	8.3%	100%

Chi-Square Test:
Elementary: Fisher's Exact Test = .785, N = 56, ns,
Intermediate: Fisher's Exact Test = .096, N = 48, $p \leq .10$

Figure 5.1-1
Continuation rates by gender

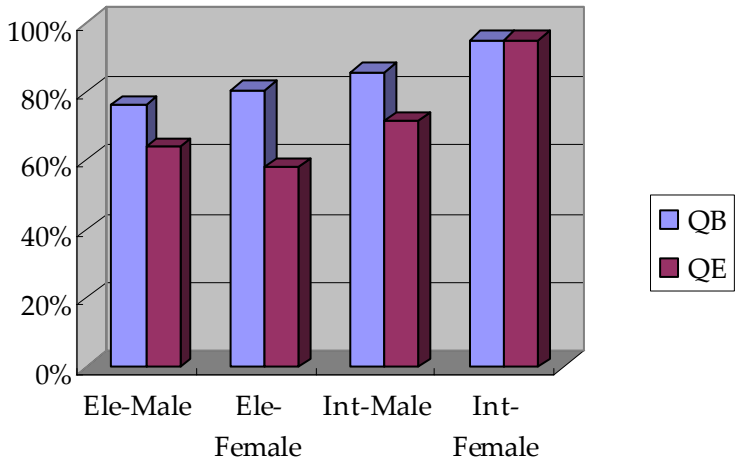


Table 5.1-5
McNemar Test for the repeated measures of the intentions for persistence

LEVEL	Gender		QB Continue & QE Continue
Elementary	Male	N	25
		Exact Sig. (2-tailed)	.453(a)
	Female	N	31
		Exact Sig. (2-tailed)	.016*(a)
Intermediate	Male	N	7
		Exact Sig. (2-tailed)	1.000(a)
	Female	N	41
		Exact Sig. (2-tailed)	1.000(a)

a Binominal distribution used.

There is a general tendency that female students are more likely to persist than males at each level of study, and those at a higher level of study, both male and female students, are more likely to stay in their study compared to their lower level counterparts. However, statistical significance was only obtained in data related to the drop in continuation rate of female students at elementary level between QB and QE. While female students at intermediate level maintained quite high continuation rates between the two surveys (95.1% on both QB and QE), elementary females dropped their continuation rate by 22.5% from 80.6% on QB to 58.1% on QE (Exact Significance = .016, N = 31, $p \leq .05$; see Table 5.1-5). As a result, the intra-gender comparison on QE found that female students' results between elementary and intermediate levels are significant (Fisher's Exact Test = .000**, N = 72, $p \leq .001$; see Table 5.1-2). A decline in continuation rate can also be found for male students at both levels, but the elementary female students' reduction of the means is far larger than that of other groups.

As noted, female students tend to have a higher level of persistence than male students except on QE at elementary level, where female students show a prominent number of drop-outs. These results indicate an extreme vulnerability for female students at elementary level with regard to persistence in Japanese language study at university. Because females comprise a large number of intermediate level students, and as some empirical evidence (e.g., Bartley, 1970; Gardner & Lambert, 1972; Spolsky, 1989) shows, it seems that there is an indication of superiority of female students over males in terms of second language learning. However, the results in the current study suggest that there may be some motivational predicament for females especially during their initial stage of Japanese language study at university in terms of the continuation of their study. This particular motivational problem appears to be related to the difference in gender since a similar trend of increase in the

number of students who determined to terminate their study on QE is not found among male students at elementary level.

The females' poor persistence at elementary level can be further identified by the comparison of the perceived strength of intention for continuing their study. Students' perceived strength of intention was detected using a five-point Likert scale on QB (see Table 5.1-6).

Table 5.1-6
Intra-gender comparison of the strength of intention for persistence

Gender	Level	Mean	N	S.D.	Mean Rank	z
Male	Elementary	2.44	25	1.583	16.12	
	Intermediate	2.86	7	1.345	17.86	
	Total	2.53	32	1.524		.688(a)
Female	Elementary	2.65	31	1.427	27.18	
	Intermediate	3.56	41	.923	43.55	
	Total	3.17	72	1.245		-3.641*

Z = Wilcoxon W, $p \leq .05$
(a) = Exact Significance

A significant result was obtained in the intra-gender comparison of females (z = -3.641*, N = 72, $p \leq .05$). Compared with their higher level counterparts, female students at elementary level have a much weaker determination of whether they would stay in Japanese language study or not at the beginning of their study (elementary = 2.65, intermediate = 3.56). These weaker intentions for persistence, that is lower motivational intensity for continuation of study, seem to be one of the reasons for elementary females' conspicuous deterioration in continuation rates on QE. That is, female students at elementary level are likely to be less committed to their study of Japanese language compared with those at intermediate level, and their uncertainty is a marked indicator of their future termination of learning. Why, then, do females at elementary level tend to have a weaker determination for their future study, despite the fact that females at intermediate level show such a high retention rate? At the same time, why do

males not show a decline of continuation rate as prominent as females do at the end of their initial stage of Japanese language study at university?

Previous studies on gender (e.g., Carr, 2002; Graham, 1997; Hingley, 1983) have claimed that "languages" have a stereotypical image as feminine subjects among students as well as in the society. Due to this, there has been a strong imbalance in the number of students enrolled in the different school subjects between males and females (Hingley, 1983). This seemingly strong image of languages as a female subject may affect males when they choose Japanese, which is not best suited for males' image. That is, male students who choose to study a language against the trend of prevailing stereotypes may need to be more strongly motivated even to enrol in the subject. Those male students who enrolled in Japanese may have more personal incentives in choosing Japanese to study at university. Carr (2002) has concluded that male students "continued to study foreign languages just because they liked the language or the teacher so much; or it did not fit with their future plans, but they enjoyed it" (p. 9). Assuming that the male students who enrolled in Japanese courses in the present study have the same personal and practical reasons for studying Japanese at university, their determination could be likely to be strong at least at the beginning of their initial stage of study. Because they may have an individual personal goal to achieve, each male student may continue his study at least until his own objective of the study is achieved.

The stereotypical images of school subjects among students may also have affected females. While "science" related subjects, which are regarded as more "masculine", attract more male students, languages are more popular among female than male students, probably because of females' stronger communication/interaction-oriented nature. Given this, at the time of enrolment in Japanese language course at university, female students may well find a weaker barrier to take Japanese language than males, and have less well-

defined reasons for choosing to study a language. Therefore, they may have a weaker commitment to learning it than males. This may be the reason for elementary females' relatively weaker determination to their study; hence, the large drop of continuation rate at the end of their study as has been shown in the results on QE.

Chavez (2001) has also indicated some reasons for male students taking language subjects at university. Referring to Ludwig's (1983) study, she states that female students tend to enrol in language courses while they are in their first year at university, while male students are likely to take languages in later years. Male students may be less active in taking language subjects from the beginning of university life, but as they become more adapted to their academic life, they may find their own necessity for studying languages. As the organisation of American university courses studied by Chavez differs from the current research context, the year of entry may be less relevant in the Australian context and the data regarding in which university year the students enrolled in the Japanese language courses were not collected. However, male students in both Chavez' study and the present study appear to have more personal orientations for learning a particular language, while females choose language courses as they think it is a "natural choice". This means that some female students may be less strongly committed to their study compared to male students. This lower level of commitment seems to be partially demonstrated by the elementary females' weaker level of intentions for persistence.

This subsection examined students' continuation rate from the viewpoint of gender difference. The results revealed the elementary females' unsteadiness in their determination for continuing their study, and as a result, a prominent deterioration of their continuation rate occurred after they had experienced study of Japanese. However, female students may also maintain an extremely high continuation rate when they reach a high level of study. The following

sections, therefore, will focus primarily on female students' different performance between the two levels of study, and examine how initial and sustaining motivations affect the female students' persistence. This will be contrasted with male students' predispositions regarding their persistence.

5.2 Motivational characteristics before language study & gender differences

This section will examine the students' attitudinal and motivational characteristics from the viewpoint of gender differences. Statistical analysis was conducted and the factors in which a significance was obtained will be presented and discussed. The factors which will be presented include initial motivation, general language preference, and previous experience of Japanese language study.

5.2.1 Initial motivation & gender differences

The students' initial motivation was re-examined from the viewpoint of the difference in gender. The data were computed based on the four distinctive motivations (*culture-oriented*, CM; *personal challenge*, PC; *receptive reasons*, RR; and *work-force-oriented*, WM). A significant result (Chi-Square Test) was obtained only from the females for the intention-based intra-gender comparison at elementary level (see Table 5.2.1-1 below, highlighted in blue).

Table 5.2.1-1
Intra-gender comparison of initial motivation based on QB intention

Level	Gender	QB Intention		Initial Motivation CM	PC	RR	WM	Total
Ele.	Male	C	Count	9	0	1	9	19
			% within group	47.4%	0%	5.3%	47.4%	100%
		D	Count	2	0	1	3	6
			% within group	33.3%	0%	16.7%	50.0%	100%
		Total	Count	11	0	2	12	25
			% within group	44.0%	0%	8.0%	48.0%	100%
	Female	C	Count	10	1	0	14	25

			% within group	40.0%	4.0%	0%	56.0%	100%
		D	Count	1	0	2	3	6
			% within group	16.7%	0%	33.3%	50.0%	100%
		Total	Count	11	1	2	17	31
			% within group	35.5%	3.2%	6.5%	54.8%	100%
Int.	Male	C	Count	2	1	0	3	6
			% within group	33.3%	16.7%	0%	50.0%	100%
		D	Count	0	0	0	1	1
			% within group	0%	0%	0%	100%	100%
		Total	Count	2	1	0	4	7
			% within group	28.6%	14.3%	0%	57.1%	100%
	Female	C	Count	16	3	2	18	39
			% within group	41.0%	7.7%	5.1%	46.2%	100%
		D	Count	0	0	0	2	2
			% within group	0%	0%	0%	100%	100%
		Total	Count	16	3	2	20	41
			% within group	39.0%	7.3%	4.9%	48.8%	100%

Chi-Square Test:
Elementary Male: $X^2 = .952$, df.= 2, ns, Female: $X^2 = 9.348$*, df = 3, $p \leq .05$
Intermediate Male: $X^2 = .875$, df = 2, ns, Female: $X^2 = 2.208$, df = 3, ns

The results of students' initial motivation do not distinguish males from females clearly, but they seem to be indicating that a certain type of motivation may affect students' persistence. Although male students do not show any significant difference in either intra- or inter-gender comparison, among female students at elementary level, who are most likely to drop out of study after their study of Japanese, differences in initial motivations between continuing and discontinuing students are significantly prominent. Discontinuing students have a larger percentage (33.3%) of *receptive reasons* than continuing students (0%), and a smaller percentage (16.7%) than continuing students (40%) of *culture-oriented motivation* ($\chi^2 = 9.348$*, df = 3, $p \leq .05$). Although the total number of female discontinuing students is very small, six, it seems still interesting that one third of all discontinuing females are motivated somewhat with receptive reasons when learning Japanese at elementary level. This frequency of receptive reasons for female students also appears to reflect the stereotyping of languages as appropriate subjects for females to study. These results also seem to support the findings in the general results discussed in the previous chapter, the importance of the development of cultural interest for persistence and

ineffectiveness of receptive reasons for persistence, and these assumptions can be more appropriately applied to females at elementary level.

There has been an argument over how differences in gender affect the type of motivation that students have when learning a second language, and contradictory results regarding the different orientations between males and females have been detected by different researchers. Some studies have found that male students were more likely to be instrumentally motivated than females (Ludwig, 1983; Thomas, 1990). McGannon and Medeiros (1995) have also reported male students' stronger orientation towards the career relevance of a target language compared with females (p. 105). However, another study (Bacon & Finnemann, 1992, cited in Ellis, 1994, p. 203) found that female university students of Spanish had stronger instrumental motivations. The results in the present study showed that there is a general tendency for male students' primary orientation to be a work-force motivation, which is more closely related to instrumental motives, but the difference between culture-base and work-base motivations is not significant. Females also showed that their primary motivation is work-force one. These mixed results may indicate that the type of motivation that students have is not distinguished between genders, and thus, does not clearly relate to different performance in persistence between males and females.

These results coincide with Chavez' (2001) findings that "integrative and instrumental types of motivations are not clearly distinguished from one another" (p. 138); thus, a better distinction between the genders is not the quality of motivation but its quantitative intensity. This is probably because, regardless of gender differences, university students at the beginning of their study may be motivated both integratively and instrumentally to some extent, and they were forced to choose one particular reason as an initial motivation between these two when answering the question regarding their initial

motivation in a questionnaire. Therefore, the results did not come to be as clearly inclined to one end of the binary system as other research results have indicated. This seems to be supported by Keuneman and Sagona's (1992) claim that university students are motivated by a wide variety of reasons. The students' multiple reasons for learning a foreign language might be more applicable, especially when female students perceive that foreign language subject is best left to girls (Hingley, 1983), and the development of Japanese language fluency could be seemed as one of the best ways for females to gain a career advantage. The result may be that career-related motivations and the gendering of language study are related in complex ways.

Initial motivation focuses on students' motives for enrolling in a Japanese language course at the beginning of the study; however, it is expected that changes may occur in students' attitudes towards Japanese language and language study during the period of study, and so do their reasons for learning the language. There were actually 12 students at elementary level, five males and seven females, who changed their intentions from continuing in QB to discontinuing in QE. In order to extend the examination of the role of initial motivation in persistence in language learning across gender, the data were re-calculated on the basis of students' intentions on QE (see Table 5.2.1-2). However, the results were not statistically significant. These results seem to conform to the assumption raised in the previous chapter that initial motivation is not a crucial factor for the prediction of students' persistence. The only suggestive point is that the larger possibility of drop-out for female students may be connected to their passive attitude towards their initial study of Japanese, and an attempt to find a cause for students' termination of study by a simple binary system for identifying students' initial motivations may not successfully pinpoint the complex nature of students' persistence (or termination) of their language study.

Table 5.2.1-2
Intra-gender comparison of initial motivation based on QE intention

Level	Gender	QE Intention		Initial Motivation CM	PC	RR	WM	Total
Ele.	Male	C	Count	8	0	2	6	16
			% within group	50.0%	0%	12.5%	37.5%	100%
		D	Count	3	0	0	6	6
			% within group	33.3%	0%	0%	66.7%	100%
		Total	Count	11	0	2	12	25
			% within group	44.0%	0%	8.0%	48.0%	100%
	Female	C	Count	8	1	0	9	18
			% within group	44.4%	5.6%	0%	50.0%	100%
		D	Count	3	0	2	8	13
			% within group	23.1%	0%	15.4%	61.5%	100%
		Total	Count	11	1	2	17	31
			% within group	35.5%	3.2%	6.5%	54.8%	100%
Int.	Male	C	Count	1	1	0	3	5
			% within group	20.0%	20.0%	0%	60.0%	100%
		D	Count	1	0	0	1	2
			% within group	50.0%	0%	0%	50.0%	100%
		Total	Count	2	1	0	4	7
			% within group	28.6%	14.3%	0%	57.1%	100%
	Female	C	Count	16	3	2	18	39
			% within group	41.0%	7.7%	5.1%	46.2%	100%
		D	Count	0	0	0	2	2
			% within group	0%	0%	0%	100%	100%
		Total	Count	16	3	2	20	41
			% within group	39.0%	7.3%	4.9%	48.8%	100%

Pearson Chi-Square Test:
Elementary Male: $X^2 = 2.509$, df.= 2, ns, Female: $X^2 = 4.646$, df = 3, ns
Intermediate Male: $X^2 = .875$, df = 2, ns, Female: $X^2 = 2.208$, df = 3, ns

5.2.2 Attitudes & gender differences

On the basis of the claim that students have a gendered preference for language study, students' perceived strength of preference for languages in general and attitudes towards foreign languages were re-analysed from the viewpoint of gender difference. A significant result was obtained only in the inter-gender comparison for a preference for languages in general (see Table 5.2.2-1 below).

Table 5.2.2-1
Inter-gender comparison of the mean of the preference for languages in general based on QB intention

Level	Intention	Gender	Mean	N	Std. Deviation
Ele.	Continue	Male	3.11	19	.315
		Female	3.56	25	.507
	Discontinue	Male	3.17	6	.753
		Female	3.33	6	.516
Int.	Continue	Male	3.17	6	.408
		Female	3.59	39	.498
	Discontinue	Male	4.00	1	-
		Female	3.00	2	.000

Wilcoxon Rank Sums Tests:

Elementary: Continue: z = -3.070**, N = 44, p ≤ .01;
Discontinue: Exact Test = .818, N = 12, ns

Intermediate: Continue: Exact Test = .099, N = 45, ns
Discontinue: Exact Test = .667, N = 3, ns

The results show that the difference in the mean scores between continuing male and female students at elementary level is significant: female students have a higher mean score, 3.56, than male students, 3.11 (z = -3.070**, N = 44, p ≤ .01). At the beginning of the semester, females with an intention to continue their study to a higher level tend to have a stronger preference for languages than males with the same intention. This result seems to suggest that general preference for languages may be a factor which differentiates females from males in terms of the promotion of persistence in Japanese language study. However, considering the previous finding of the sharp drop of continuation rate by females at elementary level after their study, students' perceived strength of preference for languages in general, which students identified at the beginning of the study, does not seem to be a useful indicator of their final decision for continuing their study. This preference for language in general also appears to reflect the overall gendering of languages as an area of study.

A number of previous studies (e.g., Bartley, 1970; Gardner & Lambert, 1972, Spolsky, 1989; Sung & Padilla, 1998, cited in Chavez, 2001; Tani Fukuchi & Sakamoto, 2005) have reported that females had generally positive attitudes towards languages and/or the target language, and their favourable attitudes

may be a cause of females' superiority in second language learning over male students. However, this favourable attitude may play a limited role in terms of persistence in the study of Japanese. Generally speaking, having positive attitudes towards the language students learn may lead them to work harder on learning tasks, and work more effectively at a metacognitive level, with the result that they use more learning strategies. However, as far as persistence is concerned, how students appraise their daily learning events might more strongly affect their final decision for continuing (or discontinuing) their study to the next semester. That is, sustaining motivation, which is affected by attitudinal development based on students' experiences of study during the semester, may be a more important determinant for the students' persistence in their study than their attitudinal predispositions at the beginning of their study.

In order to examine this assumption, the results were recalculated on the basis of the students' intentions on QE, where seven female students at elementary level changed their intentions from continuing to discontinuing (see Table 5.2.2-2 below). A significant result is found only in inter-gender comparison of continuing students at elementary level (Exact Test = .001*, N = 34, $p \leq .05$), which shows that the continuing male students' mean score, 3.50, is significantly higher than that of females, 3.30. After the sharp drop in the continuation rate on QE, elementary female students have a much lower mean than that in QB (3.56), and it is lower than other continuing-student groups (Ele-M-students, 3.50; Int-M-students, 3.40; Int-F-students, 3.54). This seems to support the findings that students' attitudes towards languages before actual study has little importance for the prediction of ultimate decision for continuing or discontinuing their study of Japanese. That is, sustaining motivation is more likely to affect students' persistence more strongly than the factors that characterise them before they study the language.

Table 5.2.2-2
Inter-gender comparison of the mean of the preference for languages in general based on QE intention

Level	Intention	Gender	Mean	N	Std. Deviation
Ele.	Continue	Male	3.50	16	.516
		Female	3.30	20	.571
	Discontinue	Male	3.33	9	.500
		Female	3.18	11	.405
Int.	Continue	Male	3.40	5	.548
		Female	3.54	37	.505
	Discontinue	Male	3.50	2	.707
		Female	3.50	4	.577

Wilcoxon W:

Elementary: Continue: Exact test = .001*, N = 36, $p \leq .05$;
Discontinue: Exact Test = .948, N = 20, ns

Intermediate: Continue: Exact Test = .165, N = 42, ns
Discontinue: Exact Test = .667, N = 6, ns

The current study regarding students' attitudes towards the languages in general showed different results from previous studies (e.g., Bartley, 1970; Dörnyei & Clément, 2001; Gardner & Lambert, 1972), which have found that female students have stronger and more positive attitudes towards language study, which in turn have led to females' more successful second language acquisition. However, as far as persistence is concerned, these positive attitudes seem to be less meaningful compared with other factors, especially sustaining motivation. That is, how students perceive each learning event during a semester may have a stronger impact on students than general attitudinal factors when they consider persistence in their language study. Taking this assumption in mind, the next subsection will look into factors which might have affected students' motivational predispositions at the beginning of their study of Japanese language from the viewpoint of the difference in gender.

5.2.3 Previous language study & gender differences

With regard to the students' experiences of language study prior to university, study of other foreign languages or of Japanese, and previous experiences of

successful/unsuccessful foreign or Japanese language learning were re-investigated based on the difference in gender. A statistically significant result was obtained only in the females' intention-based intra-gender comparison at elementary level for *previous experience of Japanese language study* (Fisher's Exact Test = .021*, df = 1, $p \leq .05$) (see Table 5.2.3-1 below, highlighted in blue).

Table 5.2.3-1
Intention-based intra-gender comparison of students with or without Japanese language study prior to university on QB

		QB		Previous Japanese study		
Level	**Gender**	**Intention**		**Yes**	**No**	**Total**
Ele.	Male	C	Count	11	8	19
			% within group	57.9%	42.1%	100%
		D	Count	1	5	6
			% within group	16.7%	83.3%	100%
		Total	Count	12	13	25
			% within group	48.0%	52.0%	100%
	Female	C	Count	14	11	25
			% within group	56.0%	44.0%	100%
		D	Count	0	6	6
			% within group	0%	100%	100%
		Total	Count	14	17	31
			% within group	45.2%	54.8%	100%
Int.	Male	C	Count	5	1	6
			% within group	83.3%	16.7%	100%
		D	Count	0	1	1
			% within group	0%	100%	100%
		Total	Count	5	2	7
			% within group	71.4%	28.6%	100%
	Female	C	Count	34	5	39
			% within group	87.2%	12.8%	100%
		D	Count	2	0	2
			% within group	100%	0%	100%
		Total	Count	36	5	41
			% within group	87.8%	12.2%	100%

Pearson Chi-Square Tests:
Elementary: Male: Fisher's Exact Test = .160, N = 25, ns
Female: Fisher's Exact Test = .021*, N = 31, $p \leq .05$
Intermediate: Male: Fisher's Exact Test = .286, N = 7, ns
Female: Fisher's Exact Test = 1.000, N = 41, ns

While 56 percent of continuing females at elementary level had experienced Japanese language study before studying in the university courses, no students among discontinuing female students had studied Japanese. These results indicate that the experience of Japanese language study prior to university may

be an important predictor for persistence for females at elementary level. However, this claim is based on their intentions at the beginning of the semester. As discussed before, female students at elementary level have a significant deterioration of continuation rate on QE. In order to consolidate the above argument, the result was re-calculated on the basis of QE intentions (see Table 5.2.3-2). Again, a significant result was obtained only for females at elementary level (highlighted in blue).

Table 5.2.3-2
Intention-based intra-gender comparison of students with or without Japanese language study prior to university on QE

		QE		Previous Japanese study		
Level	**Gender**	**Intention**		**Yes**	**No**	**Total**
Ele.	Male	C	Count	9	7	16
			% within group	56.3%	43.8%	100%
		D	Count	3	6	9
			% within group	33.3%	66.7%	100%
		Total	Count	12	13	25
			% within group	48.0%	52.0%	100%
	Female	C	Count	12	6	18
			% within group	66.7%	33.3%	100%
		D	Count	2	11	13
			% within group	15.4%	84.6%	100%
		Total	Count	14	17	31
			% within group	45.2%	54.8%	100%
Int.	Male	C	Count	4	1	5
			% within group	80.0%	20.0%	100%
		D	Count	1	1	2
			% within group	50.0%	50.0%	100%
		Total	Count	5	2	7
			% within group	71.4%	28.6%	100%
	Female	C	Count	34	5	39
			% within group	87.2%	12.8%	100%
		D	Count	2	0	2
			% within group	100%	0%	100%
		Total	Count	36	5	41
			% within group	87.8%	12.2%	100%

Pearson Chi-Square Tests:

Elementary:	Male:	Fisher's Exact Test = .411, N = 25, ns
	Female:	Fisher's Exact Test = .009**, N = 31, p ≤ .01
Intermediate:	Male:	Fisher's Exact Test = 1.000, N = 7, ns
	Female:	Fisher's Exact Test = 1.000, N = 41, ns

In the comparison based on the students' intentions on QE, the effect of previous Japanese language study for persistence among female students at elementary level is more prominent: 66.7 percent of continuing students had

experienced previous Japanese language study, whereas only 15.4 percent of discontinuing students had (Fisher's Exact Test = .009**, N = 31, $p \leq .01$). Based on these results, having experienced Japanese language study before university is important for females staying in their study while they are at a lower level of study. As has been discussed in the previous sections, it is commonly regarded that foreign languages are feminine subjects and as a result, foreign languages are more feminine-dominant school subjects (Carr, 2002). Since Japanese has been one of the most commonly taught foreign languages in many of high schools in Australia, it is not surprising that the current results have found that more female students had experienced prior Japanese language study. Then, why is it so important for females at elementary level to have experienced Japanese language study in order to persist in their study at university?

It can be assumed that the experience of Japanese language learning and females' lower level of certainty in their intention for persistence are inter-related. The current study has revealed that female students do not hold strong convictions about their intentions for persistence at the beginning of their study. The results for initial motivation also showed that discontinuing females have a larger percentage of *receptive reasons* for studying Japanese, which seems to conform to Keuneman and Sagona's (1992) claim that students at beginners' level are less certain about their reasons for studying a foreign language. Because they are not certain about their purposes for studying Japanese, they may be likely to follow other people's opinions. When those females with weakly-determined intentions for persistence face an unsatisfactory learning environment or unexpected difficulty in their actual study, they may be likely to be overwhelmed by the difficulty of learning and are less able to accomplish improvement in learning conditions or solving learning problems, if they do not have a prior experience of the study of Japanese. Those students with a previous learning experience of Japanese and who, therefore, have a larger investment can be regarded as those who have come to understand the

diversity in teachers' teaching styles and teaching materials, and their own strong and weak points with regard to learning Japanese. Due to the prior experience, they can also be regarded as possessing more accurate and higher self-efficacy. Should they experience learning difficulties or an unsatisfactory learning environment in their current study at university, they may be able to overcome those obstacles based on their own previous experience. At the same time, they may be able to set their own more accurate goals for achievement or learning performance based on a proper self-efficacy; hence, with fewer learning problems caused by the gap between their expectations of achievement and actual performance. That is, those without previous learning experience may easily give up their study when they encounter unexpected, uncomfortable and unpleasant learning events. This might be one of the reasons why females at elementary level have such a significant number of drop-outs after they have experienced study of Japanese.

This section has re-examined the students' motivational characteristics identified at the beginning of their language study. The results for male students' initial motivation did not agree with other previous research results that have claimed that they are more likely to emphasise an instrumental value when learning foreign languages. The results show there is little difference in their initial motivation compared with females, and no clear indication of relationship between their initial reasons for learning Japanese and persistence. This result may be relevant to what Graham (1997) argued when she noted that "for boys, a key factor is learning what they feel they need to know, and in a way that they perceive as appropriate to them" (p. 122-123). That is, male students may feel they need to study Japanese more for their personal necessity, which may be either career-related instrumental or simply the affection to the language. This self-fulfilment may be a factor especially for male students in determining how long they will stay in the study of Japanese language.

The results have emphasised again the limited effect of initial motivation on persistence, and a positive relationship between previous Japanese language study and female students' persistence (or termination) of their study. Two notable factors, *receptive reasons* as an initial motivation and a lower number of students who have experienced prior study of Japanese, were found to affect female students' notable dropping-out at elementary level. An argument regarding the reasons why these two events are related to their persistence was developed in the discussion. Students who do not have a previous Japanese language study may well not only suffer from a larger gap between their level of self-efficacy and actual achievement level but also be overwhelmed by the difficulty of their actual study due to a lack of experience and skills to cope with various learning situations and teachers' teaching styles. In addition, those female students without prior Japanese language study tend to have receptive reasons as an initial motivation, and may not have a clear active reason for learning Japanese. It seems that these factors are integrated into females' prominent drop-out rates at the end of a semester at elementary level.

As has been discussed, this subsection reconfirmed the importance of sustaining motivation for the prediction of students' persistence, which was raised in the previous chapter and has shown that this is consistent across genders. The next section will re-examine factors related to sustaining motivation from the viewpoint of gender differences.

5.3 Motivational characteristics during/at the end of study & gender differences

This section will look into factors related to sustaining motivation including external support, and perceived strength of interest in cultural aspects and of commitment. As the data set is extremely large, only statistically significant findings for each variable will be presented and discussed.

5.3.1 External support & gender differences

Two factors, students' perceived strength of support from family and from teachers were re-analysed on the basis of gender. Significant results were obtained only in the repeated measure tests for males at elementary level and females at intermediate level for support from family (see Table 5.3.1-1).

Table 5.3.1-1
Support from family on QB & QE by gender

		QB			QE		
Level	**Gender**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**
Ele.	Male	**2.28**	25	1.458	**1.48**	25	1.636
	Female	2.35	31	1.539	2.19	31	1.579
Int.	Male	2.29	7	1.604	1.71	7	1.604
	Female	**2.88**	41	1.077	**2.39**	41	1.464

S.D. = Standard Deviation
Wilcoxon Matched-Pair Signed Ranks Tests:
Elementary: Male: z = -2.213*, N = 25, p ≤ .05 Female: z = -.460, N = 31, ns
Intermediate: Male: T = -.756, N = 7, ns Female: z = -2.245*, N = 41, p ≤ .05

Males at elementary level dropped their mean score by 0.8 points from 2.28 in QB to 1.48 in QE (z =, -2.213*, N = 25, p ≤ .05), while the intermediate females' mean score fell by 0.49 points from 2.88 to 2.39 between QB and QE (z = -2.245*, N = 41, p ≤ .05). Despite the diminishing support from family, however, these two groups did not show a significant deterioration of continuation rates on QE. Rather, females at intermediate level maintained quite a high continuation rate, 95.1 percent, on both QB and QE. These results may suggest that for both male and female students, external support plays very little role in terms of students' persistence in their study of Japanese language at university.

McGannon and Medeiros (1995) have found that Year 8 male students from secondary schools rated the importance of support from family and teachers higher than females. The results of the current study do not conform to their

results. This may be because, regardless of the difference in gender, university students are older, more mature and independent than students at high schools, and university students are more likely to decide for themselves what they do. Oxford and Shearin (1994) have also noted that the importance of teachers' support is emphasised in the first stages of second language learning (p. 23). That is, the effect of external support on persistence may be more closely related to students' ages, rather than differences in gender. Less mature students are more likely to rely on other people's support when they learn a foreign language, and decide to continue (or discontinue) their study; while more mature students may become less dependent on others when they face some learning difficulties or make a decision about continuing their study.

This subsection has examined the effect of external support on persistence from the viewpoint of the difference in gender. The results found that although male and female students lowered their perceived strength of parental support during their study, this did not directly affect their decisions for discontinuing their study. It suggests that external support may not either have much meaningful relationship with their persistence in (or termination of) Japanese language study or differentiate males and females. The next subsection will examine students' commitment to Japanese language study and how the gender difference is related to it.

5.3.2 Commitment to Japanese language study & gender differences

Students' perceived strength of commitment to Japanese language study was re-examined on the basis of gender difference. A significant result was obtained only in the repeated measures test for females at elementary level and males at intermediate level (see Table 5.3.2-1 below, highlighted in blue).

Table 5.3.2-1
Difference in the strength of commitment between QB & QE by gender

Level	Gender	QB			QE			z
		Mean	N	S.D.	Mean	N	S.D.	
Ele.	Male	3.24	25	.597	2.96	25	.539	-1.941
	Female	**3.23**	31	.560	**2.94**	31	.680	-2.065*
Int.	Male	**3.14**	7	.378	**2.43**	7	.535	-2.236*
	Female	3.37	41	.536	3.24	41	.538	-1.387

S.D. = Standard Deviation
z = Wilcoxon Matched-Pair Signed Ranks Test
* = $p \leq .05$

The results show both genders weaken their strength of commitment after their study, but the loss is most significant for females at elementary level (down 0.29 points from 3.23 in QB to 2.94 in QE) ($z = -2.065^*$, $N = 31$, $p \leq .05$), and males at intermediate level (down 0.71 points from 3.14 in QB to 2.43 in QE) ($z = -2.236^*$, $N = 7$, $p \leq .05$). For female students, a loss of commitment seems to have a strong relationship with their termination of study of Japanese, because females at elementary lost their commitment significantly, and had a sharp decline in their continuation rate, while females at intermediate level maintain a strong commitment (QB = 3.37, QE = 3.24) and a high continuation rate after study. Male students, on the other hand, lost their commitment significantly at intermediate level (down by .71 points from 3.14 in QB to 2.43 in QE; $z = -2.236^*$, $N = 7$, $p \leq .05$). This also seems to link to their termination of study as their continuation rate declined on QE as well.

The above results agree with Chavez' (2001) summary of the previous motivation research on gender which has concluded that the motivational difference between male and female students lies not in their qualitative distinction, but in their motivational intensity (p. 138), and female students tend to be more strongly motivated than male students. In the present study, male students have stronger commitment and higher continuation rates at elementary level, but a prominent loss of commitment and a larger drop-out rate at intermediate level. Elementary level females, on the other hand, show

the opposite trend; less strongly committed to their study, and this resulted in a large drop-out rate at the end of their study, while intermediate females maintain a high continuation rate, which seems to be closely related to their strong commitment to their study. This seems to indicate that the elementary level is a crucial stage for persistence in Japanese language study for females, whereas male students are more likely to have a serious motivational impairment in their study at intermediate level.

Although the deterioration in the continuation rate of male students is not as prominent as that of females at elementary level, males at intermediate level did drop their continuation rate after their study, according to QE. It may be assumed that male students appraise more practically their Japanese language learning when coming towards the end of semester, and consider the possibility of success in learning and worthwhileness of continuing their study to the advanced level. Ludwig (1983) has noted that compared with females, male students tend to put more emphasis on the course content rather than on teacher-related matters in terms of their preference for language courses. Given this, male students may terminate their study at the end of the intermediate level, taking other academic factors into consideration including their achieved level, future possible required skills in the language, current space for electives in their own major, and their own level of satisfaction with the language course. Female students, on the other hand, may continue their study because they have found Japanese language learning culturally and linguistically interesting; and hence, are intrinsically motivated. The next subsection will, therefore, examine the students' perceived strength of interest in cultural aspects and its possible relationship with the difference of students' gender.

5.3.3 Interest in cultural aspects & gender differences

Students' perceived strength of interest in five different Japanese cultural aspects; *culture*, *society*, *people*, *language*, and *business*, was re-examined on the basis of difference in gender. Because of the large amount of data involved, only the results with statistical significance will be presented and discussed.

On QB, two significant results were obtained for both the inter-gender comparison and level-based intra-gender comparison.

Table 5.3.3-1
Inter-gender comparison of interest in cultural aspects on QB

	QB			Cultural aspects				
Level	**Intention**	**Gender**		**Culture**	**Society**	**People**	**Language**	**Business**
Ele.	C	Male	Mean	3.11	2.63	3.11	3.42	2.32
			N	19	19	19	19	19
			S.D.	.567	1.257	.658	.607	1.455
		Female	Mean	2.92	2.66	2.80	3.56	2.48
			N	25	25	25	25	25
			S.D.	.759	1.028	1.000	.583	1.194
	D	Male	Mean	3.00	3.00	3.17	3.00	2.50
			N	6	6	6	6	6
			S.D.	.632	.632	.408	.632	1.378
		Female	Mean	2.83	3.17	2.50	3.00	2.17
			N	6	6	6	6	6
			S.D.	1.472	.753	1.378	1.095	1.722
Int.	C.	Male	Mean	**2.83**	2.50	3.00	**2.83**	2.33
			N	6	6	6	6	6
			S.D.	.408	.548	.632	.408	1.211
		Female	Mean	**3.38**	2.79	3.41	**3.69**	2.67
			N	39	39	39	39	39
			S.D.	.747	1.080	.498	.468	.707
	D	Male	Mean	4.00	4.00	4.00	4.00	4.00
			N	1	1	1	1	1
			S.D.	-	-	-	-	-
		Female	Mean	3.50	3.00	3.50	3.00	3.50
			N	2	2	2	2	2
			S.D.	.707	.000	.707	.000	.707

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Intermediate: Continue: "Culture" Exact Test = .041*, N = 45, p ≤ .05
"Language" Exact Test = .002**, N = 45, p ≤ .01

According to the results from the inter-gender comparison (see Table 5.3.3-1, highlighted in blue), males and females at intermediate level have a significant difference in the strength of their interest in Japanese *culture* and *language*, even

though they both intend to continue their Japanese language study. The mean scores of interest in both culture and language by females are much higher (3.38 in *culture* and 3.69 in *language*) than those of males (2.83 in both *culture* and *language*) (Culture: Exact Test = .041*, N = 45, $p \leq .05$; Language: Exact Test = .002**, N = 45, $p \leq .01$). Since females at intermediate level show an extremely high continuation rate (95.1%) compared with males (85.7%), it may be concluded that how strongly they are interested in the target language and culture is an important factor that differentiates females from males, and may explain why females outperform males in terms of persistence in Japanese language learning at a higher level of study.

The meaningful relationship between the students' interest in Japanese culture, and persistence in their study of Japanese was verified further by other results. The results of the level-based intra-gender comparison found that the difference for continuing female students between elementary and intermediate levels in their interest in Japanese *culture* and *people* is statistically significant (see Table 5.3.3-2, highlighted in blue).

Table 5.3.3-2
Level-based intra-gender comparison of interest in cultural aspects on QB

QB				Cultural aspects				
Intention	Gender	Level		Culture	Society	People	Language	Business
C	Male	Ele.	Mean	3.11	2.63	3.11	3.42	2.32
			N	19	19	19	19	19
			S.D.	.567	1.257	.658	.607	1.455
		Int.	Mean	2.83	2.50	3.00	2.83	2.33
			N	6	6	6	6	6
			S.D.	.408	.548	.632	.408	1.211
	Female	Ele.	Mean	**2.92**	2.66	**2.80**	3.56	2.48
			N	25	25	25	25	25
			S.D.	.759	1.028	1.000	.583	1.194
		Int.	Mean	**3.38**	2.79	**3.41**	3.69	2.67
			N	39	39	39	39	39
			S.D.	.747	1.080	.498	.468	.707
D	Male	Ele.	Mean	3.00	3.00	3.17	3.00	2.50
			N	6	6	6	6	6
			S.D.	.632	.632	.408	.632	1.378
		Int.	Mean	4.00	4.00	4.00	4.00	4.00
			N	1	1	1	1	1
			S.D.	-	-	-	-	-
	Female	Ele.	Mean	2.83	3.17	2.50	3.00	2.17

		N	6	6	6	6	6
		S.D.	1.472	.753	1.378	1.095	1.722
	Int,	Mean	3.50	3.00	3.50	3.00	3.50
		N	2	2	2	2	2
		S.D.	.707	.000	.707	.000	.707

S.D. = Standard Deviation
Wilcoxon W: Significant results only

Continue:	Females:	"Culture"	z = -2.978** N = 64, p ≤ .01
		"People"	z = -2.865**, N = 64, p ≤ .01

Continuing intermediate level female students are more strongly interested in Japanese *culture* and *people* (culture = 3.38, people = 3.41) than elementary students (culture = 2.92, people = 2.80) (culture: z = -2.978**, N = 64, p ≤ .01; people: z = -2.865**, N = 64, p ≤ .01). These results suggest that, among female students, investment in Japanese language learning is markedly connected to a development of cultural interests in Japanese. Female students who intend to continue their study are more predisposed to be interested in Japanese culture as they have invested in Japanese learning, spending more time in studying the language. As has been argued previously, since females at intermediate level show the highest continuation rate, and elementary females not only had the lowest continuation rate but also dropped significantly their continuation rate on QE, this eminently stronger cultural interest that intermediate females developed may be one of the most important factors that account for the females' superior performance with regard to persistence, and as a result, their becoming a dominant group as language study advances to a higher level.

The students' perceived strength of interest in Japanese cultural aspects after their study (QE) was also investigated and some noteworthy results were obtained. These findings also conform to the above findings that females possess a stronger interest in the Japanese culture and language, and this stronger cultural and/or linguistic interest by females may be related to the different performance in persistence.

In inter-gender comparison, there is a statistically significant result regarding the interest in Japanese language for continuing students at intermediate level, and also a significant result was obtained in the interest in Japanese language between continuing and discontinuing females at elementary level in the intention-based intra-gender comparison (see Table 5.3.3-3 & 5.3.3-4, highlighted in blue).

Table 5.3.3-3
Inter-gender comparison of interest in cultural aspects on QE

				Cultural aspects				
Level	**Intention**	**Gender**		**Culture**	**Society**	**People**	**Language**	**Business**
Ele.	C	Male	Mean	3.19	2.31	2.69	3.31	2.06
			N	16	16	16	16	16
			S.D.	.544	1.302	1.138	.479	1.526
		Female	Mean	3.28	2.83	3.17	3.28	1.94
			N	18	18	18	18	18
			S.D.	.575	1.150	.924	1.018	1.662
	D	Male	Mean	2.67	2.11	3.11	2.78	1.44
			N	9	9	9	9	9
			S.D.	1.118	1.616	.601	1.302	1.740
		Female	Mean	2.69	1.62	2.77	2.38	1.77
			N	13	13	13	13	13
			S.D.	1.109	1.710	1.092	1.193	1.589
Int.	C.	Male	Mean	2.00	2.20	2.40	**2.20**	2.20
			N	5	5	5	5	5
			S.D.	1.871	1.304	1.342	1.304	1.304
		Female	Mean	3.44	2.90	3.28	**3.44**	1.85
			N	39	39	39	39	39
			S.D.	.502	.912	.724	.754	1.479
	D	Male	Mean	1.50	2.00	2.50	2.50	2.00
			N	2	2	2	2	2
			S.D.	2.121	1.414	.707	.707	2.828
		Female	Mean	3.00	2.50	3.50	3.00	3.50
			N	2	2	2	2	2
			S.D.	.000	.707	.707	.000	.707

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Intermediate: Continue: "Language" Exact Test = .011*, N = 44, $p \leq .05$

Table 5.3.3-4
Intention-based intra-gender comparison of interest in cultural aspects on QE

				Cultural aspects				
Level	**Gender**	**Intention**		**Culture**	**Society**	**People**	**Language**	**Business**
Ele.	Male	C	Mean	3.19	2.31	2.69	3.31	2.06
			N	16	16	16	16	16
			S.D.	.544	1.302	1.138	.479	1.526
		D	Mean	2.67	2.11	3.11	2.78	1.44
			N	9	9	9	9	9

			S.D.	1.118	1.616	.601	1.302	1.740
	Female	C	Mean	3.28	2.83	3.17	**3.28**	1.94
			N	18	18	18	18	18
			S.D.	.575	1.150	.924	1.018	1.662
		D	Mean	2.69	1.62	2.77	**2.38**	1.77
			N	13	13	13	13	13
			S.D.	1.109	1.710	1.092	1.193	1.589
Int.	Male	C	Mean	2.00	2.20	2.40	2.20	2.20
			N	5	5	5	5	5
			S.D.	1.871	1.304	1.342	1.304	1.304
		D	Mean	1.50	2.00	2.50	2.50	2.00
			N	2	2	2	2	2
			S.D.	2.121	1.414	.707	.707	2.828
	Female	C	Mean	3.44	2.90	3.28	3.44	1.85
			N	39	39	39	39	39
			S.D.	.502	.912	.724	.754	1.479
		D	Mean	3.00	2.50	3.50	3.00	3.50
			N	2	2	2	2	2
			S.D.	.000	.707	.707	.000	.707

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Elementary: Female: "language" Exact Test = .016*, N = 31, $p \leq .05$

The above findings demonstrate that persistence in Japanese language study at university seems to have a close relationship with the development of an intrinsic interest in Japanese language and culture. The examination of students' perceived strength of cultural interest on QB supported this finding, and the results on QE also substantiated this claim. According to the results for the inter-gender comparison, females at intermediate level, who maintained a high continuation rate (95.1%) had a much stronger interest in Japanese language (mean = 3.44) than males (mean = 2.20) who intend to continue their study (Exact Test = .011*, N = 44, $p \leq .05$).

QE results which were obtained after the students had studied for a semester also supported the positive relationship between the development of cultural/linguistic interest and students' persistence in their study. That is, the general trend of female dominance in language study as the level of study advances may be attributed to their being progressively more oriented to the language and culture as they increase their investment in language learning. In other words, male students may not need to be as strongly oriented to the target

language and culture in order to persist in their study of the language as female students. The male students' weaker interest in the target language and culture is in accordance with the results in Ludwig's (1983) study, which has reported that male students learning any of three foreign languages; French, German, and Spanish, at university in New York "exhibited no marked interest in cultural values" (p. 222). This result leads to a speculation that male students may possess more diversified individual interests than females related to the study of Japanese, including an instrumental benefit attached to the development of Japanese fluency and personal value placed on learning Japanese, such as the acquisition of high proficiency in Japanese language. That is, Keuneman and Sagona's (1992) claim that university students' have a number of personal intrinsic reasons for learning a foreign language may be more applicable to male students in this study, and thus, the particular interests that each male student has may motivate them to continue their study to, at least, intermediate level of a university language course.

The above discussion has concluded that female students' better persistence at intermediate level can be attributed to the fact that females remain motivated to study Japanese after elementary level as they developed strong intrinsic motivation in Japanese language and culture along with their investment in Japanese language study. This conclusion regarding the positive relationship between persistence and the development of cultural/linguistic interest was further verified by the intention-based intra-gender comparison on QE. After having experienced study of Japanese, continuing elementary female students have a much stronger interest in Japanese language (3.28) than discontinuing students (2.38) (Exact Test = = .016*, N = 31, $p \leq .05$). Continuing females at elementary level eventually developed a stronger interest in Japanese language, and this development of linguistic interest may be a motivational basis for female students to continue their study and advance to a higher level. In other words, it may be crucial for female students to possess a linguistic interest

while learning the language so that they successfully continue their study. This conclusion is in line with Ramage's (1990) claim, which has advocated the importance of the promotion of intrinsic motivations for persistence in language study. That is, it seems necessary for female students to develop an intrinsic cultural interest while they are studying the language as a crucial determinant for their persistence in Japanese language study, and this seems to differentiate females from males in terms of persistence.

In order to further consolidate the above claim, students' interest in cultural aspects from the viewpoint of gender differences was also investigated in terms of the effect of actual study. The results in each questionnaire, QB and QE, were re-computed, and the mean scores on the basis of the difference in gender were obtained and compared. Significant results were obtained in the interest in *people*, *language*, and *business*, but only for females (see Table 5.3.3-5, 5.3.3-6, and 5.3.3-7, highlighted in blue).

Table 5.3.3-5
Strength of interest in Japanese people on QB & QE by gender

		QB			QE			
Level	**Gender**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**	**z**
Ele.	Male	3.12	25	.600	2.84	25	.987	-1.429
	Female	**2.74**	31	1.064	**3.00**	31	1.000	-2.138*
Int.	Male	3.14	7	.690	2.43	7	1.134	-1.414
	Female	3.41	41	.499	3.29	41	.716	-.728

S.D. = Standard Deviation

Z = Wilcoxon Matched-Pair Signed Ranks Test

* = P ≤ .05

Table 5.3.3-6
Strength of interest in Japanese language on QB & QE by gender

		QB			QE			
Level	**Gender**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**	**z**
Ele.	Male	3.32	25	.627	3.12	25	.881	-.914
	Female	**3.45**	31	.723	**2.90**	31	1.165	-3.127**
Int.	Male	3.00	7	.577	2.29	7	1.113	-1.633
	Female	**3.66**	41	.480	**3.41**	41	.741	-2.000*

S.D. = Standard Deviation

Z = Wilcoxon Matched-Pair Signed Ranks Test

** = p ≤ .01; * = P ≤ .05

Table 5.3.3-7
Strength of interest in Japanese business on QB & QE by gender

		QB			QE			
Level	**Gender**	**Mean**	**N**	**S.D.**	**Mean**	**N**	**S.D.**	**z**
Ele.	Male	2.36	25	1.411	1.84	25	1.599	-1.429
	Female	**2.42**	31	1.285	**1.87**	31	1.607	-2.138*
Int.	Male	2.57	7	1.272	2.14	7	1.574	-1.414
	Female	2.71	41	1.078	1.93	41	1.490	-.728

S.D. = Standard Deviation

Z = Wilcoxon Matched-Pair Signed Ranks Test

* = P ≤ .05

Although generally the perceived strength of interest deteriorates on QE regardless of the difference in gender and level of study, females at elementary level strengthened their interest in Japanese *people* from 2.74 to 3.00 (z = -2.138*, N = 31, p ≤ .05). It is not clear why these results were obtained, because further detailed data were not collected on this variable in the present study. However, based on the researcher's experience of teaching Japanese, two possible explanations may be offered: 1) being acquainted with some Japanese friends during the course, and 2) having a positive relationship with Japanese native teachers in the course. Since female students have been claimed to be more sensitive to the learning environment including their teachers (Ludwig, 1983), the above assumptions may have affected the strength of interest in this particular category to some extent.

Apart from the exception for developing an interest in Japanese people during the course, females at elementary level showed a severe deterioration in their interest. They weakened their interest in Japanese *language* from 3.45 to 2.90 (z = -3.127*, N = 31, p ≤ .05), and in *business* from 2.42 to 1.87 (z = -2.138*, N = 31, p ≤ .05). Since females at elementary level showed the lowest and most severe decline in the continuation rate after their study among the four groups, this deterioration of interest in Japanese language and business may be an explicit indication of the relationship between the loss of both intrinsic interest in the

target language, culture and of instrumental motivation, and consequently dropping out of study.

What seems to be interesting, however, is that a similar deterioration in interest is also found in females at intermediate level, who maintained the highest continuation rate among the four groups. Although intermediate females weakened their interest in Japanese language, the lower interest in the language did not affect their intention for persistence as strongly as it did for their counterparts at the lower level of study. That is, the crucial issue for persistence for female students occurs during their initial stage of study, where the experience of study tends to weaken their interest in Japanese language, which directly relates to their termination of study. However, those female students who successfully pass through this stage consolidate their intention for continuing their study, and although study at a new stage of Japanese language learning may provide a negative effect on their interest in the language, it affects their intention for persistence less.

The above findings regarding the students' perceived strength of interest in cultural aspects suggests some of the motivational differences between males and females in terms of persistence. Male students seem to be more likely to be less affected by what they experience in their learning, but to focus on their learning with clearer intentions for studying the languages as a subject, take various learning factors into consideration when deciding whether they continue or discontinue their study. Female students, on the other hand, appear to be prone to have less certainty about their intentions to study of Japanese, and are more affected by what they experience during their study. Some of the females easily lose their interest in the language and culture they learn, while others can develop a stronger interest in the language and culture through learning them. Hence, those females who have a weaker determination may be easily affected by negative experiences which causes them to withdraw from

their study, whereas those with a stronger determination and a larger investment in their study of Japanese may be less affected by what they experience in their learning, and may develop a stronger cultural and linguistic interest in Japanese, which helps them persist in their study.

Based on what has been found in the present and previous sections, the next section will discuss the difference in the motivational characteristics between male and female students on the basis of their intentions for continuing or discontinuing their study of Japanese.

5.4 Motivational characteristics & gender differences

The final section of this chapter will attempt to discuss students' motivational traits on the basis of differences in gender. According to the results obtained in the current study, there are two major findings with regard to gender and students' intentions for continuing (or discontinuing) their study of Japanese language at university. One is the prominent contrast in female students' persistence depending on the level of study, which seems to be related to their development of an intrinsic cultural interest along with developing their investment in Japanese language study. The other may not be a "finding" in a strict sense of statistics, but is the fact that although there were few significant results in the analysis of male students' data, males noticeably weakened their commitment to their study at the end of intermediate level, and probably because of this diminished commitment, their numbers inevitably reduce at higher levels of study. The first factor, the importance of the development of intrinsic cultural interest for persistence, has already been discussed in the previous chapter and claimed as one of the most important factors which determine students' persistence, and it has been found that it seems to explain more appropriately female students' better persistence than male students'. The

second factor may be regarded as another important viewpoint for discussion in the light of gender difference in terms of second language acquisition.

First, the comparison between male and female students in this chapter revealed females' extreme vulnerability in their intentions to persist in the initial stages of Japanese language study at university, although if they continue to intermediate level, they persist quite strongly. This seems to suggest that female students at elementary level may be a mixture of those with strong determination and motivation for learning Japanese, and those with less certainty about their future study of Japanese, and thus a weaker commitment to their study. After the studying Japanese at elementary level, therefore, students with weak determinations may have been sieved out, and only those who are highly committed to the study remain. Due to this selection, females who remain in study at intermediate level are more likely to persist.

The above discussion will be extended to the difference in the effect of students' initial and sustaining motivation on persistence. The significant difference between female students at the two levels is that elementary females tend to be more receptively motivated, following other people's suggestions when they choose Japanese language as a subject in which to enrol; hence, they are less weakly committed to their study and may have problems in developing an intrinsic interest in Japanese language and culture while learning. Females at intermediate level, on the other hand, have had more investment in Japanese language study prior to university, and thus have more experience of learning the language, in some cases even before the commencement of the university course. Intermediate females are, therefore, more predisposed to be successful in the development of linguistic and cultural interest in Japanese. Then, why are females more likely to have a larger investment in Japanese language study prior to university? Also why do they seem to be more successful in the development of intrinsic cultural interests compared to male students?

Regarding the first question, there is research evidence that high school or university students tend to view "languages" as a "soft" and "feminine" subject best suitable for female students (e.g., Carr, 2002; Hingley, 1983). If female high school students have this view of foreign language subjects, they may well choose Japanese language, which was regarded as one of the most important foreign languages to study in Australia at the time of survey, as the best-suited subject to study and the most relevant for their career opportunities. Because of this socio-cultural factor relating to the choice of language subjects during high school, females may be more likely to take up Japanese language study than males.

However, because the Japanese language may be regarded by female students at high schools as normative, it may be assumed that some, if not many, females have studied Japanese simply following other female classmates, and if so, they are likely to be less motivated and less enthusiastic about studying Japanese again at university. This may be why there were a larger percentage of female students at elementary level who had receptive reasons as their initial motivation, and a weaker level in the strength of their intentions for persistence. That is, for these females, the prior investment in Japanese language study may not work as an advantage for the development of intrinsic cultural and/or linguistic interest while they study the language further at university. Eventually, they become more likely to withdraw from their study when they encounter a negative effect from their actual study.

The second question about the females' possible superiority in the development of cultural/linguistic interests in Japanese may be related to differences in the level of ethnocentrism between males and females. Graham (1997) has stated that there is some evidence (e.g., Burstall, Jamieson, Cohen, & Hargreaves, 1974, cited in Graham, 1997, p. 99-100) that female students are less ethnocentric;

hence, more likely to have positive attitudes towards foreign languages than males. In the latest study of Japanese students learning English as a foreign language, Tani-Fukuchi and Sakamoto (2005) have also found that female students tend to be more positive and active in the use of English than males, as a result, more likely to perceive their previous and current studies of English as enjoyable. Since a greater number of female students at intermediate level in the present study had experienced study of Japanese language before the commencement of their study at university compared to elementary females, it is likely that the intermediate female students may have acquired certain skills or attitudes leading them to perceive different cultures, peoples, and languages positively, and to enjoy learning them through their earlier investment in learning the same language prior to university. Because of their positive evaluation of language learning, the intermediate females continue to benefit from learning the language at university; and as a result, they further develop a cultural interest in Japanese. This effective chain-reaction between learning the language and sustaining- motivation, therefore, may be one of the reasons why female students maintain such a high continuation rate when they are at intermediate level.

In spite of the above primary advantages that females appear to possess over male students with regard to language study, females also seem to have a gender-related weak-point in terms of persistence. As Ludwig (1983) has claimed, female students may be more sensitive than males to their teacher's personality, and this gender-related characteristic seems to be a factor which needs to be considered in the context of their reasons to stop taking the language course.

For example, one of the females who changed from intending to continue Japanese study to discontinuing, a 22-year-old Korean student majoring in hotel management, decided to stop learning Japanese because of the development of

a negative attitude towards her teacher. Her case reflects Ludwig's (1983) finding that "females are almost twice as likely as men to dislike a course because of the teacher" (p.222). This indicates that although female students may be more likely to benefit from the development of effectively positive attitudes towards learning a language, they are also more prone to be affected by the learning environment, especially their teachers' attitudes towards them. In other words, even though females may have a tendency to develop intrinsic cultural interests through learning a language, which encourages them to continue their learning of the language, their sensitivity to personal relationships with the people involved in their learning environment may more strongly affect their appraisal of language learning. Therefore, their perception of the development of a negative relationship in the learning environment may lead more clearly to their termination of study than for males.

In contrast with females, male students did not show a significant motivational difference between either of the two levels or between those with different intentions towards continued study. Nevertheless, the number of male students diminishes as their level of study advances. There have been a number of studies regarding the different ratio in the number of enrolment in modern language courses at high schools and universities (e.g., Carr, 2002; Ludwig, 1983). They have reported that there is a general trend of female dominance in the number of enrolments in languages, but there is also an indication of a preference for a particular language between males and females depending on the general stereotypical image that each language has. For example, according to Ludwig (1983), French has an image of being "feminine", "romantic" and "attractive", which attracts more females, whereas German is associated with being "strong", "precise", "complex", and "intellectual", to which male students tend to express more attraction. Interestingly, English is regarded as neutral, and popular among both genders. The Japanese language was not included in her study, but provided it has a similar function as English, then,

students' focus in learning the language may be directed to both its value of usefulness and cultural/linguistic attractiveness. The question is what aspect of Japanese language males and females are attracted to when they choose to learn it, and how this relates to male students becoming out numbered by females as the level of study advances in Japanese language courses.

Ludwig (1983) has noted that male students tend to be less interested in cultural values in learning foreign languages than females. This coincides with the results in the current research, which identified that male students' perceived strength of interest in cultural aspects is generally weaker than that of females, though the difference is not statistically significant. The relatively weaker cultural interest that male students tend to have seems to suggest, however, that due to the lack of strong enough motivational-attitudinal support, male students may tend to view their language learning experience less culturally interesting. In line with this point, Gardner & Smythe (1975) have argued that "students lacking motivational-attitudinal support perceive their language learning experience as non-reinforcing and tend to leave the program" (p. 227).

The interpretation of the above may lead to a conclusion that male students' termination of study may not be as acute a symptom as was found among females at elementary level, but is gradually affected by males' decision-making at the end of each semester about whether they continue in the same learning situation again in the next semester. Since males may not find as strong a cultural interest in Japanese language study as do female students, they may take other practical values in Japanese language study into consideration more, such as how high a level of fluency they need for their expected future career, or how much the course content meets their expectations - as Ludwig (1983) has suggested - when they come to decide whether they should stay in the study for another semester. Each male student may have his own personal objectives in Japanese language study, which may be reduced to either culture-based

intrinsic or business-based extrinsic initial motivation when selecting a single motivation on a questionnaire. Because their objectives are personal, they have different time frames in which they can satisfy their objectives during the process of learning the language, but it seems many male students achieve their own goal and lose their motive for further study by the end of intermediate level. The marked loss of commitment by males on QE may be the result of a perceived accomplishment in their Japanese language study. However, this conclusion is not based on statistically significant results as noted before; hence, further research is needed for better understanding of male students' persistence in the language study.

The next chapter, the final chapter of discussion, will re-examine the results from the viewpoint of the difference in students' linguistic/cultural background; those from far-east Asian background and those from European-American background.

Chapter 6

Results & discussion on cultural/linguistic differences

The final chapter of the discussion will present the results which have been re-analysed from the viewpoint of differences in students' cultural/linguistic backgrounds. With regard to the distinction between the two groups of students; East-Asian-background (EA) and Western-background (WE) students, the following factors were considered. East-Asian-background students are assumed to have a smaller linguistic/cultural distance from Japanese than students from Western backgrounds, since the former group's first languages, Chinese[8] and Korean, have more linguistic elements in common with Japanese, including the use of Kanji characters (Chinese), and structural/grammatical similarities (Korean), and also share cultural philosophical principles, such as Confucianism and Buddhism. Due to this cultural/linguistic closeness, students from Asian backgrounds are likely not only to possess different, probably higher, self-efficacy because of the perceived similarities, but also to find Japanese language study easier compared with students from more distant cultural/linguistic backgrounds. Western-background students, on the other hand, may perceive the Japanese language and culture as more different from their own, and because of this, they may experience more negative effects from their actual study of the Japanese language and culture compared to those from East-Asian backgrounds. Stockwin (1997) has mentioned that since the 1990's, there had been a substantial increase in the number of Asian-background students enrolled in Japanese language courses, both undergraduate and postgraduate, at universities in Australia and New Zealand. He has also noted some possible problems that Australian students may face when learning Kanji among students from Asian backgrounds who already have basic knowledge of

[8] Chinese language has various dialects, including Mandarin, Cantonese and Taiwanese; however, students speaking these dialects are all categorised into the same cultural/linguistic group, reflecting the common written tradition in Chinese.

Kanji characters. Therefore, students' cultural/linguistic background would seem to be a relevant dimension for the study of motivation for Japanese learning in the Australian context.

The learning of Japanese in Australia in the present study is a complex context for investigating the effects of culture on motivation. Previous studies of motivation and students' cultural/linguistic background have been based on a second language learning context. That is, subjects in the study were students from various cultural/linguistic backgrounds learning a second language in the target language environment (e.g., Svanes' (1987) study in which students learned Norwegian in Norway, and Chiswick & Miller's (2005) study in which immigrants to the U.S. learned English). The students from East-Asian backgrounds in the present study, however, are in a different situation. They are studying a foreign language in a different educational culture. That is, they may face a dual cultural distance; one related to Australian education and culture, and the other related to Japanese language and culture.

Although East-Asian-background students studying in Australia may have successfully acquired one language, English, they have done so in a different educational culture and this may be problematic. There is evidence, for example, that Asian students with Confucian backgrounds experience culture shock when they are placed in Western style education (see Hoare, 2005). That is, Asian-background students may experience difficulties adjusting to Australian teaching approaches. In addition, this different educational culture leads to problems for determining self-efficacy. Because these students have succeeded in learning English under different conditions with different expectations, their level of self-efficacy may be based on the evaluation of their learning performance in their own educational culture. This possible gap between Australian educational culture and their own may also cause a larger gap between their self-efficacy, and what they are required to do and how they are

assessed in Australian Japanese language courses. This complex learning context may affect the East-Asian-background students' attitudes and motivation in different ways from those students studied by other researchers.

This chapter will examine the relationship between cultural/linguistic background and motivation in the context of students' persistence in Japanese study. Because the data set is extremely large, the results which obtained only a statistical significance will be presented and discussed. Non-significant results will not be shown, unless they are meaningful for or support some points in the discussion.

6.1 Continuation rate & cultural/linguistic differences

This section will present the results of students' intentions for continuing or discontinuing their study of the Japanese language in the following semester from the viewpoint of cultural/linguistic difference. In addition, their perceived strength of intentions for persistence on QB was also re-analysed based on difference in students' cultural/linguistic backgrounds.

Table 6.1-1
Intra-culture comparison of intentions for persistence on QB

Culture	Level		Continue	Discontinue	Total
EA	Elementary	Count	20	7	27
		% within level	74.1%	25.9%	100%
	Intermediate	Count	16	2	18
		% within level	88.9%	11.1%	100%
	Total	Count	36	9	45
		% within level	80.0%	20.0%	100%
WE	Elementary	Count	17	2	19
		% within level	89.5%	10.5%	100%
	Intermediate	Count	28	1	29
		% within level	96.6%	3.4%	100%
	Total	Count	45	3	48
		% within level	93.8%	6.3%	100%

EA = Student from East Asian background WE = Students from Western background
Chi-Square Test:
EA: Fisher's Exact Significance = .279, df = 1, ns,
WE: Fisher's Exact Significance = .554, df = 1, ns

Table 6.1-2
Intra-culture comparison of intentions for persistence on QE

Culture	Level		Continue	Discontinue	Total
EA	Elementary	Count	15	12	27
		% within level	55.6%	44.4%	100%
	Intermediate	Count	16	2	18
		% within level	88.9%	11.1%	100%
	Total	Count	31	14	45
		% within level	68.9%	31.1%	100%
WE	Elementary	Count	15	4	19
		% within level	78.9%	21.1%	100%
	Intermediate	Count	27	2	29
		% within level	93.1%	6.9%	100%
	Total	Count	42	6	48
		% within level	87.5%	12.5%	100%

EA = Student from East Asian background WE = Students from Western background
Chi-Square Test:
EA: Fisher's Exact Significance = 0.023*, df = 1, $p \leq .05$
WE: Fisher's Exact Significance = 0.197, df = 1, ns

Table 6.1-3
Inter-culture comparison of intentions for persistence on QB

Level	Culture		Continue	Discontinue	Total
Elementary	EA	Count	20	7	27
		% within level	74.1%	25.9%	100%
	WE	Count	17	2	19
		% within level	89.5%	10.5%	100%
	Total	Count	37	9	46
		% within level	80.4%	19.6%	100%
Intermediate	EA	Count	16	2	18
		% within level	88.9%	11.1%	100%
	WE	Count	28	1	29
		% within level	96.6%	3.4%	100%
	Total	Count	44	3	47
		% within level	93.6%	6.4%	100%

EA = Student from East Asian background WE = Students from Western background
Chi-Square Test:
Elementary: Fisher's Exact Significance = 0.270, df = 1, ns
Intermediate: Fisher's Exact Significance = 0.549, df = 1, ns

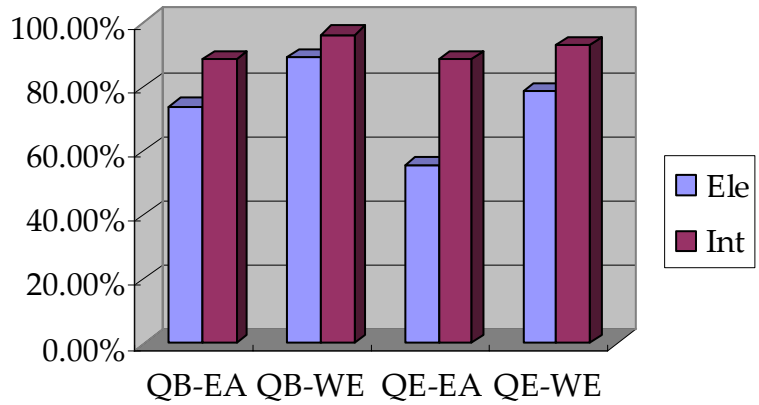
Table 6.1-4
Inter-culture comparison of intentions for persistence on QE

Level	Culture		Continue	Discontinue	Total
Elementary	EA	Count	15	12	27
		% within level	55.6%	44.4%	100%
	WE	Count	15	4	19
		% within level	78.9%	21.1%	100%
	Total	Count	30	16	46
		% within level	65.2%	34.8%	100%
Intermediate	EA	Count	16	2	18
		% within level	88.9%	11.1%	100%

WE	Count	27	2	29
	% within level	93.1%	6.9%	100%
Total	Count	43	4	47
	% within level	91.5%	8.5%	100%

EA = Student from East Asian background WE = Students from Western background
Chi-Square Test:
Elementary: Fisher's Exact Significance = 0.126, df = 1, ns
Intermediate: Fisher's Exact Significance = 0.631, df = 1, ns

Figure 6.1-1
Continuation rates by cultural/linguistic backgrounds



Significant results for continuation rate were obtained for the intra-culture comparison only among the East-Asian students on QE (see Table 6.1-1 to 6.1-4, and Figure 6.1-1 above). A general trend of higher continuation rates among Western-background students was found, although it is not statistically significant. It is also common that the continuation rates drop after students have studied Japanese, regardless of their cultural/linguistic background, though the drop was not found to be statistically significant. However, because elementary level East-Asian students' continuation rates were reduced more sharply than other groups from 74.1 percent on QB to 55.6 percent on QE, the difference of 33.3 percent between elementary (55.6%) and intermediate (88.9%) levels is significantly large (Fisher's Exact Test = .023*, df = 1, $p \leq .05$). This suggests that although the negative impact of actual study may be a general phenomenon, it affects more severely those students who have a smaller cultural/linguistic distance from Japanese, at the early stage of their study. The

prominent drop in the continuation rate is not found among the students with the East-Asian backgrounds at intermediate level. That is, the negative effect of actual study may have some relationship to attitudinal or motivational aspects which particularly affect students with a smaller cultural/linguistic distance from Japanese. This result, thus, is quite different from what has been found in the previous studies by Svanes (1987), and Chizwick and Miller (2005), which have claimed that closer cultural/linguistic distance to a target language is advantageous for its acquisition.

A possible explanation for this different result may be that, generally speaking, East-Asian-background students at elementary level have experienced Japanese language study in the Australian educational environment for the first time; and hence, the students may have been negatively affected by Western classroom culture and pedagogical practices, which advocate "experiential" learning and active participation in class activities, as Hoare (2005) has noted. In addition, the communicative language teaching method used in language courses in Australian universities may also have negatively impacted the East-Asian-background students' motivational intensity. Rao (2002) has suggested that although the communicative approach has been gradually introduced into Chinese secondary and tertiary English language education programs since 1980's, Chinese students still favour non-communicative activities such as rote learning, grammar study, and intensive reading rather than communicative ones (p. 91). Rao (2005) has further suggested that Chinese students are less motivated to be engaged in communicative activities (p. 95). These claims appear to indicate that East-Asian-background students who have learned English through traditional language teaching methods in their countries may have found the current Japanese language courses less familiar. This will have had an impact on their self-efficacy and thus, on their motivation to persist.

The poorer level of persistence of elementary level East-Asian students was also found in the results for their perceived strength of intentions on QB. Significant results were obtained in both intra-culture and inter-culture comparisons (see Tables 6.1-5 and 6.1-6 below).

Table 6.1-5
Intra-culture comparison of the strength of intention for persistence

Culture	Level	Mean	N	S.D.	Mean Rank	z
EA	Elementary	2.30	27	1.489	20.06	
	Intermediate	3.06	18	1.211	27.42	
	Total	2.60	45	1.421		-1.973*
WE	Elementary	3.21	19	1.228	20.55	
	Intermediate	3.69	29	.806	27.09	
	Total	3.50	48	1.011		-1.947

z = Wilcoxon W,
* = p ≤ .05

Table 6.1-6
Inter-culture comparison of the strength of intention for persistence

Level	Culture	Mean	N	S.D.	Mean Rank	z
Elementary	EA	2.30	27	1.489	19.52	
	WE	3.21	19	1.228	29.16	
	Total	2.67	46	1.446		-2.546*
Intermediate	EA	3.06	18	1.211	18.11	
	WE	3.69	29	.806	27.66	
	Total	3.45	47	1.017		-2.746*

z = Wilcoxon W,
* = p ≤ .05

There is a general trend that students at a higher level of study have stronger intentions to continue their study, and this is true for students with a larger cultural/linguistic distance from Japanese. Among the four groups, East-Asian- and Western-background students at the two different levels, elementary level East-Asian students have the weakest level of intention to persist (2.30), while intermediate level Western students show the strongest intention to persist (3.69). The elementary level East-Asian students' mean is significantly lower than that of their higher level counterparts (3.06) ($z = -1.973^*$, $N = 45$, $p \leq .05$) for the intra-culture comparison. For the inter-culture comparisons, a stronger level of intention to persist is found for Western students at both levels (Elementary:

EA = 2.30, WE = 3.21; z = -2.546*, N = 46, p ≤ .05; Intermediate: EA = 3.06, WE = 3.69; z = -2.746*, N = 47, p ≤ .05). These results suggest that the larger the cultural/linguistic distance is, the more strongly students are committed to stay in their study of the language. Those students with the smallest cultural distance from Japanese and who have not experienced prior Japanese language study seem to be least committed to continue their study, and their lower level of determination seems to be a clear indicator for the termination of their study after their experience of actual study at university.

These results seem to contradict what Gulustan (1976) has stated that bilinguals are more motivated than monolinguals when learning an additional language. The result also appears to challenge Svanes' (1987) claim that the smaller the cultural/linguistic distance is, the more successful the acquisition of target language may be. A small cultural distance from the target language may, however, work differently when students study a language in a different cultural context from either their own or that of the target language. This complex learning context for East-Asian students seems to raise three points for discussion. First, they may find the target language and its culture close to their own, but their learning environment, including the educational culture, may be perceived as distant by them. If they perceive the Australian educational culture as very distant from their own, and this large distance affects their motivation negatively, the possible advantages caused by the close cultural/linguistic distance from Japanese may be overtaken by the negative effect of the distant educational culture of Australian universities. Therefore, their persistence may be poorer compared to Western-background students.

Second, East-Asian students' purposes for studying at Australian universities may need to be taken into consideration. It is assumed that in the present research context, East-Asian-Background students may be less committed to Japanese language learning than Western students. Because East-Asian students

came to Australia to study at university, it is reasonable to assume that their primary area of study is not Japanese but some other subject[9]. If they seriously desire to acquire a high level of Japanese language fluency, it would appear more appropriate to have gone to university in Japan, which would give them more learning advantages, such as more opportunities to have access to authentic Japanese language use and to encounter Japanese culture. Japan is geographically much closer to East-Asian students; nevertheless, the students came to Australia and started studying Japanese. East-Asian students at elementary level, therefore, may have taken the Japanese language course not as their primary field of study, but possibly with some expectation that they could earn a relatively easy academic credit by enrolling in a Japanese course. As a result, their perceived strength of commitment to ongoing study would be potentially weaker than other groups. The intermediate East-Asian students, however, may have developed their own interests in learning Japanese based on their previous Japanese language study, and thus, they may have a stronger commitment compared to their lower level counterparts.

Finally, East-Asian students' familiarity with and closeness to Japanese language and culture may negatively effect their expectations of study, self-efficacy, or sustaining motivation. They may believe that the Japanese language is a relatively easy subject to study based on their expectations that because of the closeness between Japanese and their culture and/or language, they have more advantages in learning Japanese compared with other subjects. This may result in an inappropriately high level of self-efficacy among East-Asian students. In their actual learning of the Japanese language for the first time at Australian tertiary institutions, they may be more likely to experience

[9] The current research result shows that among four groups of students, elementary and intermediate level students from East-Asian and Western backgrounds, the percentage of those who majored in Japanese is the lowest for elementary level East-Asian students (11.1%), while intermediate level East-Asian students have 44.4%, and Western background students at elementary and intermediate levels have 63.2% and 72.4% respectively.

unexpected difficulties in coping with the course requirements. If their expectations of advantages in learning Japanese are high, experiences of difficulty in learning the language may impact on their motivation more strongly. As a result, they may be more likely to show a lower continuation rate. The above three possible causes may be integrated into a variable "distant educational background" which negatively affects East-Asian students' sustaining motivation. As a result, they show a larger dropout compared to other groups of students.

Western students, on the other hand, are assumed to be less familiar with Japanese language and culture, but have more familiarity with the culture of Australian education. They chose the Japanese language to study, because they are, at least to some extent, interested in the Japanese language and/or culture, and this interest may be more directly linked to their stronger intentions to persist in their study than East-Asian students. The only cultural/linguistic variable affecting these students is the distance from the target language and culture.

The above considerations lead to a conclusion that the relationship between the larger cultural and linguistic distance and successful L2 learning may not be as simple a phenomenon as has been argued in previous studies, but may need to be examined case by case depending on the particular relations between learners' background, target language/culture, and the learning environments in which the acquisition occurs. Students learning a foreign language need to be considered differently from the second language learning context, because, as Dörnyei (1994a) has noted, "the social and pragmatic dimensions of second language motivation is always dependent on *who* learns *what* languages *where*" (p. 275, italics by Dörnyei). Immigrants are surrounded by the target language everyday, and they are in an information- and acquisition-rich context in terms of learning the language from the host society. In foreign language learning, on

the other hand, students may be more affected by pragmatic aspects of the language learning, including everyday-based appraisal of their language learning experience, and investment in the development and acquisition of positive attitudes towards and knowledge about the target language and its culture. In addition, the majority of East-Asian students in the current study are international students who are visiting Australia for academic purposes not directly related to their Japanese study, and hence, Japanese subjects may be an elective component of their degree. Therefore, it may be too simplistic to conclude that social (i.e., cultural and linguistic) distance solely affects students' motivation, and that motivation thoroughly determines the students' ultimate level of achieved fluency. That is to say, persistence in Japanese study may need to be discussed on the basis of the particular learning context, Japanese as a foreign language in the courses of tertiary institutions in Australia.

The above arguments will be examined in the rest of this chapter. The next section, therefore, will view motivational characteristics of students from the viewpoint of cultural/linguistic distance.

6.2 Motivational characteristics before language study & cultural/linguistic differences

To explore the motivational characteristics as they existed before the students had experienced actual language study, this section will examine the factors gathered on QB from the viewpoint of the difference in students' cultural/linguistic backgrounds. Significant results were obtained only for previous experience of Japanese language learning, and for successful or unsuccessful Japanese language study. Students' initial motivations were not found to have any statistical significance in the comparisons on the basis of students' cultural/linguistic backgrounds (see Table 6.2-1 and 6.2-2). That is, despite their differences in cultural and/or linguistic background, the students

do not have markedly different orientations towards studying Japanese as a foreign language in Australia, and thus, the kinds of initial motivation seem to have little effect on their persistence.

Table 6.2-1
Inter-culture comparison of initial motivation based on QB intention

Level	QB Intention	Cultural Bkgd.		Initial Motivation CM	PC	RR	WM	Total
Ele.	C	EA	Count	10	1	1	8	20
			% within group	50.0%	5.0%	5.0%	40.0%	100%
		WE	Count	6	0	0	11	17
			% within group	35.3%	0%	0%	64.7%	100%
		Total	Count	16	1	1	19	37
			% within group	43.2%	2.7%	2.7%	51.4%	100%
	D	EA	Count	1	0	3	3	7
			% within group	14.3%	0%	42.9%	42.9%	100%
		WE	Count	1	0	0	1	2
			% within group	50.0%	0%	0%	50.0%	100%
		Total	Count	2	0	3	4	9
			% within group	22.2%	0%	33.3%	44.4%	100%
Int.	C	EA	Count	6	2	1	7	16
			% within group	37.5%	12.5%	6.3%	43.8%	100%
		WE	Count	11	2	1	14	28
			% within group	39.3%	7.1%	3.6%	50.0%	100%
		Total	Count	17	4	2	21	44
			% within group	38.6%	9.1%	4.5%	47.7%	100%
	D	EA	Count	0	0	0	2	2
			% within group	0%	0%	0%	100%	100%
		WE	Count	0	0	0	1	1
			% within group	0%	0%	0%	100%	100%
		Total	Count	0	0	0	3	3
			% within group	0%	0%	0%	100%	100%

Chi-Square Test:
Elementary Continue: $X^2 = 3.252$, df.= 3, ns, Discontinue: $X^2 = 1.768$, df = 2, ns
Intermediate Continue: $X^2 = .574$, df = 3, ns, Discontinue: Not computed.

Table 6.2-2
Inter-culture comparison of initial motivation based on QE intention

Level	QE Intention	Cultural Bkgd.		Initial Motivation CM	PC	RR	WM	Total
Ele.	C	EA	Count	8	1	2	4	15
			% within group	53.3%	6.7%	13.3%	26.7%	100%
		WE	Count	6	0	0	9	15
			% within group	40.0%	0%	0%	60.0%	100%
		Total	Count	14	1	2	13	30
			% within group	46.7%	3.3%	6.7%	43.3%	100%
	D	EA	Count	3	0	2	7	12
			% within group	14.3%	0%	42.9%	58.3%	100%
		WE	Count	1	0	0	3	4
			% within group	25.0%	0%	0%	75.0%	100%
		Total	Count	4	0	2	10	16
			% within group	25.0%	0%	12.5%	62.5%	100%

Int.	C	EA	Count	6	2	1	7	16
			% within group	37.5%	12.5%	6.3%	43.8%	100%
		WE	Count	10	2	1	14	27
			% within group	37.0%	9.3%	4.7%	51.9%	100%
		Total	Count	16	4	2	21	43
			% within group	37.2%	9.3%	4.7%	48.8%	100%
	D	EA	Count	0	0	0	2	2
			% within group	0%	0%	0%	100%	100%
		WE	Count	1	0	0	1	2
			% within group	50.0%	0%	0%	50.0%	100%
		Total	Count	1	0	0	3	4
			% within group	25.0%	0%	0%	75.0%	100%

Chi-Square Test:

Elementary Continue: $X^2 = 5.209$, df.= 3, ns, Discontinue: $X^2 = .800$, df = 2, ns

Intermediate Continue: $X^2 = .556$, df = 3, ns, Discontinue: Fisher's Exact = 1.000, N = 4, ns.

In addition, neither the students' perceived strength of preference for languages in general nor their attitudes towards foreign languages showed any statistical significance. This means that the difference in persistence between East-Asian and Western background students found in the previous section seems to be more closely related to their Japanese learning experience prior to university and to their sustaining motivation. In the following subsections, therefore, students' Japanese language learning experiences and their perceptions of success or failure in Japanese language study prior to university will be looked at and discussed.

6.2.1 Previous Japanese language study & cultural/linguistic differences

This subsection will examine the relationship between students' persistence in Japanese and their previous experiences of Japanese study with reference to the differences in students' cultural/linguistic background. A significant result was obtained for the intention-based intra-culture comparison, the level-based intra-culture comparison, and the level-based inter-culture comparison.

Table 6.2.1-1
Intention-based intra-culture comparison of students with or without Japanese language study prior to univeristy on QB

Level	Cultural Bkgd.	QB Intention		Previous Japanese study Yes	No	Total
Ele.	EA	C	Count	12	8	20
			% within group	60.0%	40.0%	100%
		D	Count	0	7	7
			% within group	0%	100%	100%
		Total	Count	12	15	27
			% within group	44.4%	55.6%	100%
	WE	C	Count	10	7	17
			% within group	58.8%	41.2%	100%
		D	Count	0	2	2
			% within group	0%	100%	100%
		Total	Count	10	9	19
			% within group	52.6%	47.4%	100%
Int.	EA	C	Count	11	5	16
			% within group	68.8%	31.3%	100%
		D	Count	1	1	2
			% within group	50.0%	50.0%	100%
		Total	Count	12	6	18
			% within group	66.7%	33.3%	100%
	WE	C	Count	27	1	28
			% within group	96.4%	3.6%	100%
		D	Count	1	0	1
			% within group	100%	0%	100%
		Total	Count	28	1	30
			% within group	96.6%	3.4%	100%

Chi-Square Tests:

Elementary:	EA:	Fisher's Exact Significance = .008**, N = 27, p ≤ .01
	WE:	Fisher's Exact Significance = .211, N = 19, ns
Intermediate:	EA:	Fisher's Exact Significance = 1.000, N = 18, ns
	WE:	Fisher's Exact Significance = 1.000, N = 29, ns

First, the intention-based intra-culture comparison (see Table 6.2.1-1) found that at the beginning of the semester, having experienced Japanese language study before university is a significant factor relating to students' intentions to continue their study especially, for those with a smaller cultural/linguistic distance from Japanese (Fisher's Exact Test = .008**, N = 27, p ≤ .01). This suggests that East-Asian students who have studied Japanese previously may be likely to view Japanese language study as a relatively easier subject to cope with and in which to earn credit, because they have developed confidence in learning the language. However, the data from QE revealed that previous experience of Japanese learning has little effect on East-Asian students' actual

determination to persist in study after they have experienced Japanese language study for the first time at an Australian university. There is no significant result for elementary level East-Asian students between continuing and discontinuing groups (see Table 6.2.1-2). Although elementary level East-Asian students with prior experience of learning Japanese intend to continue their study at the beginning of their study at university, their determination is not strong, as has been revealed in the previous subsection; hence, they are more likely to terminate their study. Owing to their previous study of Japanese, East-Asian students may have decided to study Japanese at university; however, experiences of actual study seem to affect their decision to withdraw from study more strongly than Western students.

This finding confirms the argument made above about the impact of studying in a foreign culture. In Australia, the course content is expected to be primarily organised and directed to Australian-background students, who have been raised in the Australian education context. That is, the auxiliary language used for instruction when teaching Japanese is English, and the use of English may be expected to be more frequent at elementary level than intermediate level. Western education principles and the approach to teaching and learning sometimes have a negative effect on students raised and educated in a different educational philosophy, such the East-Asian background students (Caiger, Davies, Leigh, Orton, & Rice, 1996; Hoare, 2005; Rao, 2002). The East-Asian students at the elementary level appear to have suffered most from this gap, as they have been exposed to the way they learn in the Australian education system for the first time, because previous study in a different educational context has developed particular views of their self-efficacy which may not be accurate representations of their learning in the new learning context. Previous Japanese language study, therefore, does not seem to be a strong determinant for persistence for East-Asian students who experience third language learning in the Western style of education for the first time.

Table 6.2.1-2
Intention-based intra-culture comparison of students with or without Japanese language study prior to university on QE

Level	Cultural Bkgd.	QE Intention		Previous Japanese study Yes	No	Total
Ele.	EA	C	Count	8	7	15
			% within group	53.3%	46.7%	100%
		D	Count	4	8	12
			% within group	33.3%	66.7%	100%
		Total	Count	12	15	27
			% within group	44.4%	55.6%	100%
	WE	C	Count	10	5	15
			% within group	66.7%	33.3%	100%
		D	Count	0	4	4
			% within group	0%	100%	100%
		Total	Count	10	9	19
			% within group	52.6%	47.4%	100%
Int.	EA	C	Count	11	5	16
			% within group	68.8%	31.3%	100%
		D	Count	1	1	2
			% within group	50.0%	50.0%	100%
		Total	Count	12	6	18
			% within group	66.7%	33.3%	100%
	WE	C	Count	26	1	27
			% within group	96.3%	3.7%	100%
		D	Count	2	0	2
			% within group	100%	0%	100%
		Total	Count	28	1	30
			% within group	96.6%	3.4%	100%

Chi-Square Tests:

Elementary:	EA:	Fisher's Exact Significance = .441, N = 27, ns
	WE:	Fisher's Exact Significance = .033*, N = 19, $p \leq .05$
Intermediate:	EA:	Fisher's Exact Significance = 1.000, N = 18, ns
	WE:	Fisher's Exact Significance = 1.000, N = 29, ns

An examination of students' previous Japanese language study on QE has also revealed that experiences of studying the language prior to university may be a more important factor for students with a larger cultural/linguistic distance at the elementary level (see also Table 6.2.1-2). After students have learned the language, the Western-background students were more likely to continue to the intermediate level if they had experienced Japanese language study prior to university (Continuing students: Studied Japanese = 66.7%, No study= 33.3%; Discontinuing students: Studied Japanese = 0%, No study= 100%; Fisher's Exact Test = .033*, N = 19, $p \leq .05$).

The above results seem to indicate that when students have a distant cultural/linguistic background, previous Japanese language study may be a crucial factor for assisting them in coping with actual study, and successfully continuing to the intermediate level. As previous sections have suggested, generally speaking, when Western-background students realise the large socio-cultural and structural differences between the two languages during their study, this may have a negative impact on their persistence. A previous experience of Japanese study, however, may prepare them for their tertiary study by giving them a grasp at least of an "outline" of the language, and how they should approach their study of it. They can also be assumed to have developed a more accurate view of their self-efficacy thanks to their prior Japanese learning experience. That is, having experienced Japanese language study, and therefore having more investment in Japanese learning and appropriate self-efficacy may affect persistence positively for students who have a larger culture/linguistic difference from the target language.

The importance of investment for Western-background students is demonstrated also by the level-based intra-culture comparison (see Table 6.2.1-3). Among Western-background students who intend to continue their study, there was a much larger percentage of students who had experienced study of Japanese prior to entering university at intermediate level than at elementary level (Elementary: Studied Japanese = 58.8%, No study = 41.2%; Intermediate: Studied Japanese = 96.4%, No study = 3.6%; Fisher's Exact Test = .008**, N = 45, $p \leq .01$). This is not surprising as students at intermediate level by definition must have studied Japanese before and some students will have entered intermediate level immediately from secondary school.

Table 6.2.1-3
Level-based intra-culture comparison of students with or without Japanese language study prior to university on QB

QB Intention	Cultural Bkgd.	Level		Previous Japanese study: Yes	No	Total
Continue	EA	Ele.	Count	12	8	20
			% within group	60.0%	40.0%	100%
		Int.	Count	11	5	16
			% within group	68.8%	31.3%	100%
		Total	Count	23	13	36
			% within group	63.9%	36.1%	100%
	WE	Ele.	Count	10	7	17
			% within group	58.8%	41.2%	100%
		Int.	Count	27	1	28
			% within group	96.4%	3.6%	100%
		Total	Count	37	8	45
			% within group	82.2%	17.8%	100%
Discontinue	EA	Ele.	Count	0	7	7
			% within group	0%	100.0%	100%
		Int.	Count	1	1	2
			% within group	50.0%	50.0%	100%
		Total	Count	1	8	9
			% within group	11.1%	88.9%	100%
	WE	Ele.	Count	0	2	2
			% within group	0%	100%	100%
		Int.	Count	1	0	1
			% within group	100%	0%	100%
		Total	Count	1	2	3
			% within group	33.3%	66.7%	100%

Chi-Square Tests:

Continue:	EA:	Fisher's Exact Test = .731, N = 36, ns
	WE:	Fisher's Exact Test = .003**, N = 45, p ≤ .01
Discontinue:	EA:	Fisher's Exact Test = .222, N = 9, ns
	WE:	Fisher's Exact Test = .333, N = 3, ns

The same result was also obtained when the data were re-examined on the basis of the students' intentions on QE (see Table 6.2.1-4). The results of the continuing students with Western-background showed that intermediate level students have a much higher percentage for those who had experienced prior Japanese language study than elementary students (Elementary: Studied Japanese = 66.7%, No study = 33.3%; Intermediate: Studied Japanese = 96.3%, No study = 3.7%; Fisher's Exact Test = .016*, N = 42, p ≤ .05).

Table 6.2.1-4
Level-based intra-culture comparison of students with or without Japanese language study prior to university on QE

QE Intention	Cultural Bkgd.	Level		Previous Japanese study		
				Yes	No	Total
Continue	EA	Ele.	Count	8	7	15
			% within group	53.3%	46.7%	100%
		Int.	Count	11	5	16
			% within group	68.8%	31.3%	100%
		Total	Count	19	12	31
			% within group	61.3%	38.7%	100%
	WE	Ele.	Count	10	5	15
			% within group	66.7%	33.3%	100%
		Int.	Count	26	1	27
			% within group	96.3%	3.7%	100%
		Total	Count	36	6	42
			% within group	85.7%	14.3%	100%
Discontinue	EA	Ele.	Count	4	8	12
			% within group	33.3%	66.7%	100%
		Int.	Count	1	1	2
			% within group	50.0%	50.0%	100%
		Total	Count	5	9	14
			% within group	35.7%	64.3%	100%
	WE	Ele.	Count	0	4	4
			% within group	0%	100%	100%
		Int.	Count	2	0	2
			% within group	100%	0%	100%
		Total	Count	2	4	6
			% within group	33.3%	66.7%	100%

Chi-Square Tests:

Continue:	EA:	Fisher's Exact Test = .473, N = 31, ns
	WE:	Fisher's Exact Test = .016*, N = 42, $p \leq .05$
Discontinue:	EA:	Fisher's Exact Test = 1.000, N = 14, ns
	WE:	Fisher's Exact Test = .067, N = 6, ns

The last category, the inter-cultural comparison, also found a significant result which revealed a positive effect of previous Japanese language study on students with a larger cultural/linguistic distance in terms of their persistence in Japanese study (see Table 6.2.1-5). Compared to those with East-Asian backgrounds, Western-background students who intend to continue their study at intermediate level have a larger percentage of subjects having studied Japanese before coming to university (EA: Studied Japanese = 68.8%, No study = 31.3%; WE: Studied Japanese = 96.4%, No study = 3.6%; Fisher's Exact Test = .018*, N = 44, $p \leq .05$). The same result was also obtained for the QE-based analysis (see Table 6.2.1-6). These findings seem to further support the

previously stated conclusion about the importance of previous investment in Japanese language learning for Western-background students.

This conclusion indicates that previous investment affects Western-background students' persistence by providing them with some insights into their learning, including the possession of high and accurate self-efficacy, for those who do not share a cultural and linguistic background with Japanese. This inter-cultural difference is not found at elementary level, so having invested in Japanese language study prior to university seems to have some significant meaning for students with Western-backgrounds. This experience of having invested in the acquisition of Japanese language skills and knowledge may work more effectively for the students' coping with the negative impact that they are likely to experience during the early stages of their study which results from the larger cultural and/or linguistic difference between their languages and Japanese.

Table 6.2.1-5
Inter-culture comparison of students with or without Japanese language study prior to university on QB

Level	QB Intention	Cultural Bkgd.		Previous Japanese study Yes	No	Total
Ele.	C	EA	Count	12	8	20
			% within group	60.0%	40.0%	100%
		WE	Count	10	7	17
			% within group	58.8%	41.2%	100%
		Total	Count	22	15	37
			% within group	59.5%	40.5%	100%
	D	EA	Count	0	7	7
			% within group	0%	100%	100%
		WE	Count	0	2	2
			% within group	0%	100%	100%
		Total	Count	0	9	9
			% within group	0%	100%	100%
Int.	C	EA	Count	11	5	16
			% within group	68.8%	31.3%	100%
		WE	Count	27	1	28
			% within group	96.4%	3.6%	100%
		Total	Count	38	6	44
			% within group	86.4%	13.6%	100%
	D	EA	Count	1	1	2
			% within group	50.0%	50.0%	100%
		WE	Count	1	0	1

		% within group	100%	0%	100%
	Total	Count	2	1	3
		% within group	66.7%	33.3%	100%

Chi-Square Tests:

Elementary: Continue: Fisher's Exact Test = 1.000, N = 37, ns
Discontinue: Not computed.

Intermediate: Continue: Fisher's Exact Test = .018*, N = 44, p ≤ .05
Discontinue: Fisher's Exact Test = .1.000, N = 3, ns

Table 6.2.1-6
Inter-culture comparison of students with or without Japanese language study prior to university on QE

Level	QE Intention	Cultural Bkgd.		Previous Japanese study Yes	No	Total
Ele.	C	EA	Count	8	7	15
			% within group	53.3%	46.7%	100%
		WE	Count	10	5	15
			% within group	66.7%	33.3%	100%
		Total	Count	18	12	30
			% within group	60.0%	40.0%	100%
	D	EA	Count	4	8	12
			% within group	33.3%	66.7%	100%
		WE	Count	0	4	4
			% within group	0%	100%	100%
		Total	Count	4	12	16
			% within group	25.0%	75.0%	100%
Int.	C	EA	Count	11	5	16
			% within group	68.8%	31.3%	100%
		WE	Count	26	1	27
			% within group	96.3%	3.7%	100%
		Total	Count	37	6	43
			% within group	86.0%	14.0%	100%
	D	EA	Count	1	1	2
			% within group	50.0%	50.0%	100%
		WE	Count	2	0	2
			% within group	100%	0%	100%
		Total	Count	3	1	4
			% within group	75.0%	25.0%	100%

Chi-Square Tests:

Elementary: Continue: Fisher's Exact Test = .710, N = 30, ns
Discontinue: Fisher's Exact Test = .516, N =16, ns

Intermediate: Continue: Fisher's Exact Test = .021*, N = 43, p ≤ .05
Discontinue: Fisher's Exact Test = .1.000, N = 4, ns

On the other hand, the examination above suggests that for East-Asian-background students, who may benefit from having cultural and/or linguistic similarities with Japanese, their previous experience of Japanese study may have less impact on their decision for continuing their study compared to Western-background students. For East-Asian students, the gap between the

education style in Australia and their own countries seems to have a more severe impact on their persistence. Their previous language learning prepares them less well for their learning in Australia. The next subsection will examine the effect of students' perceptions of their previous Japanese language study on persistence in their current Japanese language study.

6.2.2 Previous success in Japanese language study & cultural/linguistic differences

Re-examination of students' perceptions of previous experiences of success (or failure) in Japanese language study from the viewpoint of the difference in students' cultural/linguistic background reveals a positive effect of such experiences on persistence, especially for the students with a larger cultural and/or linguistic distance from Japanese. A significant result was obtained in inter-culture and level-based intra-culture comparisons.

First, in the inter-culture comparison, statistical significance was found for continuing students at intermediate level (see Table 6.2.2-1). Students with a Western background have a larger percentage of those who perceive their previous Japanese language study as successful, than those with an East-Asian background (Success: EA = 37.5%, WE = 75.0%; $X^2 = 9.585^*$, df = 3, $p \leq .05$).

Table 6.2.2-1
Inter-culture comparison of students with successful/unsuccessful Japanese language study prior to university on QB

QB Intention	Level	Cultural Bkgd.		Success in Japanese study N.S.	N.K.	Suc.	U.S.	Total
C	Ele	EA	Count	3	8	7	2	20
			% within group	15.0%	40.0%	35.0%	10.0%	100%
		WE	Count	4	7	6	0	17
			% within group	23.5%	41.2%	35.3%	4.2%	100%
		Total	Count	7	15	13	2	37
			% within group	18.9%	40.5%	35.1%	5.4%	100%
	Int	EA	Count	2	5	6	3	16
			% within group	12.5%	31.3%	37.5%	18.8%	100%
		WE	Count	4	1	21	2	28
			% within group	14.3%	3.6%	75.0%	7.1%	100%
		Total	Count	6	6	27	5	44
			% within group	13.6%	13.6%	61.4%	11.4%	100%

D	Ele	EA	Count		7			7
			% within group		100%			100%
		WE	Count		2			2
			% within group		100%			100%
		Total	Count		9			9
			% within group		100%			100%
	WE	KB	Count			1	1	2
			% within group			50.0%	50.0%	100%
		NKB	Count			1		1
			% within group			100%		100%
		Total	Count			2	1	3
			% within group			66.7%	33.3%	100%

N.S. = Not studied Japanese, N.K. = Do not know, Suc. = Successful in Japanese study, U.S. = Unsuccessful in Japanese study

Chi-Square Tests:

Continue: Ele: $X^2 = 2.057$, df = 3, ns

Int: $X^2 = 9.285$*, df = 3, $p \leq .05$

Discontinue: Ele: Not computed

Int.: Fisher's Exact Test = .1.000, N = 3, ns

Table 6.2.2-2

Inter-culture comparison of students with successful/unsuccessful Japanese language study prior to university on QE

QE		Cultural		Success in Japanese study				
Intention	Level	Bkgd.		N.S.	N.K.	Suc.	U.S.	Total
C	Ele	EA	Count	2	7	5	1	15
			% within group	13.3%	46.7%	33.3%	6.7%	100%
		WE	Count	4	5	6	0	15
			% within group	26.7%	33.3%	40.0%	0%	100%
		Total	Count	6	12	11	1	30
			% within group	20.0%	40.0%	36.7%	8.3%	100%
	Int	EA	Count	2	5	6	3	16
			% within group	12.5%	31.3%	37.5%	18.8%	100%
		WE	Count	4	1	20	2	27
			% within group	14.8%	3.7%	74.1%	7.4%	100%
		Total	Count	6	6	26	5	43
			% within group	14.0%	14.0%	60.5%	11.6%	100%
D	Ele	EA	Count	1	8	2	1	12
			% within group	8.3%	66.7%	16.7%	8.3%	100%
		WE	Count	0	4	0	0	4
			% within group	0%	100%	0%	0%	100%
		Total	Count	1	12	2	1	16
			% within group	6.3%	75.0%	12.5%	6.3%	100%
	Int.	EA	Count	0	0	1	1	2
			% within group	0%	0%	50.0%	50.0%	100%
		WE	Count	0	0	2	0	2
			% within group	0%	0%	100%	0%	100%
		Total	Count	0	0	3	1	4
			% within group	0%	0%	75.0%	25.0%	100%

N.S. = Not studied Japanese, N.K. = Do not know, Suc. = Successful in Japanese study, U.S. = Unsuccessful in Japanese study

Chi-Square Tests:

Continue: Ele: $X^2 = 2.091$, df = 3, ns

Int: $X^2 = 8.836$*, df = 3, $p \leq .05$

Discontinue: Ele: $X^2 = 1.778$, df = 3, ns

Int.: Fisher's Exact Test = .1.000, N = 4, ns

A high percentage of students who had experienced success in their previous Japanese language study among the Western-background students is also obtained in the inter-culture comparison based on their intentions on QE (see Table 6.2.2-2 above). Western-background students who intend to continue at intermediate level have a much higher percentage who perceive their previous Japanese language study as successful (Success: EA = 37.5%, WE = 74.1%; X^2 = 9.836*, df = 3, $p \leq .05$). This indicates that a positive perception of previous Japanese language study may be a more important determinant for persistence for students who have a larger cultural/linguistic distance. Having an experience of studying Japanese was found to be more important for Western-background students in the previous subsection, but it seems not only having experienced Japanese language study before, but also having a positive appraisal of their study may more strongly affect these students' sustaining motivations, and thus, continuation of their current study. That is, a larger cultural and/or linguistic distance may affect the way students appraise their own learning experiences, and eventually affect their persistence positively. In contrast, East-Asian students at intermediate level have a large percentage (31.3%) for "Do not know", while Western students have only 3.7 percent. East-Asian students seem to be less confident or certain about their success in previous Japanese language study. These results appear to indicate that the different cultural/linguistic distances relate to students' perceptions of their success/failure in their previous study of Japanese.

It appears that, depending on students' different cultural/linguistic backgrounds, they understand their Japanese study in a different way. Compared to Western-background students, Korean and Chinese students have more shared linguistic and cultural knowledge with Japanese, and they may therefore have an inappropriately high self-efficacy (see Wen, 1997), and thus, they underestimate the difficulty of learning Japanese. Due to this, East-Asian-

background students may not be satisfied with or appreciate a small amount progress in their language learning. Western-background students, on the other hand, may tend to perceive even a small improvement in their Japanese skills as satisfactory progress because they may expect it much more difficult to learn Japanese, which is regarded as a "distant" language from their first languages. That is, even if they make the same level of improvement, Western-background students may tend to appraise the learning a "success", while East-Asian students may be prone to regard it as not a "success" or be less certain of their success. Because of the larger cultural/linguistic distance, more Western-background students showed a positive appraisal of their previous Japanese language study, and their perceived successful Japanese learning affected positively their persistence in the present study of Japanese.

In addition, Western students who perceived their previous Japanese language study as successful may be likely to develop positive attitudes towards Japanese language and culture, and self-confidence in coping with the actual study of the language. That is, Western-background students may benefit from an interacting set of factors which appear to affect their motivation to continue their language study. As has been mentioned in section 3.1, three participating universities' Japanese courses encourage the development of students' communicative skills by introducing communicative tasks. The approach and tasks utilised in the courses may let Western-background students fell more comfortable compared to Eastern-background students as Hoare (2005) and Rao (2002) have claimed. They obtain more appropriate self-efficacy that is an appropriate level of expectation for their improvement from their prior investment in Japanese language study. They also appraise their previous learning more positively, and thus, are more prepared for what is happening in actual Japanese language study. These factors are integrated into their sustaining motivation, which may help the Western-background students become independent, self-contented, autonomous learners of the Japanese

language. Given this, a large cultural/linguistic distance may work effectively for persistence in learning a foreign language provided that adequate information about the target language and culture is given, and students can develop appropriate attitudes towards and an accurately high level of self-efficacy for their learning of Japanese.

The next comparison, the level-based intra-culture comparison also provided a significant result (see Table 6.2.2-3). Among continuing Western-background students, intermediate students show a higher percentage (75.0%) than elementary students (35.3%) of having perceived their previous Japanese language study as successful ($\chi^2 = 9.285^*$, df = 3, $p \leq .05$). This means that, for students who have a distant cultural/linguistic background from Japanese, perceiving their previous Japanese language study positively may have a strong impact on their continuing their study to the intermediate level. This tendency among Western students was also found in their intentions based on QE after they have had an experience of university Japanese study (see Table 6.2.2-4). Intermediate students again have a higher percentage (74.1%) of having perceived their previous Japanese language study as successful compared to elementary students (40.0%) ($\chi^2 = 9.557^*$, df = 3, $p \leq .05$).

Table 6.2.2-3
Level-based intra-culture comparison of students with successful/unsuccessful Japanese language study prior to university on QB

QB	Cultural			Success in Japanese study				
Intention	Bkgd	Level		N.S.	N.K.	Suc.	U.S.	Total
C	EA	Ele	Count	3	8	7	2	20
			% within group	15.0%	40.0%	35.0%	10.0%	100%
		Int	Count	2	5	6	3	16
			% within group	12.5%	31.3%	37.5%	18.8%	100%
		Total	Count	5	13	13	5	36
			% within group	13.9%	36.1%	36.1%	13.9%	100%
	WE	Ele	Count	4	7	6	0	17
			% within group	23.5%	41.2%	35.3%	0%	100%
		Int	Count	4	1	21	2	28
			% within group	14.3%	3.6%	75.0%	7.1%	100%
		Total	Count	8	8	27	2	45
			% within group	17.8%	17.8%	60.0%	4.4%	100%
D	EA	Ele	Count	0	7	0	0	7

			% within group	0%	100%	0%	0%	100%
		Int	Count	0	0	1	1	2
			% within group	0%	0%	50.0%	50.0%	100%
		Total	Count	0	7	1	1	9
			% within group	0%	77.8%	11.1%	11.1%	100%
	WE	Ele	Count	0	2	0	0	2
			% within group	0%	100%	0%	0%	100%
		Int	Count	0	0	1	0	1
			% within group	0%	0%	100%	0%	100%
		Total	Count	0	2	1	0	3
			% within group	0%	66.7%	33.3%	0%	100%

N.S. = Not studied Japanese, N.K. = Do not know, Suc. = Successful in Japanese study, U.S. = Unsuccessful in Japanese study

Chi-Square Tests:

Continue:	EA:	$X^2 = .734$, df = 3, ns
	WE:	$X^2 = 12.916^{**}$, df = 3, $p \leq .01$
Discontinue:	EA:	$X^2 = 9.000^{*}$, df = 2, $p \leq .05$
	WE:	Fisher's Exact Test = .333, N = 3, ns

Table 6.2.2-4

Level-based intra-culture comparison of students with successful/unsuccessful Japanese language study prior to university on QE

QE	Cultural			Success in Japanese study				
Intention	Bkgd	Level		N.S.	N.K.	Suc.	U.S.	Total
C	EA	Ele	Count	2	7	5	1	15
			% within group	13.3%	46.7%	33.3%	6.7%	100%
		Int	Count	2	5	6	3	16
			% within group	12.9%	38.7%	35.5%	18.8%	100%
		Total	Count	4	12	11	4	31
			% within group	12.9%	38.7%	35.5%	12.9%	100%
	WE	Ele	Count	4	5	6	0	15
			% within group	26.7%	33.3%	40.0%	0%	100%
		Int	Count	4	1	20	2	27
			% within group	14.8%	3.7%	74.1%	7.4%	100%
		Total	Count	8	6	26	2	42
			% within group	19.0%	14.3%	61.9%	4.8%	100%
D	EA	Ele	Count	1	8	2	1	12
			% within group	8.3%	66.7%	16.7%	8.3%	100%
		Int	Count	0	0	1	1	2
			% within group	0%	0%	50.0%	50.0%	100%
		Total	Count	1	8	3	2	14
			% within group	7.1%	57.1%	21.4%	14.3%	100%
	WE	Ele	Count	0	4	0	0	4
			% within group	0%	100%	0%	0%	100%
		Int	Count	0	0	2	0	2
			% within group	0%	0%	100%	0%	100%
		Total	Count	0	4	2	0	6
			% within group	0%	66.7%	33.3%	0%	100%

N.S. = Not studied Japanese, N.K. = Do not know, Suc. = Successful in Japanese study, U.S. = Unsuccessful in Japanese study

Chi-Square Tests:

Continue:	EA:	$X^2 = .734$, df = 3, ns
	WE:	$X^2 = 12.916^{**}$, df = 3, $p \leq .01$
Discontinue:	EA:	$X^2 = 9.000^{*}$, df = 2, $p \leq .05$
	WE:	Fisher's Exact Test = .333, N = 3, ns

After students have studied Japanese in a university course, about three quarters of continuing Western students had perceived their previous Japanese study "successful", which is nearly 35 percent higher than that of their elementary level counterparts. Why do students with a larger cultural/linguistic distance to Japanese tend to report positive Japanese language learning experiences as they advance to a higher level of study, and why does this positive perception seem to be connected to their persistence in their study of Japanese? Answering these questions needs to consider the current research context, in which students are learning Japanese as a foreign language at universities in Australia. Western-background students who study Japanese only as subject at university tend to have relatively less information and knowledge about Japanese cultural and linguistic characteristics compared to East-Asian students, and thus, their fundamental impression of Japanese language and its culture can be assumed to be based on what they have obtained through their personal experiences and/or what they learned in their previous study at school. Because they rely on their learned knowledge, their sustaining motivation may depend more on their appraisal of their learning experiences, and a positive appraisal of their own learning may directly affect the persistence in their study of Japanese as a foreign language. Students' previous learning experiences can, therefore, be a factor which affects the learners' psychological distance to the target language and culture, and their positive appraisal may help the learners develop closeness or openness to the target culture, which is more likely to result in the development of intrinsic motivation, and as a result, persistence. East-Asian-background students, however, may expect to use more of their knowledge of their own language and culture, and appraise their learning less highly when their gains are limited.

This subsection has focused on students' perceptions of their previous Japanese language study and its impact on their persistence depending on the

cultural/linguistic distance that students have. The results revealed that there is a closer relationship between the positive appraisal of previous Japanese language study and persistence in current study of Japanese among the students with a larger cultural/linguistic distance from Japanese. Taking the learning context of Japanese as a foreign language into consideration, having Japanese learning experience, and especially an experience which is positively appraised, seem to be one of the determinants for persistence for students who have a distant cultural/linguistic background from Japanese. The next section will examine external support from the viewpoint of cultural/linguistic distance.

6.3 Motivational characteristics during/at the end of study & cultural /linguistic differences

This section will examine the primary factors related to sustaining motivation, which include parental support, and perceived strength of interest in cultural aspects. As the data set is extremely large, only statistically significant findings will be presented and discussed.

6.3.1 Parental support & cultural/linguistic differences

Parental support was re-analysed from the viewpoint of students' cultural/linguistic differences. Statistically significant results were obtained on QB data for the inter-culture comparison, and the repeated measures test.

Wilcoxon Rank-Sum Tests for the inter-culture comparison on QB found that among continuing students at intermediate level, Western-background students had a significantly higher mean (3.18) than those with a smaller cultural distance (2.44) ($z = -2.227^*$, $N = 44$, $p \leq .05$) (see Table 6.3.1-1). This may suggest that having parental support may be more important for students with a distant cultural/linguistic background from Japanese to remain in their study to

intermediate level when learning the language in a foreign language learning environment. The presence of positive attitudes towards the study of Japanese in the family may play a more important role for persistence in the particular case of Western-background students studying Japanese in Australia.

Table 6.3.1-1
Inter-culture comparison for family support on QB

Level	QB Intention	Cultural Bkgd.	Mean	N	S.D.
Elementary	Continue	EA	2.60	20	1.353
		WE	2.65	17	1.169
	Discontinue	EA	2.29	7	1.704
		WE	1.59	2	2.121
Intermediate	Continue	EA	**2.44**	16	1.315
		WE	**3.18**	28	.772
	Discontinue	EA	1.50	2	2.121
		WE	3.00	1	-

S.D. = Standard Deviation
Wilcoxon Rank Sums Tests:
Elementary: Continue: Exact Test = .988, N = 37, ns
Discontinue: Exact Test = .667, N = 9, ns
Intermediate: Continue: z = -2.227*, N = 44, $p \leq .05$
Discontinue: Exact Test = .667, N = 3, ns

For East-Asian-background students, on the other hand, parental support may be less relevant than for Western students, probably because their primary reason for having come to Australia is not typically to study Japanese and acquire a high proficiency in it. Their parents may have sent them to Australia so they can obtain Australian tertiary qualification and the relevant language dimension of their study would be English and so perceptions of parental support for language learning are more likely to relate to English language learning. This may be why East-Asian students showed a weaker mean in parental support than Western-background students.

However, an examination of the data on QE did not show a similar result as on QB. There is no significant difference in the perceived strength of parental support between East-Asian and Western students. That is, the effect of parental support on persistence for Western-background students may be weaker than their appraisal of current learning. Their sustaining motivation

may be more strongly affected by what they actually encounter while they learn Japanese, and their decision to persist in (or terminate) their study may be determined by other factors, including the negative impact of the study or the development of cultural/linguistic interests through learning the language.

The above discussion about the limited impact of parental support for Western-background students' persistence was further supported by the results of the repeated measures test (see Table 6.3.1-2). The mean score for the Western-background students at intermediate level was 3.17 on QB but was lowered to 2.38 on QE. Wilcoxon Matched-Pair Signed Ranks Tests revealed the result significant ($z = -3.218^*$, $N = 29$, $p \leq .05$). This suggests that the perceived strength of parental support for Western-background students may affect their persistence only indirectly. Even though they do not receive support from parents (i.e., encouragement to study harder, support in coping with their study problems), their decision to stay in their study may be made on the basis of how they perceive the immediate factors related to actual learning of Japanese, such as realisations of progress in fluency, the level of satisfaction with the course, and the learning atmosphere in the class. In other words, parental support may have some role to play in encouraging learners with a distant cultural/linguistic background from Japanese to embark on and intend to stay in their study to some extent, but their perception of current learning and results of their study might be factors more affecting their final decision for continuation or termination of their study. East-Asian students, on the other hand, show a relatively weaker level of perception of parental support than Western students, though the difference is not significant. There appears to be no significant effect of parental support on persistence in the three comparisons.

Table 6.3.1-2
Support from family on QB & QE by cultural/linguistic difference

Level	Cultural Bkgd.	QB			QE		
		Mean	N	S.D.	Mean	N	S.D.
Ele.	EA	2.52	27	1.424	2.07	27	1.662
	WE	2.53	19	1.264	2.00	19	1.633
Int.	EA	2.33	18	1.372	2.11	18	1.779
	WE	**3.17**	**29**	**.759**	**2.38**	**29**	**1.321**

S.D. = Standard Deviation
Wilcoxon Matched-Pair Signed Ranks Tests:
Elementary: EA: z = -1.094, N = 27, ns WE: z = -1.447, N = 19, ns
Intermediate: EA: z = -.603, N = 18, ns WE: z = -3.218*, N = 29, p ≤ .05

This subsection has examined the effect of parental support on students' persistence in their study from the viewpoint of cultural/linguistic distance from Japanese. Parental support may be an important factor for students from Western backgrounds as it can create a general positive learning environment for learning the Japanese language at university. However, the perceived strength of support during their actual learning does not seem to affect their persistence as strongly as other factors relating to sustaining motivation. That is, parental support may be a secondary factor for persistence, and only indirectly affect Western-background students.

Students with an East-Asian background, on the other hand, may not be strongly affected by parental support. As has been noted, their parents may not be concerned with their Japanese study, considering the fact that the students came to Australia to study for purpose which relates to Australia and English rather than Japan and Japanese. Above all, parental support seems to play only a minor role in terms of persistence in Japanese language study in Australia.

6.3.2 Interest in cultural aspects & cultural/linguistic differences

Students' perceived strength of interest in five different aspects of Japanese culture; *culture, society, people, language* and *business*, was re-analysed on the basis of the difference in students' cultural/linguistic backgrounds. Due to the

large amount of data regarding these factors, only the results which have statistical significance will be presented and discussed.

Overall, there are statistically significant results showing that Western-background students have stronger cultural interests compared to East-Asian students. The results seem to indicate that the effects of investment in Japanese language study are likely to apply more strongly to students with a distant cultural/linguistic background from Japanese, who showed a more prominent development of intrinsic cultural interests, which positively affected their continuation in study.

First, the results on QB will be focused on. There are two significant results, both of which are related to the high mean scores of Western-background students at intermediate level. The level-based intra-culture comparison showed two significant results (see Table 6.3.2-1, highlighted in blue). Among continuing Western-background students, intermediate students have a higher mean for *culture* and *people*. For *culture*, elementary students have a mean of 3.12, while intermediate level students have 3.46 ($z = -2.077^*$, $N = 45$, $p \leq .05$), and for *people*, elementary level students have a mean of 3.12, and intermediate level students a higher mean of 3.46 ($z = -2.105^*$, $N = 45$, $p \leq .05$). Even before the start of actual study, a larger investment in Japanese language study seems to positively affect students with a larger cultural/linguistic distance, and the perceived strength of interest in some cultural aspects of Japan appears to differentiate them according to their level of study. That is, the development of cultural interests in Japanese may be a more important factor for persistence, especially among students who have a more distant cultural/linguistic background from Japanese.

Table 6.3.2-1
Level-based intra-culture comparison of interest in cultural aspects on QB

QB Intention	Cultural Bkgd.	Level		Cultural aspects				
				Culture	Society	People	Language	Business
C	EA	Ele.	Mean	2.85	2.48	2.70	3.40	2.35
			N	20	20	20	20	20
			S.D.	.813	1.230	1.081	.598	1.268
		Int.	Mean	3.06	2.56	3.13	3.44	2.88
			N	16	16	16	16	16
			S.D.	.929	1.365	.500	.629	.885
	WE	Ele.	Mean	**3.12**	2.88	**3.12**	3.59	2.41
			N	17	17	17	17	17
			S.D.	.485	.928	.485	.618	1.326
		Int.	Mean	**3.46**	2.86	**3.46**	3.64	2.46
			N	28	28	28	28	28
			S.D.	.576	.803	.508	.488	1.201
D	EA	Ele.	Mean	3.14	3.14	2.71	2.86	2.57
			N	7	7	7	7	7
			S.D.	.690	.690	1.254	.900	1.272
		Int.	Mean	3.50	3.50	3.50	3.50	3.50
			N	2	2	2	2	2
			S.D.	.707	.707	.707	.707	.707
	WE	Ele.	Mean	1.50	2.50	2.50	3.00	1.50
			N	2	2	2	2	2
			S.D.	2.121	.707	.707	1.414	2.121
		Int.	Mean	4.00	3.00	4.00	3.00	4.00
			N	1	1	1	1	1
			S.D.	-	-	-	-	-

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Continue: WE: "Culture" z = -2.077*, N = 45, p ≤ .05
"People" z = -2.105*, N = 45, p ≤ .05

Table 6.3.2-2
Inter-culture comparison of interest in cultural aspects on QB

Level	QB Intention	Cultural Bkgd.		Cultural aspects				
				Culture	Society	People	Language	Business
Ele.	C	EA	Mean	2.85	2.48	2.70	3.40	2.35
			N	20	20	20	20	20
			S.D.	.813	1.230	1.081	.598	1.268
		WE	Mean	3.12	2.88	3.12	3.59	2.41
			N	17	17	17	17	17
			S.D.	485	.928	.485	.618	1.326
	D	EA	Mean	3.14	3.14	2.71	2.86	2.57
			N	7	7	7	7	7
			S.D.	.690	.690	1.254	900	1.272
		WE	Mean	1.50	2.50	2.50	3.00	1.50
			N	2	2	2	2	2
			S.D.	2.121	.707	.707	1.414	2.121
Int.	C.	EA	Mean	3.06	2.56	**3.13**	3.44	2.88
			N	16	16	16	16	16
			S.D.	.929	1.365	.500	.629	.885
		WE	Mean	3.46	2.86	**3.46**	3.64	2.46
			N	28	28	28	28	28
			S.D.	.576	.803	.508	.488	1.201
	D	EA	Mean	3.50	3.50	3.50	3.50	3.50
			N	2	2	2	2	2

		S.D.	.707	.707	.707	.707	.707
	WE	Mean	4.00	3.00	4.00	3.00	4.00
		N	1	1	1	1	1
		S.D.	-	-	-	-	-

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Intermediate: Continue: "people" z = -1.997*, N = 44, p ≤ .05

The stronger effect of the development of cultural interests on Western-background students' persistence in their study was further supported by significant results found in the inter-culture comparison (see Table 6.3.2-2, highlighted in blue). Although it is not statistically significant, there is an apparent trend in the means of continuing students between East-Asian and Western cultural/linguistic backgrounds. Students with a larger cultural/linguistic distance from Japanese seem to be more likely to have stronger interests in Japanese cultural aspects. However, among the five aspects tested, only the difference for *people* was significantly large (EA = 3.13, WE = 3.46, z = -1.997*, N = 44, p ≤ .05). These results seem to indicate that interest in Japanese language and culture may be less important for East-Asian students persisting in their study. East-Asian students' weaker interests may be related to their learning environment, in which Japanese language is learnt as a third language in a foreign language context in Australia. As for Western-background students, cultural/linguistic interests in Japanese seem to show two important dimensions. One is that developing stronger cultural/linguistic interests in Japanese while learning Japanese may have some positive relationship with continuation of study. Second, this positive effect of investment may more appropriately apply to situations in which learning occurs in a foreign language learning context.

With regard to the weaker cultural interests among East-Asian students, their primary academic interest may not be in learning Japanese as has been noted. With regard to Japanese language study, they may not feel that they need to

spontaneously avail themselves of opportunities to access Japanese language and culture as strongly as Western students do, since they tend to view themselves advantaged thanks to the cultural/linguistic proximity. The two dimensions: the purpose of their study in Australia not being primarily learning the Japanese language and the presupposition of knowing Japan and its culture, may affect their attitudes towards Japanese culture and language negatively, and may cause them not to develop their interest in Japanese culture/language as strongly as Western students. That is, foreign language learning in the second language educational context as East-Asian students are in may be a disadvantage for developing interests in target language and culture, and as a result, for persistence and successful learning of the language.

Regarding Western-background students' development of stronger cultural interests, the previous subsections have revealed that more Western-background students had experienced Japanese language study prior to university, and also more of them had perceived their previous study as successful, compared to East-Asian students. Therefore, it may be concluded that Western students' positive evaluation of their previous learning experience is related to their development of stronger cultural/linguistic interests. That is to say, investment in learning the Japanese language, and presumably the resultant development of cultural knowledge and linguistic skills, may directly motivate Western-background students to develop an intrinsic cultural/linguistic interest in Japanese. The interest developed, then, encourages them to further their investment. As a result, they become more predisposed to continue their study, as was verified in section 6.1 where Western-background students constantly showed much higher continuation rates than East-Asian students on both QB and QE. Because Western-background students have limited access to and less familiarity with Japanese compared to East-Asian students, Western-background students' motives for studying Japanese may be primarily based on what they learned through the previous Japanese language

study at school. Given this, once they find that the study of the language will bring them more interest in the language and culture, they may be continuously motivated to further their study. This may be a positive cycle of the cause-and-effect of investment in learning Japanese, development of cultural/linguistic intrinsic motives, and persistence in study.

The above-mentioned positive cycle may, then, have a closer relation with the learning environment, Japanese studied by students with a distant cultural/linguistic background as a foreign language in Australia. In order for Western-background students to concentrate on their study and to appreciate their progress in Japanese knowledge and skills, they may need to focus on what they learn in the language courses they are in. Because the foreign language learning environment provides them with less access to Japanese language and culture compared to East-Asian students living closer to Japan, Western students' intellectual curiosity stimulated through their investment in learning Japanese may need to be addressed within language courses, or through opportunities that each individual learner may encounter, such as finding a Japanese friend, and/or travelling to Japan. In addition, Western-background students are learning the language in a culturally familiar educational context; and hence, negative reaction to the teaching methods employed, the teacher's teaching style or the assessment would not be as expected.

The above argument is further supported by the results on QE, where the Western students' stronger interests in Japanese cultural aspects were also found. Even after students have experienced actual study, Western-background students generally showed a stronger interest in Japanese cultural aspects, though not every result is statistically significant. Significant results were found in the intention-based intra-culture comparison (Table 6.3.2-3) and the inter-culture comparison (Table 6.3.2-4).

First, the intention-based intra-culture comparison found that among intermediate Western-background students, continuing students have a much higher mean (3.04) than discontinuing students (1.50) in their interest in Japanese *society* (Exact significance = .020*, N = 29, $p \leq .05$). This may suggest that the immediate development of cultural interests among students with Western backgrounds during their current learning is important for their persistence. This conclusion is also supported by the results of the inter-culture comparison. The result again shows a general tendency for continuing Western-background students to have a stronger interest in every aspect of culture tested than East-Asian-background students at intermediate level, but significant result was found only for interest in *society* (EA = 2.38, WE = 3.04; z = -2.459*, N = 43, $p \leq .05$). After they have experienced their current Japanese course at university, the continuing Western-background students show the strongest cultural/linguistic interests. This may be a clear indication of the positive cause-and-effect relationship between investment in Japanese learning and development of Japanese cultural/linguistic interests which drives them to further their learning in Japanese courses at university.

Table 6.3.2-3
Intention-based intra-culture comparison of interest in cultural aspects on QE

Level	Cultural Bkgd.	QB Intention		Cultural aspects				
				Culture	Society	People	Language	Business
Ele.	EA	C	Mean	3.20	2.33	3.07	3.27	1.33
			N	15	15	15	15	15
			S.D.	561	1.345	.961	1.033	1.718
		D	Mean	2.42	1.75	2.75	2.42	1.83
			N	12	12	12	12	12
			S.D.	1.311	1.658	1.138	1.564	1.697
	WE	C	Mean	3.33	3.00	3.20	3.33	2.53
			N	15	15	15	15	15
			S.D.	.488	1.000	.561	.617	1.187
		D	Mean	3.00	1.50	3.00	2.50	1.75
			N	4	4	4	4	4
			S.D.	.000	1.732	.000	.577	1.258
Int.	EA	C	Mean	3.06	2.38	3.00	3.25	1.81
			N	16	16	16	16	16
			S.D.	.929	1.204	.894	1.065	1.328
		D	Mean	3.00	3.00	3.00	3.00	3.50
			N	2	2	2	2	2

			S.D.	.000	.000	.000	.000	.707
	WE	C	Mean	3.37	**3.04**	3.26	3.30	1.89
			N	27	27	27	27	27
			S.D.	.839	.706	.813	.823	1.553
		D	Mean	1.50	**1.50**	3.00	2.50	2.00
			N	2	2	2	2	2
			S.D.	2.121	.707	1.414	.707	2.828

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Intermediate: WE: "Society" Exact Test = .020*, N = 29, p ≤ .05

Table 6.3.2-4
Inter-culture comparison of interest in cultural aspects on QE

	QE	Cultural		Cultural aspects				
Level	Intention	Bkgd.		Culture	Society	People	Language	Business
Ele.	C	EA	Mean	3.20	2.33	3.07	3.27	1.33
			N	15	15	15	15	15
			S.D.	.561	1.345	.961	1.033	1.718
		WE	Mean	3.33	3.00	3.20	3.33	2.53
			N	15	15	15	15	15
			S.D.	.488	1.000	.561	.617	1.187
	D	EA	Mean	2.42	1.75	2.75	2.42	1.83
			N	12	12	12	12	12
			S.D.	1.311	1.658	1.138	1.564	1.697
		WE	Mean	3.00	1.50	3.00	2.50	1.75
			N	4	4	4	4	4
			S.D.	.000	1.732	.000	.577	1.258
Int.	C.	EA	Mean	3.06	**2.38**	3.00	3.25	1.81
			N	16	16	16	16	16
			S.D.	.929	1.204	.894	1.065	1.328
		WE	Mean	3.37	**3.04**	3.26	3.30	1.89
			N	27	27	27	27	27
			S.D.	.839	.706	.813	.823	1.553
	D	EA	Mean	3.00	3.00	3.00	3.00	3.50
			N	2	2	2	2	2
			S.D.	.000	.000	.000	.000	.707
		WE	Mean	1.50	1.50	3.00	2.50	2.00
			N	2	2	2	2	2
			S.D.	2.121	.707	1.414	.707	2.828

S.D. = Standard Deviation
Wilcoxon W: Significant results only
Intermediate: Continue: "society" z = -2.459*, N = 43, p ≤ .05

Finally, results from Wilcoxon Matched-Pair Signed Ranks Tests also had statistical significance for *language* and *business*. (see Table 6.3.2-5 and Table 6.3.2-6). At intermediate level, Western-background students lost their interest in Japanese *language* significantly after having studied it for a semester. The

intermediate level students' mean score was reduced from 3.62 on QB to 3.24 on QE ($z = -2.500^*$, $N = 29$, $p \leq .05$). That is, the impact of the negative effect of actual study may be closely related to students' cultural and linguistic backgrounds, and Western-background students' interest in the target language may be negatively affected by aspects of language teaching at the intermediate level. This marked drop of interest was not found for other culture-related aspects. Generally, the longer students learn Japanese, the more interested in various cultural aspects they become thanks to the positive effect of investment, but not in the language itself. That is, study of the Japanese language for a longer period of time may weaken students' interest in the language itself, when they have a distant cultural/linguistic distance from Japanese.

Table 6.3.2-5
Strength of interest in Japanese language on QB & QE by cultural/linguistic background

Level	Cultural Bkgd	QB			QE			
		Mean	N	S.D.	Mean	N	S.D.	z
Ele.	EA	3.26	27	.712	2.89	27	1.340	-1.854
	WE	3.53	19	.697	3.16	19	.688	-1.706
Int.	EA	3.44	18	.616	3.22	18	1.003	-.816
	WE	**3.62**	29	.494	**3.24**	29	.830	-2.500*

S.D. = Standard Deviation
Z = Wilcoxon Matched-Pair Signed Ranks Test
* = P ≤ .05

Japanese language study in university courses generally require students to memorise a larger amount of Kanji characters, to learn more complex structures, and to understand more socio-culturally related forms, such as honorific/modest expressions, when they advance to a higher level, aiming at the enhancement of the usefulness of their language. Because these linguistic factors are, however, closely related to elements of Japanese culture, Western-background students may be more likely to be overwhelmed by them compared to East-Asian students.

The weakened interest in *language* among intermediate level Western students may also be caused by inappropriate self-efficacy. According to Schunk (1989), learner's self-efficacy can be determined by their previous level of achievement, sense of accomplishments, and various experience related to the subject they learn (p. 14). Given this, intermediate level Western-background students' self-efficacy will be determined primarily by their performance in their previous Japanese language study as a school subject in a foreign language learning context. That is, their level of self-efficacy is determined on the basis of their perceived level of academic success at school. It is likely that they had little experience of actual Japanese language use in authentic communication outside classroom. Since it is believed that what they had learned was based on what had been designed to learn as a school subject, and many of them appraised their previous Japanese learning as successful, their level of self-efficacy may be inaccurately high when the focus of learning moves more to communication in Japanese. As there is generally a large difference in the ways of communicating in English and Japanese, students' existing assumptions about Japanese speech, sentence structures, and manner of communication may be quite different from what they are required to learn at intermediate level, and this may cause an extra burden for them in their study of Japanese. That is, it may be necessary to consider that the experiences of learning the new linguistic aspects featured at a higher level of Japanese language study and the changed learning requirements may be one of the important factors affecting students' persistence negatively, and this negative impact may become more serious when students' cultural/linguistic backgrounds are more distant from Japanese.

East-Asian-background students at intermediate level, on the other hand, appear to have more advantages regarding interest in Japanese. They have already acquired a certain high level of English proficiency, and therefore, they have already experienced "successful second language learning". This successful experience in English language acquisition will provide them with

more accurate knowledge about what linguistic knowledge is needed to develop a high level of fluency in another language. East-Asian students also have more knowledge about the Japanese language than Western students thanks to the linguistic closeness between East-Asian languages and Japanese. This means that East-Asian students at intermediate level are assumed to have not only more accurate expectation about the level of difficulty in learning and acquiring a high level of Japanese language proficiency but also have more linguistic resources to call on when learning Japanese than Western-background students. This may be a reason that East-Asian students' loss of linguistic interest is smaller than Western students.

Another significant result for the repeated measures test was in the loss of interest in *business*. All the students except elementary level Western-background students lost their interest in *business*, and the loss of interest is statistically significant. Elementary East-Asian-background students went from 2.41 on QB to 1.56 on QE ($z = -2.632^*$, $N = 27$, $p \leq .05$), and intermediate students from the same background also lowered their mean from 2.94 to 2.00 between the two surveys ($z = -2.565^*$, $N = 18$, $p \leq .05$). The interest of intermediate Western-background students also weakened from 2.52 to 1.90 ($z = -2.521^*$, $N = 29$, $p \leq .05$). All these results show that loss of interest in Japanese business after the students have experienced actual study may be a general phenomenon. Regardless of students' cultural/linguistic backgrounds, their instrumental motivation for learning Japanese language may deteriorate, which coincides with the relative weakness of their work-force motivation as discussed in Chapter 4 in general findings. Their interest may rather be redirected to the development of cultural interests, which may be a strong base for intrinsic sustaining motivation.

Table 6.3.2-6
Strength of interest in Japanese business on QB & QE by cultural/linguistic background

Level	Cultural Bkgd	QB			QE			z
		Mean	N	S.D.	Mean	N	S.D.	
Ele.	EA	**2.41**	27	1.248	**1.56**	27	1.695	-2.632**
	WE	2.32	19	1.376	2.37	19	1.212	-.108
Int.	EA	**2.94**	18	.873	**2.00**	18	1.372	-2.565*
	WE	**2.52**	29	1.214	**1.90**	29	1.589	-2.521*

S.D. = Standard Deviation
Z = Wilcoxon Matched-Pair Signed Ranks Test
* = P ≤ .05
** = P ≤ .01

With regard to the loss of interest in *business* by East-Asian students, there may be another point which needs to be considered. Compared to other cultural aspects, East-Asian students show relatively higher means in their interest in *business* than Western-background students. This may suggest that East-Asian students chose Japanese to study because they may think Japanese language ability, in addition to their already acquired English skills, may be advantageous in their future career. This is supported by anecdotal evidence from the researcher's experience in teaching Japanese to Asian students, who frequently stated that speaking both English and Japanese fluently provides them with better business opportunities in their countries. However, partly due to their weaker commitment to their Japanese language study, and partly because of the negative impact of actual study, their interest in business may be weakened much more significantly than Western-background students.

Observing all the results provides a general view that the negative effect of actual study may be universal and independent of learners' cultural and linguistic backgrounds. Students lose their interest in some Japanese cultural aspects after their study at university; however, there is some difference in the degree to which the negative impact affects the strength of their interest. The impact is more prominent in their interest in *language* and *business*. Loss of interest in *language* seems to be more closely related to the learning context in which Japanese is regarded as an academic subject rather than actual means for

communication. The extent to which students lose their interest in Japanese seems to have a close relationship with the students' cultural/linguistic distance to Japanese. *Business* becomes less attractive as students' interest is directed more to culture when students invest more in learning the language. That is to say, sustaining motivation relies on the development of cultural interests, but not interest in language or business. This conclusion seems to reaffirm that consideration of the cultural and linguistic distance between students' background and the target language may be a valid factor to be taken into consideration for the development of a more appropriate framework for the effect of learner motivation and persistence in language study.

Other sustaining motivational factors, change of commitment, and strength of commitment did not show any significance. Therefore, the final section of this discussion chapter will examine and discuss students' motivational characteristics from the viewpoint of cultural/linguistic distance from Japanese based on the findings revealed in the present and the previous sections.

6.4 Motivational characteristics & cultural/linguistic differences

The final section of this chapter will attempt to draw a picture of the difference in motivational traits between students of different cultural and linguistic backgrounds in relation to their persistence in their study of Japanese. The analysis and discussion in this chapter have demonstrated two points of significance closely related to the students' persistence and their cultural/linguistic backgrounds. One is that East-Asian background students' relatively poorer persistence, especially the large drop-out rate at elementary level, may be related to two primary factors: 1) the fact that they learn Japanese as a third language in the Australian educational context and may have problems adjusting to cultural differences in classroom practices and expectations, and 2) their inappropriate self-efficacy, which is attributed to their

cultural and linguistic closeness to Japanese. The other is that the positive cycle of cause-and-effect reactions between investment in Japanese learning, including Japanese study prior to university and development of cultural interest is an important factor for Western-background students persisting in their study when learning Japanese as a foreign language in Australia. The rest of this final section will examine the above two findings in order to illustrate more clearly the students' different motivational traits in relation to their persistence.

For East-Asian background students, the current learning context seems to play an important role in relation to their persistence. They have much smaller cultural/linguistic distance from Japanese, which would seem to be more advantageous compared to Western-background students. However, their persistence was poorer than the Western students and it appears that this is connected to cultural differences in education systems. The East-Asian educational (Confucian) background generally emphasises rote learning; listening to what a teacher says and memorising facts and rules (Caiger et al., 1996). Students' academic performance is highly evaluated by their diligence, rote learning, repetition and memorization, which shows a clear contrast to the approach of the Western education (Hawkins, 1998). Therefore, "Asian students will often feel neglected or isolated in Western educational system" (Caiger et al., 1996, p. 69). Regarding the problem confronting Asian students, Caiger et al. (1996) have stated:

> Often the Australian educational system confuses people of Japanese, Indonesian, Thai, and Chinese nationality on their arrival as foreign students. Different though their societies are, one from another, they are uniformly confronted, and often affronted, by the contemporary Western learning processes of tertiary institutions in Australia, with their lists of possible readings, choices of assignments and vague outlines of study, which are apparently open to change by the subjective whims of fellow students (p. 97).

Hoare (2005) has also stated that there are different views about the nature of "education" between educators from Anglo-Celtic and Confucian backgrounds. She has reported that Asian groups with a Confucian educational philosophy showed different motivations in education and views towards preferred methodologies in learning from those of Western educators. Hoare's (2005) claim coincides with Rao's (2002) study which found Chinese students at Australian universities have difficulty in coping with communicative language teaching, which is the most common methodology used in language classes in Australian universities, because of the different underlying educational theories in China. That is, many of the East-Asian-background students in the current study may have similar learning problems because of the difference in teaching/studying styles between Australia and their own countries.

Second, the secondary status of Japanese language study for East-Asian students may be another possible reason for their poorer persistence. The majority of East-Asian students do not come to Australia to study Japanese per se. These considerations may lead to a conclusion that among a broad range of possible initial motivations, at least some East-Asian students may have chosen the Japanese courses as a relatively "easy to handle" subject. Given this, their strength of intentions for persistence may well be much weaker than that of the Western students, and thus, they showed a larger number of drop-outs right after their initial stage of study at elementary level.

Because of these factors relating to East-Asian students' study of Japanese at Australian universities, their motivational intensity may be lower, and constantly they show a weaker level of interest in Japanese cultural aspects. But in relation to their general perception that Japanese language may be easier subject to study, a further consideration may be needed. As Wen (1997) has noted, students with similar linguistic/linguistic backgrounds may have a problem in accurately assessing their self-efficacy. Because of the closeness

between the two languages and cultures, the East-Asian students may tend to underestimate the actual level of difficulty they may face once they start their study. Wen's (1997) study of Chinese-origin American university students learning Chinese as a foreign language supports this conclusion. Wen (1997) has stated that:

> They (Chinese with Chinese background) may anticipate having an advanced status in Chinese classes or, owing to their background, may assume they can exert less effort than other students. They enrol in Chinese courses because, on the one hand, they are interested in their own Asian culture and, on the other, they expect that the course may be, for them, less demanding than other courses (p. 242).

Wen (1997) has concluded that Chinese-background students may discontinue their study of Chinese when they discover a gap between what they expect from learning Chinese and what a formal Chinese course requires (p. 242). In the current study, if students with a close cultural/linguistic background from Japanese have a weak determination for persistence, and overestimate their self-efficacy due to their closer cultural/linguistic background from Japanese, they may be likely to be easily overwhelmed by the academic requirements of actual study as Wen (1997) has argued, and they may become more likely to withdraw from the study after the first semester of a university level Japanese language course. This appears to be one of the reasons that East-Asian students at elementary level showed a larger drop-out.

Western-background students' persistence in their Japanese language study is characterised by four primary findings: 1) quite a high number of the Western-background students had experienced some study of Japanese prior to university, and many of them evaluated that experience as successful, 2) they developed much stronger cultural interests in Japanese, 3) possibly because of 1) and 2), they have relatively higher continuation rates at both levels of study, however, 4) they lose their interest in Japanese language quite sharply after

their study especially at intermediate level. Examination of these four points concluded that the students with a larger cultural/linguistic distance from Japanese who are learning Japanese as a foreign language may need to develop culturally oriented intrinsic motivation based on their investment in learning the language. This cultural-interest-based intrinsic motive may be closely related to their sustaining motivation.

The above conclusion, however, is different from the findings of Keuneman and Sagona (1992) in their studies of students of French. The majority of students in their study did not have a strong cultural interest in French. Keuneman and Sagona's (1992) study did not show either the students' cultural/linguistic backgrounds or their previous French learning experiences, but it may be reasonably assumed that at the time their study was undertaken most students could be expected to have had a Western-cultural background. If so, they have similar cultural backgrounds to French compared to the current research context in which Western-background students are learning Japanese. Generally speaking, Western students' familiarity with aspects of French culture and language should be much richer and deeper than with Japanese. When students face a new language and culture which they perceive relatively close and already feel familiar with, their level of interest in the language and culture may be weak. In case of Western students learning Japanese, on the other hand, it may be natural that the students are attracted to know more about the unfamiliar language and culture as they study it more. That is, students; cultural/linguistic background is not a simple factor which affects persistence and motivation but may have quite different impacts depending on context. Intrinsic motivation based on cultural and linguistic interest may need to be discussed based on a careful examination of every factor affecting language learning context, as Dörnyei (1994a, 1994b) has advocated.

Although the Western-background students manifested a better continuation rate in their language study, the larger cultural/linguistic distance also seems to cause a problem. The Western-background students' linguistic interest was reduced markedly at intermediate level after their study. These students may develop a stronger cultural interest, but the more they study Japanese, the more their motivation towards learning the language may deteriorate. Three possible reasons can be assumed. First, there may be a negative reaction from the students to the way the language is taught in Japanese courses at university. Some courses may still focus on advanced grammatical structures with little real world applicability. As examined in section 3.1, the participating universities use similar textbooks. For example, Bond University uses its original textbooks, *Konnichiwa from Australia*, which focus on advanced structures, such as conditional clauses ("if" structure) and various conjecture expressions (*mitai, yoo, rashii, -soo*). Western-background students may be overwhelmed by the amount and complexity of the grammatical features they are required to learn. Second, the number and the complexity of Kanji characters may also overwhelm the students. Because they have little pre-existing knowledge regarding Kanji, they may have more difficulty in coping with the study of Kanji characters. Third, learning tasks, including Kanji learning may be perceived difficult by the students. Moreover cultural issues play a much greater role in the linguistic forms being learned. Since the use of advanced expressions is closely related to culture, students with a distant cultural-background may find it extremely difficult to comprehend and to practice the appropriate use of each target expression. Therefore, as they study the language and advance to a higher level, they may be more likely to face possible difficulties in understanding and acquiring the language. This may cause a negative impact, which is manifested as a sharp drop of interest in Japanese. That is to say, a distant linguistic background may become one of the primary causes of either positive or negative affect for persistence.

Chapter 7

Conclusion

The final chapter of this thesis will review the points of discussion that have been raised in the previous chapters, and examine how the findings of the current research can be understood in terms of students' persistence in Japanese language study at tertiary institutions in Australia.

7.1 Summary of the current research

Since the final decade of the last century, research on language learner motivation has diversified, and a more open-ended approach has been advocated to identify what types of motivation each learner has, how motivation affects which particular aspects of second language learning, and how learners are motivated to maximise their target language learning (e.g., Csizér & Dörnyei, 2005; Deci et al., 1991; Dörnyei, 1990, 1994a, 1994b, 2000, 2003; Dörnyei & Otto, 1998; Keuneman & Sagona, 1992; Mantle-Bromley, 1995; Noels et al., 2003; Oxford & Shearin, 1994; Ramage, 1990; Sprat et al., 2002; Warden & Lin, 2000). Second language learners' persistence in their learning has also attracted researchers' attention, and has been researched in different learning contexts (e.g., McGannon & Medeiros, 1995; Shaaban & Ghaith, 2000; Ramage, 1990; Wen, 1997).

In second/foreign language learning, it is a universal phenomenon that the number of learners decreases as the level of study advances, regardless of target languages and learning environments. Learning Japanese in Australian tertiary institutions is not an exceptional case. A number of students studying Japanese at university terminate their learning before acquiring a high level of proficiency. Several studies (e.g., Baldauf, Jr. & Lawrence, 1990; Bartley, 1970;

Gardner, Ginsberg, & Smythe, 1976; Gardner & Smythe, 1975; Gardner, Smythe, Clément, & Gliksman, 1976; Keuneman & Sagona, 1992; Ramage, 1990; Wen, 1997) have found that there is a positive correlation between persistence in target language learning and learner motivation; however, researchers have not reached a general agreement on what motivational variables are involved, and how they affect persistence in the study of a particular language in a particular learning environment. Taking these issues into consideration, the present research aimed to discover what kinds of motivational features affect learners' persistence in the case of Japanese language learning in an Australian context, and how these results can be compared to the previous research findings.

An assumption was made that a range of learner variables would be likely to affect students' persistence; for example, students' cultural/linguistic background, gender, attitude towards the target language, purposes for study, interest in languages and Japan-related matters, motivational intensity, such as commitment to their study, and family/classroom factors. Some results of the current study are similar to the results found by many previous researchers, but it has also revealed other significant and different findings which characterise the case of learning Japanese as a foreign language at Australian universities.

First, a primary finding and conclusion of this thesis is that students' sustaining motivation, which is based on their continuous appraisal of learning events, has a stronger impact on learners' persistence than their initial motivation. Learners' initial motives, which lead them to engage in the language study, appear to have little role in motivating them to persist in their study. This thesis, therefore, agrees with Dörnyei's (1994a, 1994b, 2000) claim that motivation is not a static state, and concludes that motivation constantly alters. Even if students have a certain motive for starting to learn Japanese, it is doubtful that this initial motivation will continuously work as the main motivational force driving the learners to continue their study until they reach their initially set

goal/goals. Instead, each learner perceives environmental factors and individual learning experiences in his/her own way and develops personal conclusions about his/her learning of Japanese, determining whether or not to continue his/her study. Thus, appraisals of their learning, including appraisals of their teachers and classmates, appear to be a more important determinant for persistence than initial motivation.

Second, there is a positive correlation between learners' investment in Japanese language study and their sustaining motivation, which directly encourages learners' long-term persistence. Learners start their study for various reasons, but their initial motives may change depending on how they appraise their experience of learning the language. A primary cause of the change may be the learners' sense of investment in their study of Japanese, which seems to be most likely to affect persistence positively. Learners who study the language, and acquire certain linguistic skills and cultural knowledge may well consider that terminating their study may result in a waste of their investment of time and effort (Kennett, 2003). Terminating language study would mean a loss of further opportunities to develop their investment, which is the linguistic and cultural knowledge and skills they have acquired. Therefore, the more they have invested, the more they may be likely to continue their study of Japanese.

Third, there are several factors that appear to activate the positive cycle of investment-persistence in learning Japanese as a foreign language at Australian tertiary institutions. Students may need positive parental support to encourage them to develop an interest in Japanese language and culture, which may motivate them to start their study of Japanese prior to university. However, once students begin their university study, they appear to need to develop an intrinsic motivation, based on cultural/linguistic interests, as well as acquiring linguistic skills. Since the students are in a foreign language learning environment, they have limited access to authentic Japanese use; hence, their

primary source of information and experience regarding Japanese language and culture is likely to be limited to what they learn inside the classroom. That is, provided that they positively appraise their own learning as it occurs in the language courses, they may be more likely to develop their own linguistic and cultural interests together with their development of Japanese linguistic and cultural competence. This may result in a positive sustaining motivation which drives the learners to persist in their study, which most strongly applies to foreign language learning.

Fourth, the positive effect of investment in Japanese language study on persistence may have a closer relationship with the particular learning context and learners' cultural/linguistic background. Although Western-background students have a culturally and linguistically large distance from Japanese, and may find studying the language difficult, their investment in Japanese learning prior to university may help them adjust their level of self-efficacy to their actual level, and thus may be able to weaken the negative impact from Japanese study. That is, Western-background students learning Japanese in a foreign language learning context may benefit from some Japanese language study prior to university in affecting their persistence in their study in university course.

East-Asian-background students, on the other hand, may be more likely to be negatively affected by their previous study of Japanese in their own educational context. That is, the educational cultural distance between Australia and their own may be one of their primary causes of drop-out. Although 24 students out of 45 have studied Japanese prior to university, they learned it in their own countries. In the present research, however, they are learning Japanese as a foreign language in an English language educational context. Since they have a quite different educational philosophy from the West, the distance between Australian educational culture and their own Asian educational culture seems

to cause a negative impact on their persistence. In addition, although they have more access to Japanese language and culture due to their cultural/linguistic closeness from Japanese, their primary purpose in staying in Australia is more likely to be to obtain an academic degree in another area; hence, acquiring a high competence of Japanese language may be secondary. As a result, their motivational intensity in studying Japanese at Australian university may become weaker, and they may be less committed to their study, which results in a larger drop-out rate. Furthermore, their underestimation of the demands of the study of the Japanese language, which is primarily attributed to the closer cultural/linguistic background from Japanese, may contribute to a large gap between their self-efficacy and what the courses require them to do. These negative reactions to actual study of Japanese language at Australian tertiary institutions may affect their sustaining motivation, which is more likely to affect their persistence negatively. As a result, in the current research environment, students with closer cultural/linguistic background showed a poorer persistence, and a larger number of drop-outs was found at earlier stage of study at university.

Lastly, gender also seems to play an important role in explaining students' persistence. Females' apparent likelihood to persist in language study appears to be chiefly attributable to their commonly developed image that language study is more suitable for girls. Because of this image, females themselves may be more encouraged to take language subjects at school compared to male students (Carr, 2002), and Japanese is not an exception. However, this socially favourable learning context for female students may cause them to have a weaker commitment to their Japanese study at university. As a result, females may be more likely to terminate their study in the initial stages, but once they pass through this stage, they are more disposed to develop an interest in Japanese culture and language, which has been formed as the foundation of an effective intrinsic motive for persistence in their study. Male students, on the

other hand, are less likely to be encouraged to take a language at school. That is, those males who choose to study Japanese at university are likely to have their own personal goals to achieve, and have chosen language study in a less supportive context than female students. Therefore, they may not terminate their study immediately after their initial study, but may gradually withdraw from their study depending on their sense of satisfaction or dissatisfaction with their own study. These may be the reasons why females seem to drop out at early stages more dominantly, but the number of male students dwindles as the level of study advances.

Based on the main conclusions given above, some pedagogical implications will be discussed briefly in the following section.

7.2 Pedagogical implications

As emphasised throughout this thesis, motivation is a key factor in learning a language. Motivational factors vary according to different languages and learning environments. This thesis has found some significant motivational factors in the case of learning Japanese at Australian tertiary institutions, as distinctive from other languages and learning environments. This indicates that different considerations of factors may require different methods and strategies in actual learning or teaching a foreign language in order to enhance students' continuation rates. In this last section, therefore, pedagogical implications are briefly discussed to conclude this thesis.

First, it has been emphasised that investment in Japanese language study, especially in foreign language learning environment, is important for the promotion of persistence at university courses. That is, a continuous and coherent Japanese language program moving from secondary to tertiary education may be more beneficial for encouraging students to continue their

investment. In addition, each student needs to know how much of a linguistic and cultural "asset" they have gained on the basis of their investment. Students may need to obtain a sense of achievement as well as satisfaction by realising what they have learnt, what they have understood, and what linguistic and cultural competences they have acquired.

Second, it is also suggested that development of students' cultural interest may need to be emphasised more in class at every level of the course for their better persistence. As Liddicoat (2002, p. 9) has stated, since language and culture are inseparable components, culture should be taught from the beginning of the language course. The program which integrates the cultural and linguistic aspects into one, not separates culture as an independent component (Liddicoat, 2002), may enhance students' development of cultural and linguistic knowledge and interests, and of intercultural communicative competence. Acquisition of adequate intercultural communicative competence in the foreign language classroom, however, is not done by accumulating each piece of cultural information step-by-step (Byram, 1997). Therefore, in order for language learners to perform in culturally adequate manner in given situations, they need sufficient cultural knowledge and skills relating to the L2. That is, not only the selection of cultural content, but also appropriate cultural goal setting and the way the cultural items are introduced may be important for successful persistence.

Third, for minimising the students' drop-out rates, the teacher's attitude in class is very important. Because students continuously appraise their learning environment, in which teachers play a significant role, how teachers develop a positive and favourable learning environment may be another important factor for students' better persistence. The result of this study revealed that the teachers' attitudes towards the target language and the way of teaching affect students' development of a favourable attitude towards Japanese language

study, which coincides with previous research results (e.g., Baldauf, Jr. & Lawrence, 1990; Ramage, 1990). The supportive learning environment and atmosphere that teachers create in the classroom should be seriously considered so that students can develop positive attitudes towards learning the language, and the desire to know more about the language.

Finally, as a large gap between students' self-efficacy and actual learning is another primary cause of students' termination of study, narrowing the gap may prevent this. There are two points that are likely to influence the narrowing of the gap. These are students' awareness of their self-efficacy and the reality of actual Japanese language study.

In terms of self-efficacy, both East-Asian background and Western-background students tend to lack some fundamental information which may prevent them from obtaining proper perception of self-efficacy. Therefore, the teacher may need to provide students with information regarding foreign language learning, how to study Japanese, and what exactly students are required to do in the course prior to the commencement of study. This may include training in learning strategies. Organising students' own learning based on the awareness of their own preferred learning style, and explicit learning objectives is an effective form of strategy training (Oxford, 2002), and as a result, may help students to know more about themselves in terms of Japanese language learning at university, because strategy training may help students to realise deeply held cultural values and to increase their cross-cultural understanding (Scarcella & Oxford, 1992).

It is also necessary for students to understand the realistic timeframe which is normally required to achieve a certain level of proficiency in Japanese. In particular, East-Asian background students have problems with regard to inappropriate self-efficacy. Because of their close linguistic/cultural background

from Japanese, they are likely to underestimate the difficulty of learning Japanese. Before starting their actual study, providing this information may help them develop their readiness for learning Japanese. Thus, students know exactly what they have to do in actual study, and obtain a more accurate self-efficacy. As a result, the gap may be narrowed and termination of study may be expected less.

The above claims and pedagogical implications, however, are based only on the current research environment where Japanese is learnt as a foreign language at university in south-east Queensland, Australia. Research on language learning motivation has already revealed that varied research settings provide mixed results. For example, different learner variables such as proficiency level, age, aptitude, and attitude towards languages are the factors which contribute to the different results. In addition, external factors, such as the learning environment, cultural/linguistic and educational distance, should not be neglected in accounting for the different results.

Students' motivations for learning can constantly change according to their personal appraisal of learning events in a particular learning environment. Furthermore, motivation is usually subconscious when learners engage with the target language learning. That is, although motivation research might be able to reach a conclusion regarding a universally effective method, it is necessary to investigate and collect results based on as many and varied learning environments as possible. Therefore, it is meaningful to investigate whether the current findings are relevant in different environments.

As a result of careful comparison and examination of data collected from various learning environments, more insights regarding learning persistence will emerge. Only such continuous studies can contribute significantly to solving one of the fundamental problems regarding second/foreign language

learning; the diminishing number of learners at the higher levels of study, and will in turn hopefully support more learners' successful second language acquisition.

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