

# The Effect of Motivation and Proficiency on Strategy Use of Japanese University Students

文学研究科国際言語教育専攻修士課程修了

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## I. Introduction

As English has come to be used more extensively in various areas of professional and social life, there is a growing perception that people's ability to communicate in English is closely related to both individual and national economic success. English language education in Japan has become more indispensable because of globalization. Especially, the diversification of classroom contexts and individual differences is obvious in recent language education contexts, so there is an increasing expectation for research focusing on such contextual and individual differences of language learners. Although the research of individual factors is common in sociological and psychological areas, such individual factors of learners also have important effects on learners' success in language learning. In recent years, the research focus of language education has shifted from teachers and teaching methods to learners and learning strategies. This is called a learner-centered approach which focuses on individual factors and learning. The present research focuses on motivation, proficiency and strategy use as important factors of learner-centered language learning. This research attempts to provide empirical findings to assist students in becoming successful language learners.

## II. Problem Statement

In recent years, many researchers have focused on variables which promote success in language learning. The fact is well known that even though students learn language in the same class, the degree of their success of language learning is different depending on students' individual differences (Motoki, 2006). A lot of studies focus on these individual differences, and there is an increasing expectation for research which focuses on the effects between the variables of those individual differences.

Many researchers report that there is a relationship between motivation level and strategy use, and they affect each other (Oxford, 1990; Takeda, 1998; Pintrich 1999; Oxford & Nyikos, 1989; Sato, Nakagawa & Yamana, 2008). In addition, the relationship between proficiency level and the frequency and variety of strategy use has been investigated by many researchers (O' Malley & Chamot, 1990; Oxford, 1990; Hong-Nam & Leavell, 2006; Griffith, 2003). However, the relationship between variation and frequency of strategy use and proficiency levels is not always the same, but it differs depending on the learning contexts. Therefore, some researchers warn about generalizing the results obtained in a certain context to all other contexts, stating that effective learning strategies are not always the same for all contexts, but change in different contexts (LoCastro, 1994). There are few studies which include all three variables in a 4-year Japanese university context. Therefore,

a study which includes these three variables inclusively may be useful.

### **III. Research Questions**

The present research examined the effect of motivation and proficiency level on strategy use of Japanese university students. In order to respond the problems above, the following research question was formulated:

Is there any influence of motivation and proficiency level on strategy use?

To investigate this research question, the following null hypotheses were tested:

H<sub>0</sub> 1: The different levels of motivation do not influence the frequency of strategy use.

H<sub>0</sub> 2: The different levels of English proficiency level do not influence the frequency of strategy use.

H<sub>0</sub> 3: There is no interaction effect of motivation and English proficiency levels on the frequency of strategy use.

### **IV. Purpose of the Research**

The purpose of this research is to investigate if motivation and proficiency level have an effect on the strategy use. The present study was carried out with Japanese university students who are learning English as a foreign language, and it investigates how motivation and proficiency level affect the frequency of strategy use. In addition, by investigating the effect of these variables, this study may also clarify parts of the model of Oxford and Nyikos (1989). The research also focuses on Japanese university learners to identify the differences of the results from the perspective of cultural contexts compared with the results of other research.

### **V. Significance of the Study**

Motivation, strategy use, and proficiency level exert a great influence on language learning. As Oxford and Nyikos (1989) state, if these three variables influence each other and control language learning, the relationship among these variables might be profitable and intriguing information for teachers. If students' success in their language learning depends on their individual differences even though they take the same lesson of language learning, teachers should consider these variables which affect students' success and create an approach in their class based on the relationship of these variables. Moreover, the relationship of these variables is not always the same, but may be different depending on learners' cultural and educational background or learning contexts (LoCastro, 1994). Therefore, the present study focuses on Japanese university students, and it investigates the effect of their motivation and proficiency level on strategy use. By grasping the whole image, the relationship of these variables becomes clearer. Moreover, this study also investigates the model which Oxford and Nyikos advocate. For such reasons, the present study may be meaningful to the field of language learning.

### **VI. Literature Review**

Over the past few years, many researchers have shown an interest in factors for success in learning

language. Takeda (1998) says that to acquire skills for communication in English, learners need to not only study linguistic features but also motivate themselves for language learning, and consider their learning strategies. In recent years, many researchers have emphasized the importance of motivation and strategy use for successful language learning. In addition, the effects of the relationship among these three variables are even more important than the sole effect of each one of them. In this section, the effect of the variables, motivation, strategy use and proficiency in language learning will be discussed.

### **1. General definitions of motivation, language learning strategy and proficiency**

From the 1980s, there have been many discussions about motivation. The definition of ‘motivation’ varies depending on the researcher (Gardner 1985, Crookes & Schmidt 1991, Ellis 1994, Dörnyei, 2001). Gardner (1985), one of the core researchers of motivation in the field of second language learning, defines language learning motivation as making an effort to achieve goals in language learning and favorable attitudes towards the language students learn. Gardner also describes positive attitudes towards the second language and the target language community are essential for acquiring a second language. Through a series of studies, Gardner expressed the reason why students learning as ‘orientation’, and classified the reasons into ‘instrumental’ and ‘integrative’ orientations. Learners who exhibit instrumental orientation learn their target language in order to obtain better jobs or to enter schools. In contrast, learners who exhibit integrative orientation learn language to understand and associate with the target language community and its culture. In the 1990s, the center of motivational research shifted to one related to the "classroom" that is the practice place of study, and the definition of the motivation has been clarified and enhanced more. From the late 1990s to 2000, the research on motivation became more diverse and expanded. Dörnyei and Otto (1998) and other researchers mainly researched about more concrete factors of motivation, such as materials and in-group relationships. From this perspective, Dörnyei explained that motivation decides the direction and magnitude of human activities, and explains why, how long and how hard one would do an activity. Konishi (1998) claimed that it is difficult to limit motivation strictly. Thus, motivation is a broad, complex concept, whose definition is varied depending on the researcher.

The importance of strategy use in successful language learning has been claimed by many researchers in recent years (Oxford, 1990; LoCastro, 1994; Wenden, 1998; Takeda, 1998; Kimura, 2007). Rubin (1987) defines language learning strategy as those “that contribute to the development of the language system which the learner constructs and (which) affects learning directly” (1987, p. 23). Skehan (1989) focused on language learning strategies as one of the most important individual factors in L2 acquisition, as shown by his detailed review of learning strategy research in the context of various models of acquisition. Students who are less successful at language learning are likely able to identify their own strategies; however, they do not know how to choose the appropriate strategies or how to link them together into a useful “strategy chain” (Block, 1986; Galloway & Labarca, 1991; Vann & Abraham, 1990). Also Oxford (2003) mentions this matter of choosing strategies, “A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered” (2003, p. 8). Oxford also describes some conditions in which strategies are positive and helpful for a given learner, such as “(a) the strategy relates well to the L2 task at hand, (b) the strategy fits the particular student’s learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies” (2003, p. 8). Therefore, the important indication

by recent research is that only knowing some strategies is not effective enough and that choosing and using appropriate strategies are more important requirements for successful learners.

Proficiency is complex, and even “the most privileged second language learners take a significant amount of time to attain mastery, especially for the level of language required for school success” (Hakuta, 2000, p. 1). Usually, scores on various language tests, such as the Test of English as a Foreign Language (TOEFL), the Michigan Test of English Language Proficiency (MTELP), or the Comprehensive English Language Test (CELT), are used as measures of proficiency, and proficiency is defined by performance on these tests (Graham, 1987). According to Graham, the definition of proficiency is somewhat different in a study using TOEFL scores from that in a study using CELT scores. However, he describes that this may not be a significant problem as one might imagine. Many studies have found very high correlations between the various well-known tests (Carroll, 1972; Cervenka, 1978). But with the attention on communicative competence, the value of traditional multiple choice proficiency tests, such as the ones named above, for predicting the ability to use the language competently has been questioned. Carroll (1980), for example, argues that when the aim is to measure the ability to use the language (as opposed to knowing the proper usage), tests should not be based on “a selection of items chosen on linguistic grounds alone” (1980, p. 8). Dulay, Burt, and Krashen (1982) lend support to this argument. However, it has yet to be conclusively demonstrated that traditional tests do not predict language performance. To the contrary, a number of studies have shown high correlations between traditional multiple-choice tests and integrative tests (such as cloze tests) and performance tests (such as a writing test) (Hanania & Shikhani, 1986). According to Farhady (1983), there were strong relationships between an especially designed functional test for university students and various more traditional tests, including tests of grammar. However, as above mentioned, each of those tests are made for different purposes, so the characteristics of each tests should be considered when researchers and teachers attempt to determine learners’ proficiency levels based on the scores of these tests.

## 2. Oxford and Nyikos’s (1989) Model

Oxford and Nyikos’s (1989) study focuses on the variables which affect strategy use in language learning. They found that motivation and proficiency level have significant influence on learners’ choice of strategy use. Based on their findings, they have created a model which describes the relationship among these three variables.

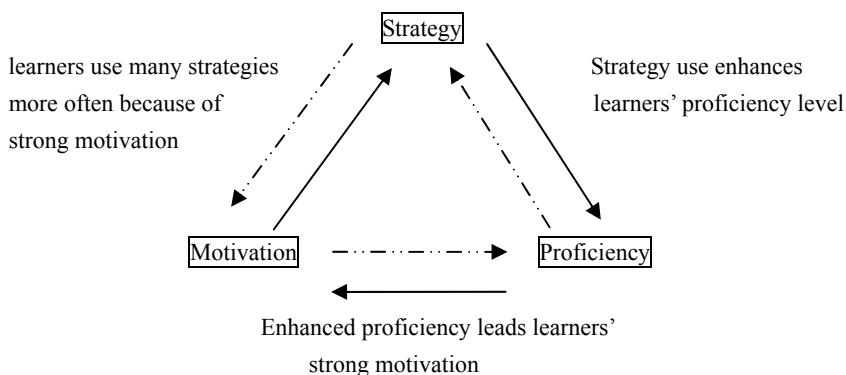


Fig. 1 The Oxford and Nyikos’s (1989) Model of the Effect among Three Individual Variables

According to Oxford and Nyikos's model, motivation, strategy use and proficiency affect each other and lead learners to success in language learning. Appropriate strategy use enhances learners' proficiency level, and as a result, the enhanced proficiency leads to learners' strong motivation in language learning. Then these learners use many learning strategies more often than less motivated learners because of their strong motivation. Thus, these three variables affect each other and promote language learning. Figure 1 presents the effect of the three variables on each other according to the Oxford and Nyikos's model. This model presents significant implications for language learning research. If the validity of this model can be supported, it may open the way for a new approach to language learning. The present study considers the view point of the Oxford and Nyikos model, and attempts to determine whether there is an effect of motivation and proficiency level on strategy use.

### **3. The Effect of Motivation on Strategy Use**

From 1990s, the interest in the effect of motivation on strategy use has risen. Oxford (1990) investigated the relationship between learners' motivation and strategy use, and she found that learners who have higher motivation towards language learning tend to use more strategies than learners who have lower motivation. Also, Takeda (1998) found that language learning strategies of university students have changed through studying abroad. He describes that participating in a study-abroad program affects learners' motivation and then the motivation positively affects learners' strategy use. This finding also supports the results of Oxford's study. Pintrich (1999) focused on the relationship between learners' motivational belief and self-regulated strategies (cognitive, meta-cognitive, resource- management strategies) in his study, and he found that having different motivational beliefs makes a difference in the use of self-regulated strategies. On the other hand, the effect of strategy use on learners' motivation has also come to light in other studies. Oxford and Nyikos (1989) claim that "not only does high motivation lead to significant use of language learning strategies, but high strategy use probably leads to high motivation as well" (1989, p.296). In Sato, Nakagawa and Yamana's (2008) study, some university students who have not acquired basic English skills were worried about their use of language learning strategies, and some learners even had no idea about what strategies they could use. Sato et al. (2008) have concluded from their findings that teachers who provide variable learning strategies and use different materials motivate and interest many learners. These studies indicate that learners' motivation might influence their strategy use. There might be a bidirectional relationship between these two variables; motivation and strategy use affect each other. Therefore, additional research focusing on the bi-direction effects of motivation and strategy use is needed.

### **4. The Effect of Proficiency Level on Strategy Use**

In light of the association between learning strategy use and positive learning outcomes, it is not surprising that students who frequently employ learning strategies enjoy a high level of self-efficacy, i.e., a perception of being effective as learners (Zimmerman & Pons, 1986). A general perspective of the effect of proficiency level on strategy use was the same as O'Malley and Chamot's (1990) study which found that high proficiency-level students level tend to use more learning strategies than low proficiency-level students. The research which was carried out by Oxford (1990) illustrates the same results as O'Malley and Chamot: the variety and frequency of learners' strategy seem relative to their proficiency levels. However, recent studies

have indicated that intermediate-level learners use a wider variety of strategies than beginning and advanced level learners. Related to these findings, Hong-Nam and Leavell (2006) explain that intermediate level learners “are very conscious of how they are learning. It (consciousness of their learning) would follow that they report more strategy use” (2006, p. 410). Also concerning advanced level learners, they describe that “their need to consciously administer and deliberate about their learning choices becomes less necessary” (2006, p. 410). In addition, according to Griffiths (2003), there is a tendency for learners to use different language learning strategies depending on their proficiency level. The use of learning strategies is demonstrably related to student achievement and proficiency (Pressley & Associates, 1990). Kitakawa (2008) reports that advanced level learners prefer to use some strategies such as *taking risks wisely (affective)* and *making positive statements (affective)* compared with other proficiency level learners. However, she also mentions that the relationship between variation and frequency of strategy use and proficiency levels are not stable, but they differ depending on learning contexts. LoCastro (1994) warns of generalizing the results found in a certain context to all other contexts because effective learning strategies change depend on contexts. Therefore, it is necessary to conduct studies which focus on the cultural/ contextual differences related to these variables.

### **5. Interaction of Motivation and Proficiency Level**

After Gardner (1985) and other researchers provided a framework for motivation, many studies have focused on the relationship between motivation and proficiency level. Gardner expected that learners who exhibit an integrative orientation are in the higher proficiency levels rather than learners who exhibit an instrumental orientation. Many studies which were carried out after this research supported this expectation. For example, Okumura (1994) divided learners into two groups by their proficiency level, and investigated their motivation toward language learning. The result indicated that students in the higher proficiency group possessed more integrative motivation, whereas students in the lower proficiency group possessed more instrumental motivation. In a recent study, Sato, Nakagawa and Yamana (2008) found that learners who have high proficiency of English tend to have more self-esteem and enhanced motivation than learners at other levels. Ichikawa (2001) states that learners who have enhanced motivation enjoy studying English itself, and they are not thinking so much about the benefits of learning. This study also supports the assumption of Gardner from the point that high-proficiency level learners are more intrinsically motivated. However, some other researchers reported that in English as a foreign language (EFL) context, learners who are instrumentally motivated may be at higher proficiency levels.

### **6. Research on the Effect of Motivation, Proficiency Levels and Strategy Use**

A study which includes the relationship between these three variables was conducted by Nakashima and Osato (2000). They carried out questionnaire surveys and interviews with the students in an institute of technology to investigate the relationship of these variables with English learners. The results of the questionnaire surveys indicated that the students who have higher motivation tend to use more strategies, and students who use more strategies tend to have higher motivation as well as having more integrative motivation. In addition, their results also support that claim that the students who are at higher proficiency levels tend to have higher motivation and use more strategies. The results of interviews clarify that most students who

demonstrate instrumental motivation and use cognitive strategies achieved higher proficiency levels than those who did not. The results of the questionnaire survey seem to support part of the Oxford and Nyikos (1989) model. Another study which investigated three variables inclusively was conducted by Nishihara (2005) who investigated the relationship between the three variables and students' grade levels, using a questionnaire survey with the students of the higher grade levels in a professional school. According to his study, there are some strategies, which are affected by students' proficiency levels, called practical strategies, which are used for communication in practical situations.

## **7. Research of Strategy Use, Motivation and Proficiency Levels in Japan**

The concern over motivation, strategy use and proficiency level has increased in Japan. The important focus of research is to determine the influence of the difference between learners' cultural, and educational background from one of other countries. Polizer (1983) found that compared with other countries, Asian groups educated in traditionally didactic settings chose memorization strategies more often. Hong-Nam and Leavell (2006) indicate that "students educated in the environments of lecture- and textbook-centered teaching approach(es) may use different strategies compared to students trained in student-centered contexts" (2006, p. 401). Kato's (2005) study describes the difference of cultural educational background of learners. She carried out a questionnaire survey on Japanese university students using SILL questionnaire. She added the category 'Entrance- Exam- Measured strategy' to the list of learners' strategy use which is used in high frequency by Japanese learners. She describes this category as follows:

(These) strategies, such as using flashcards, saying or writing new words, and self-encouragement, are regarded as effective methods to pass the university English entrance examination in Japan.

Therefore, factor 5 was called, Entrance- Exam- Measured strategy (p. 249).

She also investigated the relationship between language learning strategies and proficiency levels in Japanese university students, and found that Meta-cognitive and Affective strategies showed a positive correlation with proficiency level, whereas Memory and Compensation strategies and Entrance-Exam-Measured strategies showed negative correlation. This result shows that Japanese educational background strongly affects learners' use of their language learning strategies. This means that considering the cultural context is important when researchers and teachers think about learners' strategy use and motivation.

## **VII. Methodology**

### **1. Method to Answer Research Questions**

The research question of this study is, "Is there any influence of motivation and proficiency level on strategy use?" To investigate this question, three null hypotheses were set:

1. The different levels of motivation do not influence the frequency of strategy use.
2. The different levels of English proficiency level do not influence the frequency of strategy use.
3. There is no interaction effect of motivation and English proficiency levels on the frequency of strategy use.

To examine these null hypotheses, this research included a questionnaire survey and interviews. The questionnaires were used to investigate learners' motivation level and frequency of strategy use. In addition to

the data of questionnaire surveys, learners' TOEIC scores were collected. Based on the data of the questionnaire and TOEIC scores, the effect of motivation and proficiency levels on frequency of strategy use was investigated. For data analysis, two-way ANOVA was used based on two by three factorial analyses (Figure 1).

	Elementary	Intermediate	Upper-intermediate
Low			
High			

Dependent Variable: *Strategy Use*

Fig.2 Chart of Two by Three Factorial Design

The first independent variable is motivation. There are two levels (Low and High) for motivation. The second independent variable is proficiency, for which there are three levels (Elementary, Intermediate and Upper-intermediate). To collect qualitative data and look into deeper the result of questionnaire surveys, this study included interviews, too.

## 2. Data Collection

### (1) Participants

The participants of this research are 89 Japanese university students who are taking English classes at a private university in Tokyo. Students are leveled into English classes depending on their score on a placement test, in this case, the TOEIC-IP test. Students who have 240-380 TOEIC score are eligible for the Elementary level, 385-445 are placed in the Intermediate level, and 445-525 qualify for the upper-intermediate level. For deciding students' proficiency level accurately, participants were limited only to those who have the score of TOEIC test which was given in July, 2010 at the university. Therefore, a total of 89 students' data were used for this study.

Among the students who took the questionnaire surveys, 15 of them who also were involved in individual interviews. They were chosen from students who agreed to participating interviews from three different proficiency levels.

### (2) Instrument

The data for this study was collected through questionnaires and interviews. Questionnaires were used to ask frequency of students' language learning strategy use and motivation level. To measure participants' proficiency levels, scores of TOEIC in July 2010 were used. To investigate language learning strategy use, Oxford's (1989) *The Strategy Inventory for Language Learning 7.0 (SILL)* was used. The SILL is a paper-and-pencil survey and widely used for investigating language learners' strategy use all over the world. The questionnaire consists of 50 items, which Oxford and Burry-Stock (1995) divided into six categories:

1. *Memory Strategies*, such as grouping, imagery, rhyming, and structured reviewing (nine items);



2. *Cognitive Strategies*, such as reasoning, analyzing, summarizing (all reflective of deep processing) as well as general practicing (fourteen items);
3. *Compensation Strategies* (to compensate for limited knowledge), such as guessing meanings of the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known (six items);
4. *Meta-cognitive Strategies*, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring error (nine items);
5. *Affective Strategies (emotional, motivation-related) strategies*, such as anxiety reduction, self-encouragement, and self-reward (six items); and
6. *Social Strategies*, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware (six items).

This study adopted the six categories above for analysis of participants' strategy types. A Japanese translation of SILL, which was used in Kimura (2007), was used for collecting data (Appendix A, Section 1). The expression *Shin-go* (new words) in some questions seemed difficult to understand for some students, so that *Atarashii-tango* (new vocabulary) was used instead of *Shin-go*. The questions of SILL are answered by 5-point Likert scale (1: never or almost never true of me. 2: Usually not true of me. 3: Somewhat true of me. 4: Usually true of me. 5: Almost or almost always true of me).

To investigate levels and types of learners' motivation, the questionnaire designed by Suzuki (2008) (Appendix A, Section 2) was adopted in this study. This questionnaire includes twenty-seven items on attitudes and motivation toward English learning. These items were adopted from the instruments used by Gardner (2004), Dörnyei (1990), and Noels et al. (2000). The twenty-seven questions were categorized into four motivational groups based on the result of factor analysis in Suzuki (2008): *Class Anxiety*, *Negative Learning Experience*, *Integrative* and *Instrumental Motivation*. *Anxiety* is often considered as a motivational component and included in motivation constructs in addition to or as part of self-confidence (Dörnyei, 2008). It has also influential for students in language classes in Japan. Therefore, the motivation questionnaires in this study included ten questions about *Class Anxiety* which were taken from Gardner's (2004) *Attitude and Motivation Test Battery*. For answering the questionnaire, 5-point Likert scale which is the same one was employed in the strategy questionnaire was applied.

Finally, general background questions were included in the questionnaire to investigate participants' individual and educational background. The questions inquire participants' age, experience of studying abroad (how many weeks and where they have studied), and years of studying English. These questions were set for excluding students who have significantly different educational background from participants of this study (Appendix A).

The questions of interviews were adapted from the questions which were used in Nakashima and Osato (2000). The questions inquire about the type and frequency of strategy use and motivation; a) *Why are you studying English?* b) *How do you study English?* c) *How do you study outside of classroom?* Adding to these questions, d) *Do you think studying English is important for your life (why)?* e) *Do you feel anxiety when you speak English in class? (How do you deal with such situation?)* f) *Have you ever learned any language learning*

*strategies from books or in the class? g) Do you have any strategies which you consciously use while studying English? h) How Do you think the type of your strategy use have been changed (in what way)?* were included in the interview questions. Some follow-up questions were added depending on each student's answer to the questions above.

### (3) Procedure

The data collection through the questionnaire surveys and interviews were carried out at the university from October to November, 2010. Questionnaires were passed out in each level of English classes (Elementary, Intermediate and Upper-intermediate), and students were asked to fill them out during the class. The questionnaires were collected immediately after each student filled out.

Individual interviews were carried out on fifteen participants who were chosen from the participants of the questionnaire surveys after the data collection and analysis were finished. Each participant was asked about five main questions designed based on the questions in Nakashima and Osato (2000) and three questions which were designed based on the result of the questionnaire surveys. In addition, to collect more detailed information, some follow-up questions were included depending on the answer of participants. The interviews were carried out individually (not in a group), and the average interview time was about fifteen minutes for each participant. The conversations were tape-recorded, and then coded into the groups of motivation and strategy use.

### 3. Data Analysis

From the data of the questionnaire survey, the degree of motivation and frequency of strategy use were measured. The degree of motivation and frequency of strategy use were obtained from the points of scale of each questionnaire, which was the way adopted in the study of Suzuki (2008) and Kimura (2007). Then the score was analyzed using two-way ANOVA setting frequency of strategy use as a dependent variable, and motivation and proficiency level as independent variables. In this study, proficiency level was divided into three groups (Elementary, Intermediate and Upper-intermediate), and motivation level was divided into two groups (High, Low). After making groups, factorial analysis (two by three) was used for analyzing strategy use.

The individual interviews included questions about motivation and strategy use. The data of interview was analyzed using constant comparison analysis both inductively and deductively. In this study, the tape-recorded data of each interviewee were used for counting the types of motivation and the frequency of strategy use in students answer.

## VIII. Results

SPSS Base 15.0J was used for Two-way ANOVA to carry out the analysis. Total number of participants is 89 which include 41 males and 47 females. Many of participants are freshman (60 students) and 22 sophomores, 5 juniors and 2 seniors are also included in the participants. The mean of language learning experience is 7.82 years. The lowest TOEIC score is 287 and highest is 678. Table 1 presents a description of numbers in each group of motivation and proficiency levels.

*Table 1 Description of Participants*

Subscales		Group	N
Motivation	1	Low	43
	2	High	44
Proficiency	1	Elementary	21
	2	Intermediate	28
	3	Upper-intermediate	38
Total		87	

There are 43 students in the high motivation level group and 44 students in the low motivation level group. In addition, the number of students at each proficiency level is 21 students in Elementary level group, 28 students in Intermediate level group and 38 students in Upper-intermediate level group. Before the analysis, the score of some questions which were negatively worded was inverted based on Gardner (2004) and Suzuki (2008), so that all scores of questions have positive correlation with the scale. According to the result of ANOVA, there are significant mean differences between each group in both motivation and proficiency level. Table 2 presents the descriptive statistics for the effect of motivation and proficiency on strategy use.

*Table 2 Mean and Standard Deviation of SILL*

Motivation	Proficiency	Mean	SD	N
Low	Elementary	2.675	.495	13
	Intermediate	2.540	.347	12
	Upper-intermediate	2.597	.504	18
	Total	2.606	.458	43
High	Elementary	3.273	.571	8
	Intermediate	3.072	.462	16
	Upper-intermediate	3.271	.412	20
	Total	3.194	.462	44
Total	Elementary	2.902	.591	21
	Intermediate	2.863	.491	28
	Upper-intermediate	2.934	.568	38
	Total	2.903	0.545	87

The mean of frequency of strategy use was 2.902 (low proficiency group), 2.863 (middle) and 2.934 (high). There was no significant difference in mean score of strategy use between each proficiency level group. On the other hand, there was a significant differences in the mean score of frequency of strategy use between the high and low motivation groups; the mean score of strategy use was 2.606 (low motivation group) and 3.194 (high motivation group). From this result, there was more effect of motivation on strategy use of participants than their proficiency level. Table 3 shows the main and interaction effect of motivation and proficiency on the

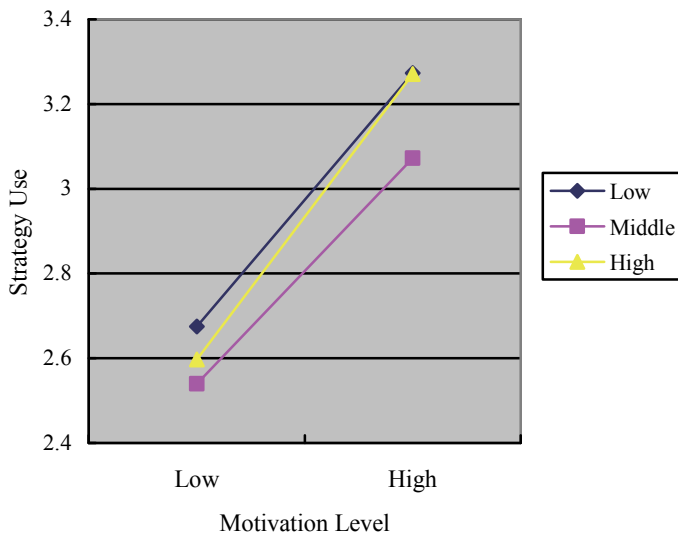
frequency of strategy use. In motivation,  $F(1, 85) = 32.985$  and  $p = .000$  which means that there is a significant effect of motivation on the frequency of strategy use. According to this result, the null hypothesis 1 “the different levels of motivation do not influence the frequency of strategy use” was rejected. On the other hand, the probability of proficiency level is .410 which means there was no significant effect of proficiency level could be seen on the frequency of strategy use in this study.

*Table 3 Main and Interaction Effect of Motivation and Proficiency Level on the Frequency of Strategy Use*

Subscales	SS	MS	F	df
Motivation	7.111	7.111	32.985**	1
Proficiency	.389	.194	.901	2
Motivation*	.080	.040	.186	2
Proficiency				

\* $p < .05$ , \*\* $p < .01$

Therefore, null hypothesis 2 “the different levels of English proficiency level do not influence the frequency of strategy use” was not rejected. Figure 3 presents the relationship between motivation, proficiency level and the frequency of strategy use.



*Fig. 3 The Plot Describing the Relationship of Motivation, Proficiency and Strategy Use*

In addition to the effect of sole variable, the interaction of motivation and proficiency levels on the frequency of strategy use was analyzed using two-way ANOVA. According to the result, the score of  $F(2, 85)$  was .186 and  $p$  was .831. This value of  $p$  means that there is no significant interaction effect between motivation and proficiency level on the frequency of strategy use. Figure 3 also presents the relationship of motivation and proficiency level, which is that there is no significant interaction effect of motivation and proficiency level on

the frequency of strategy use. From this result, the null hypothesis 3 “there is no interaction effect of motivation and English proficiency levels on the frequency of strategy use” was not rejected.

## IX. Discussion

### 1. The Effect of Motivation on Strategy Use

From the result of ANOVA, the significant effect of motivation was seen on the frequency of strategy use. This means that participants’ frequency of strategy use is affected by their level of motivation. This result shows the tendency of that students who have higher motivation tend to use strategies more often than students who have lower motivation, and this result follows the findings of many former studies (Oxford, 1990; Takeda, 1998; Oxford & Nyikos, 1989). In addition to the analysis of main affect, multiple regression was also carried out in order to find out what kind of motivation significantly affects participants’ frequency of strategy use. Table 4 and 5 presents the result of multiple regression for motivation and strategy use.

*Table 4 Means, Standard Deviations, and Intercorrelations for Strategy Use and Motivational Predictor Variables*

Variable	<i>M</i>	<i>SD</i>	1	2	3	4
Strategy use	2.903	.544	.278	.268	.619	.561
Predictor variable						
1. Negative	3.720	.541	—	-.090	.198	.182
2. Anxiety	2.293	.407		—	.104	.136
3. Instrumental	3.793	.840			—	.676
4. Integrative	4.141	.716				—

*Table 5 Regression Analysis Summary for Effects of Motivational Variables on Strategy Use*

Variable	<i>B</i>	$\beta$	<i>t</i>
Negative	.112	.111	1.293
Anxiety	.269	.202*	2.545
Instrumental	.235	.362**	3.316
Integrative	.154	.203	1.896

Note.  $R^2 = .509$  ( $N = 87, p < .05$ )

\* $p < .05$ , \*\* $p < .01$

From the result of multiple regression, probability of ANOVA table is 0.00 and  $R = 0.706$  which means that there is a meaning of making multiple regression table. In addition, the probability of coefficient of each motivation group satisfied  $p < 0.05$  which means that prediction formula of all groups (*Negative Learning Experience, Class Anxiety, Instrumental Motivation and Integrative Motivation*) have meaning to make. The score of  $F$  ( $t^2$ ) were as follows; *Negative Learning Experience* ( $F = 1.672$ ), *Anxiety* ( $F = 6.477$ ), *Instrumental Motivation* ( $F = 10.996$ ) and *Integrative Motivation* ( $F = 3.595$ ). According to Uchida, Nishizawa and Makino (2007), if  $F = 2$  or higher, the variable will be considered as having an effect on dependent variables. Therefore,

these motivational variables could be considered to help predicting learners' frequency of strategy use except in the *Negative Learning Experience* category. The order of the categories which have strong effect on the strategy was Instrumental ( $\beta = .362$ ), Integrative ( $\beta = .203$ ), and Anxiety ( $\beta = .202$ ).

According to the score of  $\beta$ , the most influential motivation on participants' frequency of strategy use was *Instrumental motivation*. Instrumental motivation was introduced by Gardner and Lambert (1972) with Integrative motivation, and it has been treated in many motivation studies as main motivational component for almost two decades. Integrative motivation "refers to the learner's personal willingness to be a part of the target language community and to learn the language in itself, whereas instrumental motivation refers to the intention to learn it for obtaining some practical and concrete benefit such as getting a better job, higher pay, admission to college and so on" (Suzuki, 2008). In Takanashi's (1993) study, instrumental and integrative motivation was found from Japanese university students as a result of factor analysis. Based on this result, he described that the notion of instrumental and integrative motivation could be used for explaining English learning motivation of Japanese university students. Takanashi (1993) also reported that students' instrumental motivation showed high factor loadings only in items of social appraisal and future employment. From this result, he assumed that motivation which related to social practical benefits might be one of the motivations of students' English learning in the university. Also, the factor which related to academic results could be found as main motivation of learning English in university students. This motivation was distinct from the motivation of improving English proficiency, and Takanashi (1993) describes that this grade-related motivation was closely related to credit earning which is a practical, concrete and common reasons for English learning in many university students. The result which participants' strategy use was strongly affected by instrumental motivation means that the learners who have practical and concrete purpose of learning English tend to use strategies more frequently. In Takanashi's (1993) study, there was no correlation between instrumental motivation and strategy use of English learners. He explained his results: In an EFL context like Japan, English use is not common in the society and does not work enough as a tool of getting appraise socially. However, this present study showed the result that instrumental motivation affected English learners' strategy use significantly. One possibility which can be considered in the participants is that they are learning English for obtaining high scores of TOEIC and TOEFL test in order to get a better job or study abroad. In fact, 7 of the classes which are involved in the questionnaire survey are the TOEIC/ TOEFL preparation class. In addition, there is a possibility that students who are learning English in these TOEIC and TOEFL preparation classes are taught learning strategies (including test strategies) more explicitly than students in communication classes. Therefore, the learners in these test preparation classes may have instrumental motivation and use strategies more frequently.

The second motivation which affected frequency of learners' strategy use was *Integrative Motivation*. The score of significant provability for integrative Motivation was .056 ( $p > 0.05$ ) which means this motivation did not affect significantly on students' strategy use. However, the score .056 was close to .050 and it could be assumed that this motivation had some influence on students' use of strategy. From the result of questionnaire surveys, the score of integrative motivation was higher than other motivation groups ( $M = 4.141$ ). This means that the students have high integrative motivation for their English learning. Integrative motivation indicates the personal willingness to be a part of the target language community and to learn the language in itself, so that students in this study seemed to have strong willingness to be a part of the target language

community or lean English. However, this motivation did not show the high score of the effect on students' strategy use according to the result of multiple regression analysis. This means that their integrative motivation did not affect strongly on the frequency of strategy use. One of the reasons which could be assumed for this result is that students who have integrative motivation might have no clear goal of their English learning compared with the learners who had *Instrumental Motivation*. It was clarified through interviews that many students had integrative motivation for studying English although there was the difference of motivation level. Students who had instrumental motivation tended to have clear goals of their English learning such as getting high score of TOEIC by the end of this year. On the other hand, students who had integrative motivation seemed that they were setting no clear goals for their English learning. In addition, half of students who had integrative motivation described that even though they have wish for becoming a good English learner, they did not take any concrete actions to improve their English proficiency. From this result, it could be assumed that many of students had integrative motivation; however, they did not set goals or take action yet, so that this motivation did not connect to their frequency of strategy use.

The third motivational group which affected to strategy use was *Class Anxiety* which was added from Gardner's (2004) *The Attitude/ Motivation Test Battery* because of consideration of Japanese cultural context. From the result, among highly motivated students, the learners who have low class anxiety especially tend to use learning strategies more frequently. On the other hand, the learners who have high class anxiety tend to use learning strategies less frequently. About Class Anxiety, Hoffman (1986) describes that if students have too much class anxiety, a desirable outcome is not expected. Therefore, the learners who have high class anxiety may not be able to use strategies especially the one related to in-class outcome.

The result of multiple regression showed that there is no significant effect of *Negative Learning Experience* on learners' frequency of strategy use in this study. *Negative Learning Experience* includes the questions which were "directly associated with past unfavorable experiences in learning English, and...reluctance in doing so are considered be the subsequent results" (Suzuki, 2008). As Suzuki mentions, some questions in this category are associated with past unfavorable experiences such as "when I look back on my past, the effort in English learning didn't pay off or lead to success" and "I had some bad experiences with learning languages". Also some questions shows learners' reluctance and no interest for learning English such as "I don't like the process of language learning and I do it only because I need the language", "to be honest, I really have little interest in my English class" and "I cannot come to see why I study a second language, and frankly, I don't give a damn". The result presented that students' frequency of strategy use was not affected by their negative feeling or experiences of language learning. One reason which could be considered for this result was that students' *Instrumental Motivation* affected the frequency of their strategy use more than such negative experiences. In interviews, many of students mentioned that their negative experience and feeling on learning English. However, almost all of them said that they are using some learning strategies in order to get the credit of English class or high scores of TOEIC. Therefore, they might be learning English for their practical benefit and using learning strategies regardless of their negative feelings for or experiences with language learning. For Japanese university students, taking English classes is sometimes required for graduating from university, and it seemed one key reason for them learning English (Takanashi, 1993). Also, in Japanese society, there is a tendency to appraise socially and recruit for employment based on test scores. Therefore, getting good grades in

classes including English class and a high TOEIC or TOEFL score will be an advantage for obtaining employment. For these reasons, even though students have had negative experiences and feelings for learning English, they might be learning English and using learning strategies for graduation or job opportunities.

According to the result of ANOVA, the frequency of strategy use of the students in this study tends to be affected by motivation rather than proficiency level. The effect of motivation on the frequency of strategy use has been investigated by many researchers, and the result of this study was similar to the result of these former studies. From the result of multiple regression analysis, two of four motivational groups affected students' frequency of strategy use significantly. No significant effect of *Integrative Motivation* and *Negative Learning Experience* on the frequency of strategy use that could be found from the result of this study. However, the probability of *Integrative Motivation* was almost .05, so that it could be assumed that *Negative Learning Experience* had an effect on learners' frequency of strategy use even though the effect was not significant. Also, *Negative Learning Experience* did not show significant effect on learners' frequency of strategy use in this study. However, many of the learners' frequency of strategy use were strongly affected by instrumental motivation. Therefore, learners might learn English for their practical and concrete benefit such as credit earning and getting high TOEIC/ TOEFL scores, even though they have had negative feelings and experiences for English learning. Thus, it could be found that various motivation types affected the frequency of learner's strategy use to different degrees. However, this result might be affected strongly by the contextual factors of learners such as the proportion of students who were taking TOEIC/ TOEFL classes. Therefore, there is a necessity for further research to clarify how these motivational variables affect the frequency of English learners' strategy use.

## **2. The Effect of Proficiency Level on Strategy Use**

From the result of ANOVA, the significant effect of proficiency level on the frequency of strategy use could not be found. Therefore, the null hypothesis 2 "The different levels of English proficiency level do not influence the frequency of strategy use" was not rejected. This result means that proficiency level does not affect the frequency of strategy use. Learners' frequency of strategy use increases when their motivation level rises regardless of their proficiency level. Many results of former studies have shown that proficiency level affects the frequency of learners' strategy use: as learners' proficiency level goes up, the frequency of strategy use will increase (Oxford, 1990; O'Malley & Chamot, 1990). Therefore, the result of this study contradicts the results of those former studies. In addition, some researchers such as Hong-Nam and Leavell (2006) claimed that learners at the intermediate level use more strategies than learners at other levels. However, the learners in the present study use almost the same frequency of strategies regardless of their proficiency levels, so the results of this study do not follow Hong-Nam and Leavell's results. Some studies claim that some specific learning strategies are related to lower proficiency level learners more strongly than higher proficiency students (Cohen, 1990; Green & Oxford, 1995) and that the frequency of strategies and proficiency levels sometimes have negative correlation. Based on this result, the effect of proficiency level on the type of strategies used (*Memory, Cognitive, Compensation, Affective, Meta-cognitive* and *Social*) was analyzed using ANOVA.

Data analysis shows that the probability for all strategy types was higher than .05, so no significant effect of proficiency level on different strategy can be seen. That is, the significant effect of proficiency levels on specific strategy does not exist in the participants of this study. Some explanations can be considered for this



result. One reason is the way of grouping proficiency levels. Participants of this study were chosen from Elementary, Intermediate and Upper-intermediate level classes which are middle, contiguous levels in this university. As a result, although the result of ANOVA showed that there was a significant difference among the proficiency level of the three groups, there might be not enough difference to affect strategy use. There is a possibility that the proficiency levels were significantly different among these three groups; however, the differences were not enough to make a difference in the frequency of learning strategies used in each group. If the students who have extremely high or low TOEIC scores were included in the participants, the result might have been different.

Another reason for this result might be that most of participants in this study were freshmen. According to some studies, higher grade students tend to use more strategies than lower grade students. While proficiency level does not necessarily equate with amount of language learning (i.e., number of years), more experienced language learners have been shown to use more strategies (Bremner, 1998; Green & Oxford, 1995; Oxford & Burry-Stock, 1995; Park, 1997; Sheorey, 1999; Whartson, 2000). If the factor of age affected to learners' strategy use, there is a possibility that students in this study might not have acquired many strategies yet. Many of the students have been at the university for less than one year, so it can be considered that they are in the midst of acquiring strategies just now. Either way, the result of the effect of proficiency on the type of strategy use does not support the results of many former studies. Therefore, there is a need to consider factors or causes which affect the result of proficiency levels' effect.

### **3. The Effect of Interaction between Motivation and Proficiency Level on Strategy Use**

This study not only looked at the individual effects of motivation and proficiency levels on the frequency of strategy use, but also the interaction effect of both of them on the frequency of strategy use. Few studies focus on the interaction effect of motivation and proficiency levels on the frequency of strategy use, so there seemed to be value in investigating it. To examine the effect of two variables, two-way ANOVA was used to analyze the data.

From the result in Table 3, the significant interaction effect of motivation and proficiency level could not be seen. That is, motivation levels and proficiency levels did not interact in affecting learners' frequency of strategy use significantly. This result shows that students who have higher motivation tend to use strategies more often than students who have lower motivation regardless their proficiency levels. In this study, the students were strongly affected by their motivation levels, and there is no significant effect of proficiency levels on their frequency of strategy use. This result does not support the results of many former studies. There are some reasons which can be assumed for the results of this study. However, if the effect of proficiency levels was as significant as the results of former studies, the interaction effect of motivation and proficiency levels might have been different. Also, there is a possibility that these two individual variables have the same characteristics in the effect on the frequency of strategy use. That is, both of two variables have the characteristic that the increasing levels of variables enhance learners' frequency of strategy use. If motivation and proficiency levels have such same characteristics, there should be no interaction effect on the frequency of strategy use. To investigate the characteristics of these two variables, the correlation of two variables was analyzed. Table 6 presents means and standard deviations for motivation and TOEIC score.

*Table 6 Means and Standard Deviations for Motivation and TOEIC Score*

	<i>Mean</i>	<i>SD</i>	<i>N</i>
Motivation	3.176	.338	87
TOEIC Score	441.30	102.378	89

From the result of correlation analysis, probability is .050 which means that there was significant correlation between motivation and proficiency levels. Pearson's correlation coefficient was .211 between motivation and TOEIC test. The result showed that there was a significant correlation between motivation and proficiency levels. Many studies proved that as the motivation levels are improved, the frequency of strategy use will be enhanced. Also, it has been clarified by many former studies that as the proficiency level improves, the use of strategies will increase. If these two variables have similar characteristics, as motivation or proficiency levels improve, students' frequency of their use of learning strategies will be enhanced. That is, there is no interactive effect of these two variables on the frequency of strategy use, but both of them encourage increasing students' frequency of strategy use. However, the effect of proficiency levels on the frequency of strategy use was not same as the result of former studies. Therefore, if the result was the same as the former studies, this interaction might have been different. Also, there is a possibility that some specific motivational types and proficiency levels are strongly related to each other than other types of motivation or proficiency levels. For example, according to Takanashi (1993), students who have high integrative motivation tend to be in high proficiency level. This present study focused on the interaction of whole motivation groups and proficiency levels, and there was no significant interactional effect found from the result. However, if some combination of specific motivation types and proficiency levels which strongly related to each other, there might be an interactional effect on the frequency of strategy use. For these reasons, there is a need for further research to clarify the interaction of motivation and proficiency levels including some combination of different motivation types and proficiency levels.

#### **4. The Result of Main Effect and Oxford and Nyikos's (1989) Model**

According to the model which was introduced by Oxford and Nyikos (1989), motivation and proficiency level affect the frequency of strategy use. The result of this study shows that motivation affects the frequency of strategy use and as motivation increases, the frequency of strategy use was enhanced. This result follows a part of Oxford and Nyikos's (1989) model. Having high motivation for language learning enhances the frequency of learners' strategy use. The same result was seen in many former studies, however, this result showed that this model also works in Japanese context. On the other hand, there is no significant effect of proficiency levels on the frequency of strategy use was seen in this study. Oxford and Nyikos describes that high proficiency levels also enhance learners' frequency of strategy use. The result of this study didn't follow their claim. However, there is a possibility that the result of proficiency effect was affected by other individual factors or Japanese cultural context. Therefore, even though the result did not follow Oxford and Nyikos's model, the finding of this study would be significant for the research of individual variables of language learning.

## 5. The Result of Interview

The result of the questionnaire survey and interviews implied that some cultural and contextual background affected students' motivation and strategy use. Many students mentioned that they were practicing English conversation with native speakers in self-access center. The university in which this study was carried out has self-access language learning center called *World Language Center (WLC)*. Some students might count such conversation practice in self-access center as their strategies, so that the existence of the system of WLC probably affected learners' strategy use. Providing opportunities of talking with native speakers seemed to affect learners' motivation of using English for practical purposes and knowing other cultures, too. Also, many students had negative feeling to the strategies which were used before they entered the university. This negative feeling seemed to have strong effect on learners' choice of strategy use. In addition, it was found that many students have class anxiety regardless their proficiency levels. There was a significant effect of class anxiety on strategy use could be seen from the result of the questionnaire survey. Many of learners tended to avoid positive participation for volunteering answers in front of other classmates in English because of the lack of confidence in their English skills and fear of making mistakes in front of others. This negative feeling seemed to interrupt students to use some specific strategies which related to positive participation in class.

## 6. Implications for Teachers

From the result of this study, the significant effect of motivation level on the frequency of strategy use could be found. Also, there was no significant effect of proficiency and interaction of motivation and proficiency on the frequency of strategy use in this study.

From the result of main effect, it was found that the level of motivation strongly affected to learners' frequency of strategy use. That is, learners who have high motivation tend to use learning strategies more frequently. Therefore, teachers need to think about effective providing and use of learning strategies depend on learners' motivation levels. As the result of this study showed, if learners use many strategies because of their high motivation levels, the teacher can encourage learners' strategy use regardless of their proficiency levels. Providing as many strategies as possible, teachers may be able to enhance the frequency of strategy use of learners who have high motivation on language learning. In addition, if increasing of appropriate strategy use improves learners' proficiency levels as Oxford and Nyikos (1989) describes, the teachers can help improve their students' proficiency levels by encouraging them to use more learning strategies. Therefore, there is a possibility that the teachers can help learners to improve their proficiency levels by providing opportunities of using many learning strategies in the class regardless their current proficiency levels.

Not only providing opportunities of using strategies, but also providing explicit explanations for the strategies may be important. From the result of interviews, it was found that students recognized limited numbers of learning strategies. For example, they mentioned many of strategies related to effective reading and listening such as speed reading/ listening, shadowing, dictation. Also, they referred to some memory strategies such as vocabulary building and memorization of grammatical features. However, they did not recognized writing and speaking activities and cognitive and affective factors as strategies. Cohen (1995) has described that "if a learner's behavior is totally unconscious so that the given learner is not able to identify any strategies associated with it, then the behavior would simply be referred to as a *process*, not a *strategy*" (Cohen, 1995, p.

6). Therefore, teachers should include not only variety of strategy uses but also explicit explanations for the effectiveness of those strategy uses.

## **X. Conclusion and Further Research Needs**

This study investigated individual factors which affect students' success in language learning, that is, motivation level, the frequency of strategy use and proficiency level. From the results of ANOVA, the participants' frequency of strategy use was strongly affected by their motivation. That is, the group of students who have higher motivation tend to use strategies more often than the group of students who have lower motivation. This result equates the results of many former studies and followed a part of the model introduced by Oxford and Nyikos (1989). On the other hand, the result of this study showed no significant effect of proficiency levels on the frequency of students' strategy use. This result was against to many results of former studies. However, the result might be affected by some contexts of the participants. LoCastro (1994) describes that the result of learners' frequency of strategy use can be affected by the contexts, so that it is difficult to generalize one result to all students. The participants of this study are mainly freshmen and the target groups of proficiency level were relatively close. From these facts, the participants of this study can be thought having special features and these characters might affect the results of this study. In addition, this study also investigated the interaction effect of motivation and proficiency level. However there was no significant interaction effect can be seen from the result of analysis. That is, the frequency of strategy use of students in each proficiency level group increases similarly as their motivation levels go up. There are few studies focused on such interaction effect, so that there is a necessity of more studies to examine the result of the present study is in general or not.

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## Appendix A: Questionnaire Sheet (SILL & Motivational Questionnaire)

学年: \_\_\_\_\_ 学部: \_\_\_\_\_ 学科: \_\_\_\_\_

年齢: \_\_\_\_\_ 才 \_\_\_\_\_ 留学歴（または海外居住歴）: \_\_\_\_\_ ヶ月 \_\_\_\_\_ 国名 \_\_\_\_\_

英語学習年数: \_\_\_\_\_ 年 \_\_\_\_\_

### 回答選択肢

1. 全然、あるいはほとんどあてはまらない。
2. 通常あてはまらない。
3. いくらかあてはまる。
4. 通常あてはまる。
5. 常に、あるいはほとんどあてはまる。

### 質問項目

#### Section 1

1. 英語ですでに知っていることと、新しく学習したこととの関係を考える。
2. 覚えやすいように、文の中で新しい語を使う。
3. 単語を覚えるために、新しい語の音とその単語のイメージや絵を結びつける。
4. 単語が使われる場を心に描いて新しい語を覚える。
5. 新しい語を覚えるのにリズムを使う。
6. 新しい語を覚えるのにフラッシュカード（単語カード）を使う。
7. 新しい語を身体で表現して覚える。
8. 授業の復習をよくする。
9. 新しい語を覚えるのにその語があった本のページ、黒板、あるいは道路標識などの位置を記憶しておく。
10. 新しい語を何回も書いたり言ったりする。
11. 英語のネイティブスピーカーのように話すように心がけている。
12. 英語の発声練習をする。
13. 知っている単語をいろいろな文脈でつかう。
14. 積極的に英語で会話を始める。
15. 英語のテレビ番組や英語の映画を見る。
16. 英語を読むのが楽しい。
17. 英語でメモ、メッセージ、手紙、報告を書く。
18. 英語の段落をまずざっと読み取り、それから再び前に戻って注意深く読む。
19. 英語の新しい語に似た語を自国語の中に探す。
20. 英語の中にパターンを見つけようとする。
21. むずかしい英単語は分解して、意味を知ろうとする。
22. 一語一語全ての訳はしないよう、心がける。
23. 英語で読んだり聞いたりしたことを要約する。
24. 知らない英単語を理解しようと推測をする。
25. 英語での会話中に適切な語を思いつかない時、ジェスチャーを使う。
26. 英語での会話中に適切な語を思いつかない時、新しい語を作る（造語する）。
27. 英語を読む時、一語一語調べない。
28. 英語で会話中に相手が次に何と言うか、推測しようと心がける。
29. 英語の単語が思いつかないとき、同じ意味を持つ語や句を使う。
30. いろいろな手段を見つけて、できるだけ英語を使おうとする。
31. 自分の英語の間違いに気づいたら、そこから学んで上達しようとする。
32. 他の人が英語で話している時、注意を払う。
33. どうすればより良い英語学習者になれるか、知ろうとする。



34. 英語学習に十分な時間を当てられるように、自分のスケジュールを立てる。
35. 英語で話しかけることのできる人を探す。
36. できるだけ英語で読む機会を探す。
37. 自分の英語技能向上への、明確な目標がある。
38. 自分の英語学習の進歩について考える。
39. 英語を使うのに自信がない時は、リラックスするように心がける。
40. 間違いを恐れず、英語を話すように自分を励ます。
41. 英語でうまくいったとき、自分をほめる。
42. 英語を勉強している時や英語を使っている時に、緊張したり神経質になっていないかどうか気づく。
43. 言語学習日記に自分の感情を書き留める。
44. 英語を勉強している時、自分がどう感じているか、他の人と話す。
45. 英語が分からない時、ゆっくり話してもらうか、もう一度言ってもらう。
46. 自分が英語を話している時、ネイティブスピーカーに間違いを直してくれるように頼む。
47. 他の学生達と英語を練習する。
48. 英語に困った時、ネイティブスピーカーからの助けを求める。
49. 英語で質問する。
50. 英語で話されている国の文化を学ぶよう、心がける。

## Section 2

1. 英語の授業で話さなくてはいけない時は常に落ち着いている。
2. 自分で満足がいく程度は英語ができるようになると信じている。
3. 英語の授業で質問に答える時、不安を感じない。
4. テレビやラジオ、また資格試験などを利用して授業以外にも英語を勉強する。
5. 他の教科よりもむしろ英語の授業をもっと受けたい。
6. 英語の授業では自信を持って話すことができる。
7. クラスで英語を話すると他の学習者が笑うのではないかと不安になる。
8. 英語の学習をしていて達成感を得ることがある。
9. クラスで自分より英語が上手に話せる学習者がいると心配になる。
10. もし英語を身につけられなかったら自分の人生にとって深刻な問題になる。
11. 英語学習は自分の将来つく職業に必要なので大切だ。
12. さらに教養を身につけるために英語を学んでいる。
13. 英語の授業で話している時緊張する。
14. 英語を学ぶことは就職の際に役に立つので重要だ。
15. これまでを振り返り、英語学習は努力のわりに成果に結びつかなかった。
16. 英語の授業で話す時、自分を見失ってしまう。
17. 将来、進学先あるいは就職先で英語が必要になる。
18. なぜ英語を学ばなければならないのかその理由がわからない。率直なところ関心がない。
19. ほとんど毎日英語を学ぶことで、最新の英語を身につけようとしている。
20. 私は英語を学習することが本当に楽しい。
21. 英語の授業で緊張すると言う学習者は言い訳しているのだと思う。
22. 正直なところ、英語の授業にはほとんど興味がない。
23. 英語学習の過程が好きなのではなく、仕方なく学習している。
24. もし英語が話せたらより面白い仕事につける。
25. 他の学習者が授業で英語を話すことに緊張を感じるのが理解できない。
26. 英語学習で辛かったり、いやな経験をしたことがある。
27. 英語の授業で進んで答えを言うのは恥ずかしい。