

Japanese Language Learners' Motivation Shift Affected by the Situations in Their Daily Life and Underlying Factors

Focus on the self-efficacy

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The purpose of this study was to know the learners' motivation shift in their daily life and to investigate the factors that affect the learners' motivation to study Japanese as L2. There were 3 research questions:

- (1) Which kinds of situations in daily life affect learners' motivation?
- (2) Which kinds of situations increase or decrease their motivation?
- (3) Which factors underlie their motivation changes?

The subjects were 176 learners of Japanese belonging to the Japanese language institute and to the intensive Japanese course of the universities. The data for the study was collected by means of a questionnaire. The questionnaire was divided into two parts. First part was about the relationship between the learners' motivational changes and the situations which seems to have an influence on the learners' motivation. The second part was about the underlying factors which seem to be associated with learners' motivation: the sense of self-efficacy, intrinsic motivation and L2 anxiety. The data was analyzed by using statistics.

The findings in this study are as follows:

1. Learners were very sensitive to situations where their Japanese competence seems to be assessed as low levels, and therefore their motivation increased through their experiences of these situations. However it decreased, when they had the situations which they could not control.

2. When learners met negative situations, the motivation of learners with a high sense of self-efficacy and intrinsic motivation, particularly increased. This was also true for learners with high L2 anxiety, suggesting L2 anxiety sometimes facilitates learning.
3. The sense of self-efficacy was more associated with learners' motivation than the other two factors. The results of the correlation between the three factors were as follows; the two factors, intrinsic motivation and the sense of self-efficacy, were positively correlated with each other. However L2 anxiety did not correlate with any other factors.
4. The intermediate-learners had the high sense of self-efficacy, but they did not feel the confidence of their Japanese competence.

These results indicated the importance of the learners' maintaining high sense of self-efficacy. The sense of self-efficacy was positively correlated with intrinsic motivation, so teachers should pay attention to the learners' autonomy and their sense of attainment to increase their intrinsic motivation. In addition, the teachers should especially give care to the intermediate learners who are apt to decrease the sense of self-efficacy.

Through this research, in the future I argue that it is necessary to know how the motivation of the learners changes in the qualitative way, because of the psychological factors tangle. In addition, I would like to propose which kinds of class activities can increase the sense of self-efficacy.

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