

## Ideal L2 Selves of Japanese university freshmen: A change from high school

Mitsuko Suzuki

### **Introduction**

As a new framework of second language (L2) motivation, Dörnyei's (2009) *L2 Motivational Self System* has recently attracted attention from scholars and educators in the L2 field of study. According to Dörnyei (2009), ideal L2 self, or individual's successful image of oneself using the target language, is the key to enhance L2 motivation. Despite the number of studies that have reported the acceptability and applicability of this new framework, less has statistically examined how the ideal L2 self of L2 learners evolve over time. As a follow-up of Suzuki's (2011) study, the current study examined how 85 Japanese university students' ideal L2 selves changed and developed throughout a semester. The result of this study will inform what motivational variables tend to develop and sustain English as Foreign Language (EFL) learners' ideal L2 self.

### **Literature Review**

As a possible affective variable that could influence L2 learners' attitude and proficiency, L2 motivation has attracted a significant number of educators for the past few decades. L2 motivation, in this study, is defined as L2 learners' choice, intensity, and persistency to

gain proficiency in the target language (Dörnyei, 2001). In the field of L2 study, integrativeness, or “willingness to be like valued members of the language community” (Gardner & Lambert, 1959, p. 271) has long been regarded as the most powerful variable that could encourage L2 motivation. In other words, learners who wish to become a part of the target language society is assumed to possess the strongest degree of L2 motivation. However, scholars now argue that the concept of *integrativeness* does not necessarily match the current English learning contexts. For instance, as globalization speeds up and English spreads as a means of communication in multicultural society, the target community that a learner would desire to be integrated appears somehow unclear. Moreover, it is doubtful that EFL learners, who rarely interact directly with an L2 community member, would desire to become a member of a foreign language community. As a consequence, a new theory that could face these new trends in EFL is needed in the L2 field.

Out of a number of theories that has challenged Gardner and Lambert’s (1956) integrativeness, the *L2 Motivational Self System* proposed by Dörnyei (2009), has gathered much attention. Reflecting the result of a Hungarian EFL study (Csizér & Dörnyei, 2005), as well as the findings of self-studies in the field of psychology, Dörnyei’s (2009) new model includes three main concepts. First, ideal L2 self is the core concept of *L2 Motivational Self System*. Ideal L2 self refers to the learner’s own self-image that he or she desires to realize by using the target language. Dörnyei (2009) explains that “the desire to reduce the discrepancy between our actual and ideal selves” (p. 29) leads the L2 learners to pursuit further learning. In other words, the target of integration is the learner himself and not someone else. Ideal L2 self is significantly powerful when the image is specific and detailed (Al-Shehri, 2009). Therefore, even if a student is intrinsically

motivated, that learner may not be able to maintain one's motivation if this ideal L2 self is somewhat unclear or not realistic. In turn, a businessman who is extrinsically motivated to study English solely for one's career success may sustain a high motivation if his ideal image is tangible. Thus, unlike the theory of *integrativeness* which sets the learners' final goal to a rather foreign community, *L2 Motivational Self System* regards the L2 learners' inner self concept as the target of integration (Dörnyei & Ushioda, 2009).

The second component of the system is called the *Ought to L2 Self*. This self-image is also an image of L2 self in the future, but in this case, the learners are feeling pressured to achieve a certain proficiency in English. Compared to the ideal L2 self, ought to L2 self is inspired by a negative future that a learner wants to avoid. This image also contributes to motivate the L2 learners, since the achievement of such an image will prevent troublesome outcomes. For example, a Japanese university student could be highly motivated to study English in order to refrain from failing to earn a credit. A single individual may possess both of these selves simultaneously, as in the case of the participants in Yashima's (2000) study. The Japanese high school students in Yashima's (2000) study were eager to study English, not just as a means to communicate with others, but also as an important subject to pass the university exam. Hence, while ideal L2 self is based on a future image that one would like to promote, ought-to self is based on a self-image that one would desire to prevent (Higgins, 1996).

The third component of *L2 Motivational Self System* is the learning experience. Unlike the other L2 two components which were related to the learners' inner self-conceptualization, this component equals to the learners' immediate L2 learning experience. For instance, interaction and proximity between L2 students and teacher are well known factors to influence the learners' L2 learning motivation (Dörnyei & Murphey,

2003). To conclude, given the three components explained above, Dörnyei's (2009) new model redesigned the concept of L2 motivation.

Dörnyei's (2009) new model has been widely supported by both theoretical and empirical studies. For instance, Yashima (2009) was successful in finding major similarities between the Self-Determination Theory (Ryan & Deci, 2000) and *L2 Motivational Self System*. On the other hand, Al-Shehri (2009) found out that Arabian EFL learners' ideal L2 self strongly correlated with their L2 motivation. Al-Shehri (2009) all pointed out that those learners who preferred visual aid in learning tended to possess stronger L2 motivation. This result from an empirical study is in line with Dörnyei's (2009) claim that the image's vividness is one of the important features of ideal L2 selves.

The present study is a follow-up to Suzuki's (2011) study, which analyzed 186 Japanese university students' ideal L2 self by conducting surveys and interviews. Through this study, lower motivated learners' ideal L2 self, as well as its relationship with L2 motivation and other motivational variables were examined. In Suzuki's (2011) study, unlike higher motivated learners, lower motivated learners' ideal L2 self was found non-significant to their L2 motivation. Furthermore, motivational variables that correlated with the ideal L2 self differed between high and low-motivated learners (Suzuki, 2011). Although Suzuki (2011) attempted to examine ideal L2 self by implementing quantitative and qualitative approach which had not been practiced much in the previous studies, the development of individual's ideal L2 self over time has not been yet well studied.

The current study focused on how these ideal L2 self and other motivational factors of Japanese university learners develop over a longer span. Considering learners' learning condition, there are many possible interlinked factors and nonlinear causes that could affect the participants' ideal L2 self. In such a dynamic research site, ideal L2

selves of the learners would likely to change from time to time. Thus, as Dörnyei (2010a) points out, in order to examine such a dynamic process, it is useful to adopt a longitudinal approach. By analyzing how Japanese university learners' ideal L2 self evolves overtime, a better understanding of the *L2 Self Motivational Self System* will be gained.

## **Methods**

### *Research Questions*

The aim of the current study is to examine the development of ideal L2 self over a semester, as well as its relationship with other motivational variables. By focusing on the following three research questions, the dynamic change of ideal L2 self and other related motivational variables were analyzed:

- 1) Is the concept of ideal L2 self significant for both motivated and less-motivated learners?
- 2) Are there any measurable differences between variables that affect the less-motivated and motivated learners?
- 3) What motivational variables correlate with the increase of ideal L2 self?

### *Participants*

The participants of this study were 85 Japanese private university students enrolled in Test of English for International Communication (TOEIC) classes at elementary level (TOEIC score of 285–420). This TOEIC course is aimed to help students improve their test-taking skills and mark higher scores in the TOEIC test. All of the participants were freshmen who were deposited to enroll this class based on their results in their TOEIC placement test in April. Both of the classes were taught by the same instructor.

*Instrument*

In order to examine the ideal L2 self of the Japanese university students, the present study adopted The English Learner Questionnaire. This questionnaire is a modified version of what Magid, Papi, and Taguchi (2009) have designed in order to measure Japanese EFL learners' motivation based on the framework of *L2 Motivational Self System*. The description of how this questionnaire was invented is fully available in Dörnyei (2010b). This questionnaire adopts a six-point Likert scale to measure 67 statement-type and question-type items. Every set of 3 to 4 of these items measures one of the 13 motivational variables related to ideal L2 self. Out of these 13 motivational variables, a brief description of the main variables in this present study is provided as follows (See Appendix A for further information):

- 1) *Criterion Measures* assess the learner's intended efforts toward English learning. Hence, this motivational variable measures the participants' degree of motivation.
- 2) *Ideal L2 Self* measures the vividness and intensity of the learners' visions of future selves as English language users.
- 3) *Ought-to L2 Self* investigates the sense of pressure that the L2 learner is currently feeling toward his future as an English user.
- 4) *Attitudes to Learning English* informs the learners' motivation related to their immediate EFL classrooms.
- 5) *Attitudes to L2 Community* investigates how positive or negative the learner is reacting to an English-speaking community.

The internal consistency of the above items was also examined and confirmed.

### *Procedure*

The questionnaire was administered during the first and last class of the first semester in 2011. The teacher provided students with a brief oral explanation of the present study's purpose in advance. To secure confidentiality, written informed consent forms were distributed along with the questionnaire. In addition, information about the students' age, grade, nationality, gender, and experience overseas was also collected. This personal information was later used to find out if any of the learners had an unique educational background that may be too distinct from the other learners. After the students had filled out the questionnaire in 10 minutes, the signed consent forms were collected along with the questionnaire.

The collected data were then organized into spreadsheet. To analyze what is the difference between less-motivated and more motivated learners, the students were divided into three motivational groups, namely, higher, mid, and lower motivated learners group. The increase rate of *Criterion Measures* score from pre to post test served as the criteria to divide the students into these three motivational groups. Since the average score of this motivational variable's increase was  $M(85)=.2$ , students who scored within one standard deviation ( $SD=2.66$ ) of this mean (score from minus two to three points) were identified as mid-motivated learners. Meanwhile, those students whose *Criterion Measures* increased more than this group (score increase of four to seven points) were categorized as high-motivated. Those whose increase rate were lower than the average group (score increase of minus three to minus seven points) were grouped as low-motivated learners. The current study based the analysis of the data on these three motivational groups.

### *Analysis*

After the participants were divided into three groups, the results of post-test were compared. Each motivational variable's correlations with other motivational variables were identified. After examining the difference between variables that correlated with less- and more-motivated learners, the motivational variables that correlate with the increase of *Ideal L2 Self* over the semester were analyzed.

### **Result**

By analyzing the data, a number of differences were found between less-motivated and higher-motivated learners. To be more concise, the degree of correlation between the *Ideal L2 Self and Criterion Measures*, as well as the motivational variables that correlate with this *Ideal L2 Self* were different. Furthermore, in case of motivated learners, two variables, *Parental Encouragement* and *Ought to L2 Self*, increased significantly during the semester.

### *Significance of Ideal L2 Self*

As Table 1 shows, in the post-test, *Criterion Measures* and *Ideal L2 Self* correlated differently depending on the learner's motivational level. As explained earlier, *Criterion Measures* intends to measure the learners' motivational degree toward learning the English language. Dörnyei (2009) emphasizes that this variable is strongly connected to *Ideal L2 Self*. Interestingly, although the average score of *Ideal L2 Self* merely differed among the learners, the correlations between the *Criterion Measures* and *Ideal L2 Self* were found different. In case of motivated-learners, in the post-test, the correlation between this *Criterion Measures* and *Ideal L2 Self* was significant at .001 level,  $r(15) = .71$ . On the other hand, such a close correlation was not discovered among the less-motivated learners,  $r(9) = .37$ ,  $p < .26$ . Similar



Table 1: Correlation of Ideal L2 Self and Criterion Measures

	Criterion Measures					
	Motivated learner			Less-motivated learner		
	<i>M</i>	<i>SD</i>	<i>r</i>	<i>M</i>	<i>SD</i>	<i>r</i>
Ideal L2 Self	17.11	3.70	0.71***	17.18	6.54	0.37
Parental Encouragement	13.76	4.86	0.33	11.54	4.48	0.69**

Note: \*  $p < .05$ , \*\* $p < .01$  level, \*\*\* $p < .001$  level

result was also found in Suzuki's (2011) study. When Suzuki (2011) measured the *Ideal L2 Self* of 187 Japanese university students, the less-motivated learners' correlation between *Ideal L2 Self* and *Criterion Measures* was also too far from significance. In this study, the less-motivated learners' motivation correlated the most with *Parental Encouragement*,  $r(9) = .69$ ,  $p < .01$ , instead of *Ideal L2 Self*. As a consequence, the concept of *Ideal L2 Self* seemed significant for motivated learners, but less for the less-motivated learners.

#### *Motivational Variables that Correlate with Ideal L2 Self*

To find out why the *Ideal L2 Self* revealed non-significant to the less-motivated learners' motivation, other motivational variables related to the *Ideal L2 Self* were investigated. As shown in Table 2, through analysis of post-test, there were five variables that correlated significantly with motivated-learners' *Ideal L2 Self*. While *Integrativeness*, or willingness to become a member of the English speaking society, resulted as the highest correlating variable ( $r = .62$ ,  $p < .01$ ), *Attitude toward L2 Community* ( $r = .58$ ,  $p < .05$ ), *Cultural Interest* ( $r = .57$ ,  $p < .05$ ), *Interest in English Language* ( $r = .54$ ,  $p < .05$ ), and *Linguistic Self Competence* ( $r = .50$ ,  $p < .05$ ) also appeared as significant variables. Out of these five variables, *Interest in English Language* ( $r = .73$ ,  $p < .05$ ) and *Linguistic Self Competence* ( $r = .71$ ,  $p < .05$ ) were also identified as significant variables for less-motivated learners. In addition to these

Table 2: *Correlation of Ideal L2 Self and Motivational Factors*

	Ideal L2 Self					
	Motivated-Learner			Less-motivated Learner		
	<i>M</i>	<i>SD</i>	<i>r</i>	<i>M</i>	<i>SD</i>	<i>r</i>
Integrativeness	13.58	2.78	0.62**	14.45	2.84	0.59
Attitude toward L2 Community	20.64	3.35	0.58*	21.54	2.87	0.16
Cultural Interest	16.35	4.98	0.57*	17.63	2.63	-0.07
Interest in English Language	15.11	4.36	0.54*	16.45	4.37	0.73*
Linguistic Self Competence	14.29	3.44	0.50*	15.54	3.79	0.71*
Attitude to learn English	16.76	3.04	0.35	15.63	3.74	0.84***

Note: \*  $p < .05$ , \*\* $p < .01$  level, \*\*\* $p < .001$  level

two variables, for low-motivated learners, *Attitude to Learn English*, which demonstrated the learners' positive reaction to their current English learning situation, showed strongest correlation with *Criterion Measures* at .001 level,  $r=.84$ . To sum up, two variables, *Linguistic Self Competence*, and *Interest in English Language* correlated significantly with *Ideal L2 Self*, regardless of the learners' motivational level.

#### *Motivational Variables that Correlate with the Increase of Ideal L2 Self*

The result of the post-test revealed an unique tendency of motivated and less-motivated learners' *Ideal L2 Self*. The question is, how these learners' *Ideal L2 Self* developed differently over the semester. In case of motivated learners, the pre-test score of *Ideal L2 Self* ( $M=15.76$ ,  $SD=4.77$ ) increased in the post-test ( $M=17.11$ ,  $SD=3.71$ ). On the other hand, the less-motivated learners' *Ideal L2 Self* score had slightly decreased from pre-test ( $M= 18.27$ ,  $SD= 4.65$ ) to post-test ( $M=17.18$ ,  $SD= 6.55$ ). To explore a possible cause of this contrasting development, the correlation between the increase of *Ideal L2 Self* and other motivational variables' increase within the semester were investigated.

In total, there were two variables that correlated with the increase of motivated learners' *Ideal L2 Self*. The first variable was *Ought to L2 Self*, which implies the "attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, Z., 2011 , p. 29), which correlated at .05 level,  $r(15)=.54$ . In addition, *Parental Encouragement*, which implies the pressure learners feel from their parents, also revealed a similar significant correlation,  $r(15)=.55$ ,  $p<.05$ . It seems that the development of motivated learners' *Ideal L2 Self* was somewhat parallel with extrinsic pressure and motivation.

Interestingly, none of the motivational variables correlated significantly with less-motivated learners' *Ideal L2 Self* decrease. This result seems understandable, since *Ideal L2 Self* itself is not significant to the less-motivated learners.

## Summary and Discussion

By comparing the result of pre and post-test, the features of motivated and less-motivated learners' ideal L2 self, as well as its development with other motivational variables, were analyzed. The first aim of the study was to reconfirm the effectiveness of the ideal L2 self-concept among the learners. As in Suzuki's (2011) research, ideal L2 self was significant to motivated learners, but not for the less-motivated learners. Instead, pressure from the learners' parents revealed as the most powerfully related variable to less-motivated learners' L2 motivation.

To investigate further difference between the learners' motivation, the correlation between learners' ideal L2 selves and other motivational variables were identified. There were some motivational variables (i.e. *Linguistic Self Competence* and *Interest in English Language*) that were significant for both learners' ideal L2 self.

Compared to these two variables, *Attitude to learn English* was by far, the most influential variable for less-motivated learners' ideal L2 self. Perhaps, the less-motivated learners were evaluating their future English proficiency based on their current English ability. This is in contrast with the motivated-learners' ideal L2 self, which three other variables, namely, *Integrativeness*, *Attitude toward L2 Community*, and *Cultural Interest* appeared as the most correlating variables. Interestingly all of these variables are not related to the learners' current learning situation. These variables are more related to the world outside of learners' community. It seems that the learners' curiosity toward the English speaking society and culture is the motivational key shared by the higher-motivated learners.

Finally, the variables that correlated with the motivated learners' increase of ideal L2 self were identified. During the semester, the ideal L2 self of motivated learners increased by 2 points in average. This increase correlated with the development of *Ought to L2 Self* and *Parental Encouragement*. To one's surprise, *Parental Encouragement* was the most significant variable that high-motivated learners' *Ideal L2 Self* correlated with. Since the participants of this current study were all freshman, their parents might have played a very strong role on learners' motivation. In case of the higher-motivated learners, their parents may have insisted the need of English proficiency for their future career. Hence, this encouragement could possibly have turned out to enhance the learners' future L2 self image.

The results from the current study seem to imply the importance of exposing the learners to cultures and new worlds beyond the English language. Some participants seem to have been discouraged to have a strong and potent ideal L2 self. However, their attitude might change if they could realize the benefit of acquiring the English language skills and knowledge. It seems that the role of L2 teachers is not only to

brush up the learners' skills, but also to help them create realistic and positive goals as language learners.

## Conclusion

By comparing the Ideal L2 Self of Japanese EFL learners at the first and last day of the semester, three major differences between motivated and less-motivated learners' ideal L2 self were revealed. As in the original study (Suzuki, 2011), the concept of ideal L2 self was not significant for the less-motivated learners. In addition, two motivational variables, *Linguistic Self Competence*, and *Interest in English Language*, strongly correlated with any motivational level groups. Finally, the increase of motivated learners' ideal L2 self over the semester correlated with *Ought to L2 Self* and *Parental Encouragement*.

Although the present study revealed many unique aspects of ideal L2 self, the results may not be overgeneralized. The number of participants in this study was small in scale. The increase of the number of participants may lead to another conclusion. In addition, although the present study challenged to employ a longitudinal approach, qualitative data was not involved. Inclusion of students' actual words and opinions should unveil the descriptions of ideal L2 self and its development with L2 motivation. All in all, it is hoped that the results of the current study will contribute to the further L2 motivational research and benefit the Japanese EFL teachers and students

## References

- Al-Shehri, A.S., 2009. Motivation and vision: The relation between the ideal L2 self, imagination and visual style. I In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. (pp. 164–171). Bristol: Multilingual Matters.

- Csizér, K. & Dörnyei, Z. (2005a). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal*, 89(1), 19–36.
- Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. (pp. 9–42). Bristol: Multilingual Matters.
- Dörnyei, Z. (2010). *Questionnaires in second language research* (2nd ed.). New York and London: Routledge.
- Dörnyei, Z. & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.
- Gardner, R. C., & Lambert, W.E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13(4), 266–272.
- Magid, M., Papi, M., & Taguchi, T. (2009). The L2 motivational self system among Japanese, Chinese, and Iranian learners of English: A Comparative Analysis of structural models. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. (pp. 66–97). Bristol Multilingual Matters.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Suzuki, M. (2011). Ideal L2 Selves of Japanese English Learners at Different Motivational Levels. *The bulletin of the Graduate School: Soka University*, 33, pp. 329–351.
- Yashima, T. (2000). Orientations and motivation in foreign language learning: A study of Japanese college students. *JACET Bulletin*, 31, 121–133.
- Yashima, T. (2009). International posture and the ideal L2 self in the Japanese EFL context. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self*. (pp. 144–163). Bristol: Multilingual Matters.

## **Appendix A**

### **Motivational Factors and Items**

#### **Criterion Measures**

- If an English course was offered at university or somewhere else in the future, I would like to take it.
- I am working hard at learning English.
- I am prepared to expend a lot of effort in learning English.
- I think that I am doing my best to learn English.

#### **Ideal L2 Self**

- I can imagine myself living abroad and having a discussion in English.
- I can imagine a situation where I am speaking English with foreigners.
- I imagine myself as someone who is able to speak English.
- Whenever I think of my future career, I imagine myself using English.
- The things I want to do in the future require me to use English.

#### **Ought-to L2 Self**

- I study English because close friends of mine think it is important.
- I have to study English, because, if I do not study it, I think my parents will be disappointed with me.
- Learning English is necessary because people surrounding me expect me to do so.
- My parents believe that I must study English to be an educated person.

### **Parental Encouragement**

- If an English course was offered at university or somewhere else in the future, I would like to take it.
- My parents encourage me to take every opportunity to use my English (e.g., speaking and reading).
- My parents encourage me to study English in my free time.
- My parents encourage me to attend extra English classes after class (e.g., at English conversation schools).

### **Instrumentality-Promotion**

- Studying English can be important to me because I think it will someday be useful in getting a good job.
- Studying English is important to me because English proficiency is necessary for promotion in the future.
- Studying English is important to me because I would like to spend a longer period living abroad (e.g, studying and working).
- Studying English can be important for me because I think I'll need it for further studies in my major.
- Studying English is important to me because I can work globally.

### **Instrumentality (prevention)**

- I have to learn English because without passing the English course I cannot graduate.
- I have to study English because I don't want to get bad marks in it at university.
- I have to study English; otherwise, I think I cannot be successful in my future career.
- Studying English is necessary for me because I don't want to get a poor score or a fail mark in English proficiency tests (TOEFL, IELTS, ...).



- Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.

### **Attitudes to Learning English**

- I like the atmosphere of my English classes.
- I find learning English very interesting.
- I always look forward to English classes.
- I really enjoy learning English.

### **Cultural Interest**

- Do you like the music of English-speaking countries (e.g., pop music)?
- Do you like English films?
- Do you like English magazines, newspapers, or books?
- Do you like TV programs made in English-speaking countries?

### **Attitudes Toward L2 Community**

- Do you want to travel to English-speaking countries?
- Do you like the people who live in English-speaking countries?
- Do you like meeting people from English-speaking countries?
- Would you like to know more about people from English-speaking countries?

### **Integrativeness**

- Do you think learning English is important in order to learn more about the culture and art of its speaker?
- Would you like to become similar to the people who speak English?
- Do you like English?

### **Linguistic Self Confidence**

- If I make more effort, I am sure I will be able to master English.
- I believe that I will be capable of reading and understanding most texts in English if I keep studying it.
- I am sure I will be able to write in English comfortably if I continue studying.
- I am sure I have a good ability to learn English.

### **Travel Orientation**

- Learning English is important to me because I would like to travel internationally.
- Studying English is important to me because without English I won't be able to travel a lot.
- I study English because with English I can enjoy travelling abroad.

### **Fear of Assimilation**

- I think that there is a danger that Japanese people may forget the importance of Japanese culture, as a result of internationalism.
- Because of the influence of English language, I think the Japanese language is corrupt.
- Because of the influence of the English-speaking countries, I think the moral of Japanese people are becoming worse.
- I think the cultural and artistic values of English are going at the expense of Japanese values.
- I think that as internationalization advances, there is a danger of losing Japanese identity.

### **Ethnocentrism**

- I am very interested in the values and customs of other cultures.

- I think I would be happy if other cultures were more similar to Japanese.
- I respect the values and customs of other cultures.
- It would be a better world if everybody lived like the Japanese.
- I am proud to be Japanese.

### **Interest in the English Language**

- I feel excited when hearing English spoken.
- I am interested in the way English is used in conversation.
- I find the difference between Japanese vocabulary and English vocabulary interesting.
- I like the rhythm of English.

### **English Anxiety**

- I would feel uneasy speaking English with a native speaker.
- I get nervous and confused when I am speaking in my English class.
- If I met an English native speaker, I would feel nervous.
- I would get tense if a foreigner asked me for direction in English.