A Longitudinal Diary Study on Orientations of University EFL Learners in Japan

Sae MATSUDA

Keywords: diary study, orientation, motivation

Abstract: Research suggests that learners’ motivation and orientation vary depending on individuals and change over time. This longitudinal study looked at diary entries recorded by twenty-nine Japanese university students in one academic year and attempted to explore changes in orientations. By examining the frequency of recorded orientations, it was found that learners demonstrated different orientations at different times; some of the orientations displayed distinct features. It is hoped that this study will help further examine EFL learners’ orientations in a Japanese university setting.

I Introduction

Studies on Motivation and Orientation

Since Gardner & Lambert (1959) first made the distinction between two types of motivation—integrative motivation vs. instrumental motivation—research on motivation has evolved and broadened the scheme to involve a more complex and dynamic nature of motivation. Research suggests that Gardner’s social-educational model (cf. 1985) may not be applicable to all language learning settings and that different motivational factors emerge
depending on the particular group under study (cf. Chihara & Oller, 1978; Oxford & Shearin, 1994; Kimura, Nakata, & Okumura, 2001; LoCastro, 2001). Also, some researchers have started to distinguish “types of motivation” from “levels of motivation,” referring to the former as “orientation” and the latter as “motivational intensity” and attempted to examine motivational factors in more depth (cf. Sawaki, 1997; Yashima 2000). Sawaki (1997) administered a 39-item self-report to 57 fourth-year English majors and found 8 orientation factors and 2 motivation intensity factors. Yashima (2000; 2002) also undertook a similar study using a 37-item questionnaire. She came up with 9 orientations and then attempted to find out the relationship between the orientations and motivation. The results show that 2 orientation factors (Instrumental Orientation and Intercultural Friendship) were predictors of motivation.

Motivational Change

Research also points to motivational change. Dörnyei (2001) claims that “when we talk about sustained, long-term activities, such as the mastering of a L2, motivation does not remain constant during the course of months or years. Rather, it is characterized by regular (re)appraisal and balancing of the various internal and external influences to which the individual is exposed” (p.16). A number of studies suggest that orientations/motivation change over time (cf. Usuki, 1997; Berwick & Ross, 1989; Koizumi & Matsuo, 1993). Berwick & Ross argue that “students’ levels of motivation and attitude were transitory. Certain attitudes were intensified while new sources of motivation may have started to emerge” (p. 203). Usuki (1997) observed that as time went on, students’ integrative orientation weakened while instrumental orientation increased. Koizumi & Matsuo (1993) conducted a longitudinal study on changes in attitudes and motivation among Japanese seventh-grade learners of English and observed declines in attitudes and motivation during the first three to seven months of the
seventh grade.

Willingness to Communicate (WTC) and Unwillingness to Communicate

Similarly, “learners’ willingness to communicate (WTC) varies considerably over time and across situations” (MacIntyre, Clément, Dörnyei, & Noels, 1998, p. 545). They defined WTC in a second language as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (p. 547). Their Heuristic Model of Variables Influencing WTC attempted to describe each element of WTC. MacIntyre (1994) claims that higher levels of WTC arise from a combination of greater communicative competence and a lower communication apprehension.

In turn, anxiety and a lack of communicative competence, along with introversion, alienation, etc. influence unwillingness to communicate (MacIntyre & Charos, 1996). Research provides support for the existence of unwillingness or reluctance to communicate particular to ESL/EFL settings in East Asia (cf. Tsui, 1996; Liu & Littlewood, 1997; Cheng, 2000; Jackson, 2002). However, contrary to the negative attitude reported in previous studies, Liu & Littlewood (1997), Cheng (2000), LoCastro (2001), and Jackson (2002) observed positive attitudes toward English (i.e., a strong desire to take an active role in class) shown by students.

Diary Studies

An effective way to explore learners’ perceptions is through their diaries. The strengths of diary studies have also been noted (cf. Matsumoto, 1987; Bailey, 1990; Nunan, 1992). Matsumoto (1987) argues that it is a natural way of collecting classroom data; moreover, it enables the researcher to discover hidden aspects of language learning that indicate what is important for learners. Although a diary study has some limitations (cf. Matsumoto, 1987; Bailey, 1990; Nunan, 1992; Usuki, 2001), research to date on diary studies encourages the search for what language learners are experiencing.
While some studies reported psychological aspects of language learning, such as anxiety and competitiveness (Bailey, 1983; Hilleson, 1996), cultural sensitivity (Peck, 1996) and learners’ sense of achievement (Matsuda, 2003), many reported the types and effects of language learning strategies found in diaries (cf. Campbell, 1996; Fedderholdt, 1998; Usuki, 1997; Halbach, 2000; Carson & Longhini, 2002). However, motivation in diaries had not been thoroughly examined. As Crooks and Schmidt (1991) claim, “diary studies may offer a better way to investigate the dynamics of motivational factors in learners” (p.495). In support of this view, Matsuda & Brown (2004) conducted a longitudinal study and looked at diary entries recorded by twenty-nine Japanese university students in one academic year. They explored types and ranges of orientations and ultimately identified 10 types of distinctive orientations. By examining the orientations each student recorded, they also found that while some learners maintained the same orientations consistently throughout the year, others revised their orientations as time went on.

II The Study

One obvious next step in this research process is, week by week, to trace the diary data more in depth by examining orientation types and motivational changes. What orientation types are prevalent at the beginning of the academic year, in the middle, and at the end? How do orientation types change as time goes on during the academic year? When does the biggest change of motivation occur? Are there any “time” characteristics of orientation types and motivational change in the group?

The following research questions were explored in this study:

Research Questions
1) How do learners’ orientations change throughout an academic year?
2) Are there any interesting features for each type of orientation?
Participants
A total of 29 Japanese students majoring in English at a large university participated in the research. (One male student’s data were eliminated from this study because, although he was present in class, he never submitted his diary.) The participants consisted of 8 male and 21 female students, taking the same so-called “four skills” class. The class met three times a week (each time being 90 minutes), twice with the Japanese researcher and once with an American teacher.

Data Collection
Language Learning Diary
Students were assigned to keep a weekly language learning diary in English as one of the course requirements. The format had been developed by two full-time faculty members in the department and was used in all the first-year “four skills” classes. The language learning diary has attempted to promote learners’ autonomy or introspective ability at becoming better learners. Items in the format included: “new things learned (grammar, vocabulary, idioms, pronunciation),” “work done with ‘Study Buddy,’” “my biggest success this week,” “what I want to try harder on next week,” “outside activities using English (TV/movies/videos, reading, speaking in English).” (“Study Buddy” refers to a partner each student chose at the beginning of the term. The students were supposed to help each other both inside and outside of class.) The diaries were collected every Tuesday by the Japanese teacher and returned on Wednesday by the same teacher with her comments on or responses to what students wrote. No corrections were made.

Analyses
When the academic year ended, all of the diaries were collected. Data
related to motivational factors appeared mainly in “what I want to try harder on next week,” “out of class activities,” or remarks. These descriptions were picked up and typed into the computer week by week by the author. Diary data covered 13 weeks per term, or 26 weeks all together in the academic year. The number of diary entries submitted by the students averaged 10.2 for the first term, 10.6 for the second term.

The author and an American researcher read the diary data and, in order to ensure consistency in orientation classification, independently created a list of categories, identifying instances of orientation types. Next, the two raters compared their categories and category definitions, and resolved discrepancies through discussion. When categorizing the orientations, the researchers compared the findings with the factors found by Sawaki (1997) and Yashima (2000) to see if there were some factors that might be applicable to the group under study. It was a logical starting point because their work focused on an identical population: EFL learners in a Japanese university.

Four categories—Academic Importance of English, Intercultural friendship, Instrumental Orientation, and Travel and Passive Sociocultural—were adopted from Yashima (2000). One category, Interest in English Language, was adopted from Sawaki (1997). Yashima’s Interest in Anglo/American Culture and Sawaki’s Interest in Pop Culture were combined and changed to Interest in English Culture to involve a wider range of “English zone” cultures. Sawaki’s Desire to Pursue Career/Academic Goals Abroad was divided into two separate categories. Furthermore, two orientation categories, Desire for Specific Skills and Willingness to Participate, were created to describe orientations specific to this particular group. Overall, ten orientation types were elicited from the diaries.

In order to ensure intra-rater reliability, the excerpts were then put aside following the first round of categorization and identification of orientation
types. After a 1-week interval, each rater repeated the analysis with the same key words. The raters then discussed their results and agreed on categories for each description. The two raters, then, separately looked at learners’ weekly entries and identified orientations reported. They put an appropriate number (orientation types 1-10) next to each column and later compared the results. They resolved discrepancies through discussion. The author processed the agreed data into Excel format and conducted frequency calculation.

**III Results and Discussion**

*Total Appearance of Orientations throughout the Academic Year*

![Figure 1: Overall Appearance of Orientations](image)

Figure 1 shows the total number of orientation entries that learners reported throughout the academic year. The total number of orientation entries per week averaged 20.4 in the spring term and 23.0 in the fall term. The big drop in Week 4 in the spring term and moderate declines in Weeks 5 and 11 in the fall term are mainly due to the holidays (Golden Week, School Festival, New Year holidays) that interrupted their submission.
schedule and partly due to several students who had “nothing specific” to report. Although some ups and downs were displayed, no dramatic changes were observed in terms of the total number of orientations reported. In other words, students were constant in their expression of orientation.

*Types of Orientations and Frequency of Appearance*

<table>
<thead>
<tr>
<th>Types of Orientations</th>
<th>Number of Students</th>
<th>Total Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Importance of English</td>
<td>28</td>
<td>287</td>
</tr>
<tr>
<td>2. Desire for Specific Skills</td>
<td>23</td>
<td>113</td>
</tr>
<tr>
<td>3. Instrumental Orientation</td>
<td>11</td>
<td>66</td>
</tr>
<tr>
<td>4. Willingness to Participate</td>
<td>9</td>
<td>40</td>
</tr>
<tr>
<td>5. Interest in English Culture</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>6. Academic Goals Abroad</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>7. Intercultural Friendship</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>8. Interest in English Language</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9. Desire to Pursue Career</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10. Travel and Passive Sociocultural</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 1 shows the types of orientations, the number of students who marked each orientation type, and the overall frequency of appearance. Many students referred to academic requirements specific to the particular course (outside reading, CD-ROM assignments, video activities, etc.) and wanted to fulfill them. Examples are: “I want to finish my outside reading book” or “I want to do CD-ROM.” These are classified into an *Academic Importance of English* category, and 28 out of 29 students reported this course-specific orientation. The total number reported came to 276.

The second most common orientation reported was *Desire for Specific Skills*. This orientation appeared 113 times. Skills desired varied: pronunciation, listening, speaking, grammar, and reading. Some examples are: “I want to study listening more because I’m poor at it.” “I want to speak English with complete pronunciation.” “I want to memorize words which I learn that day’s lesson,” etc.
Type 3, Instrumental Orientation, includes orientations for English examinations inside and outside of class; e.g., term-end examinations, proficiency tests such as TOEFL, TOEIC, and STEP (The Society for Testing English Proficiency). Some students expressed this orientation repeatedly before a test: “I want to study English very hard for STEP” and “I want to study harder for TOEFL test” were typical examples. Sixty-six entries were related to this orientation.

Type 4 is Willingness to Participate. Some students expressed their willingness to participate in class: “I want to try raising my hand and speaking loud in English” or “I want to join my class more actively.” This could be called Willingness to Communicate (WTC); however, in order to distinguish it from general WTC in a foreign language and to specify a goal setting (orientation) particular to EFL classroom, the different terminology Willingness to Participate (WTP) was chosen. However, it is noted that WTC and WTP share some underlying concepts. Only 9 students reported this orientation, but the total frequency was 40: i.e., the same students displayed their willingness to participate repeatedly.

Type 5 orientation is Interest in English Culture, and 20 students indicated an interest in music, movies, newspapers, magazines: e.g., “I want to watch movie which is Harry Potter.” “I want to read the English newspaper.”

Type 6 involves 5 students who expressed the intention to study abroad. Examples are: “I want to go abroad to study English some day,” “I went to Kokusai Koryu Kaikan (International Exchange Center) with my friend because I wanted to investigate about going abroad to study next year,” etc. These were categorized as Academic Goals Abroad. This orientation appeared 13 times.

Type 7 is categorized as Intercultural Friendship, and 12 students demonstrated this orientation one time each. The following descriptions were examples of this type of orientation: “I enjoyed talking with foreign
people. I thought talking with people in English was really enjoyable…I try to speak English more.” “I have a pen friend in the U.S. I will write a letter next week.” “I want to speak with foreign people in school.”

Three students (one time each) declared “I like English” or “I am interested in English,” so these were categorized as Type 8: Interest in English Language. While Type 4, Interest in English Culture, covered a wide range of interest related to English, Interest in English Language represents interest in the English language itself.

Two students (one time each) indicated a desire to become a flight attendant and actually went to a career seminar. This orientation is categorized as Type 9: Desire to Pursue Career. “Working in the airport is one of my dreams” is a good example of this type.

Type 10 is Travel and Passive Sociocultural. Although Yashima (2000) found Travel and Passive Sociocultural as a main factor, there was only one student who expressed this orientation once each semester. “My friend is going to go abroad…Next summer I’m going to visit her house about 1 month. I’m very looking forward to going to America.”

Changes in Top 5 Orientations

Although the overall frequency of reported orientations did not change dramatically throughout the year as shown in Figure 1, types of orientations demonstrated varied from week to week. When individual orientation types were examined, each orientation displayed interesting features.
Figure 2: Academic Importance of English

Figure 3: Desire for Specific Skills
Figure 4: Instrumental Orientation

Figure 5: Willingness to Participate
1. Academic Importance of English

As mentioned earlier, this type of orientation was recorded by 28 out of 29 students. This probably indicates that students’ strongest focus is placed on this course-specific orientation. As Oxford & Shearin (1994) point out, “fulfilling a language requirement can indeed be a goal that stimulates student action” (p. 13). In this study, fulfilling course requirements turned out to be the students’ primary concern, and throughout the year, it was maintained quite persistently. It is understandable because first-year students find the unfamiliar university environment quite challenging. The English department, in particular, in which the learners under study were enrolled, is quite demanding and requires various assignments at school projects as well as homework. Therefore, the learners were probably under pressure to work to meet deadlines. As Figure 2 shows, the students reported this orientation more frequently in the fall term possibly because they had received their spring semester grades and realized they would have to work harder or because they had a heavier course load in the fall term.
2. Desire for Specific Skills

It is interesting to observe the tendency that this orientation appeared high at the beginning of each term, and it slowly declined towards the end of the respective term. In the spring term students entered a new classroom environment where teachers spoke only English, and the students realized they could not understand or speak as much as they wanted to (i.e. they became aware of their weaknesses); therefore, they set a goal to strengthen their listening, speaking, vocabulary, grammar, etc. However, this orientation fell as time went on, possibly because students got accustomed to listening to teachers’ instructions, engaging in various tasks such as pair work and group work, or even speaking in front of class; in the meantime, it is also plausible that other types of orientations such as Instrumental Orientation predominated the group.

It was interesting to note the Desire for Specific Skills displays a remarkable leap again at the beginning of the fall term. One feasible reason for this is that a two-and-a-half month summer vacation hindered learner’ speaking/listening skills. Diary entries revealed students’ regrets about not having studied during the vacation. Before the vacation, they got to the point where they felt comfortable listening to and speaking English and gained some confidence; however, the confidence was shattered when they found themselves having difficulty understanding the teachers/class again. Students confessed, “In summer vacation, I didn’t speak and write English. So I want to get used to English like before vacation.” “I want to remember English words again.” Yet, as time went on, they fell back into a routine and picked up where they had left off, and the orientation declined in the second half of the fall term.

3. Instrumental Orientation

This orientation pattern is relatively easy to explain. The high peaks corresponded with examinations such as the STEP (the Society for Testing
English Proficiency) test, TOEFL, TOEIC, and term-end examinations. Week 3 in the spring term coincided with the first (written) test of the STEP and Week 8 with the second (oral) test of the STEP. Likewise, Week 2 in the fall term was when the first test of the STEP took place, and Week 10 the second test of STEP was held. Therefore, it can be said that before a STEP test examinees’ instrumental orientation intensified; however, the same orientation did not last long; i.e., after the examination the orientation dropped noticeably. This orientation is linked to other examinations such as TOEIC and TOEFL; however, the influence was not as apparent as STEP because not so many students were scheduled to take those tests during the term. The orientation rose again drastically towards the end of the term, though, as term-end examinations and an ITP-TOEFL test were approaching.

4. Willingness to Participate

This orientation was recorded by 9 students, and the consistency varied among individuals; there were “consistent,” “wax-and wane,” and “wearing out” types (Matsuda & Brown, 2004). When the whole group was examined, however, this orientation did not display a distinctive pattern throughout the year (see Figure 5). It can be interpreted that this type of orientation is not susceptible to curricular features such as the academic calendar or course requirements. Instead, it is more likely that learners are influenced by rather internal or psychological factors. The “wearing out” type experienced anxiety and thus lost interest in participating in class. The “consistent” type declared that “I want to raise my hands actively. And I want to make active class!”

5. Interest in English Culture

Twenty out of 29 students demonstrated this orientation; however, the total frequency was 32. This orientation emerged not as a consistent or
intense type. It can be interpreted that students are vaguely interested in English culture such as movies, music, and magazines, but they did not seem spurred by this orientation. English culture is easily accessible nowadays, so they no longer long for it or look for it. Since it has become a normal part of their life, it is not as simulating as it used to be.

*Changes in Bottom 5 Orientations*

When less frequent orientations were examined, it became apparent that some orientations appear singly. They are often triggered by external stimuli such as going to a career seminar or encountering foreign tourists.

Figure 7: Academic Goals Abroad
A Longitudinal Diary Study on Orientations of University EFL Learners in Japan

Figure 8: Intercultural Friendship

Figure 9: Interest in English Language
Figure 10: Desire to Pursue Career

Figure 11: Travel and Passive Sociocultural
6. Academic Goals Abroad

Interestingly, as Figure 7 displays, no one indicated *Desire for Academic Goals Abroad* in the spring term. However, students’ interests grew as time went on, and in the fall term students started expressing their hopes to study abroad. One possible explanation for this is that at the beginning students were probably preoccupied with meeting deadlines and fulfilling the course requirements, but after a successful completion of one term, they finally started to look around and see what was available. A few students went to the Foreign Exchange Office on campus and obtained information about exchange programs. They found out what they would have to do in order to realize their dream. However, there were some students who vaguely hoped to study abroad but took no action, so their orientation appeared singly.

7. Intercultural Friendship

Japanese EFL learners in general do not have much opportunity to speak English in daily life. They often feel awkward about speaking English to their Japanese peers. Even if they have English-only classes, once they get out of the classroom, they automatically switch back to Japanese. Considering the social context above, it is understandable that Intercultural Friendship does not appear as a strong type of orientation. In other words, since their chance to encounter English-speaking people is so limited that once they actually have the chance, it becomes an intense stimulus. Diary entries often show that when students expressed this type of orientation, they had run across someone from another country: e.g., an American customer came to the restaurant where a learner works part-time; another learner was spoken to by English tourists. Therefore, it can be said that this orientation is closely related to those external stimuli. This type of orientation appeared only when learners had a chance to interact with foreigners; therefore, it seems that Intercultural Friendship is not such a current concern for learners, after all.
8. Interest in the English Language

In Sawaki (1997) this orientation turned out to be a distinctive factor including the following items: I am studying English ‘as one of my hobbies’; ‘I did best in English through high school,’ ‘as a start to study a foreign language other than English,’ and ‘I am interested in the English language.’ However, this type rarely appeared in diary entries. Only two cases with “I like English” and “I am interested in English” were counted in this category. Suppose a questionnaire were conducted and learners were asked if they like English, most of them (or at least some of them) would answer yes. The question is whether such data elicit learners’ orientations more accurately than diary data. Considering that almost all the students did not use or study English during the summer/winter vacations, it can be said that no matter how many learners have this orientation unconsciously (which could not have been picked up using diaries), this orientation among this group is quite weak.

9. Desire to Pursue Career

This was also incited by an external stimulus. The two learners who marked this type of orientation went to a career seminar and saw a flight attendant speak elegantly in front of people. They instantly set a goal to become a crew member like her. However, their desire did not last long; they mentioned the goal setting only once immediately after the seminar. For the first-year students who have just entered university, thinking about a future career is still a little unrealistic. Rather, going to study abroad sounds more practical to them. They probably hope to go abroad and study when they are second-year or third-year students, and they will think about their career after they come back.

10. Travel and Passive Sociocultural
This type of orientation was recorded by a single student who has a friend studying abroad. It seems as though traveling abroad is not very realistic for first-year students. Although Yashima (2000) found this orientation as a main factor based on a one-time questionnaire, in this diary study, it appeared as a distinctive but rather rare type of orientation.

IV Limitations of the Study and Implications

Limitations of the study have to be dealt with in the following areas:

Use of Target Language

As Usuki (2001) points out, having students keep a diary in the target language is a difficult issue. It may become a burden for learners. Although errors were not corrected in this study, students may have felt that they should avoid mistakes, which may have prevented them from producing a large quantity of writing. Some students might have given up writing what they really wanted to say and ended up writing the same set phrases. Nevertheless, considering that various orientations were elicited, it was interpreted that students’ descriptions were concise but articulate.

Nature of a Weekly Diary

The nature of a weekly diary may have influenced what learners reported in their diaries. Since the diary format included the items such as “What I want to try harder on next week,” students probably reflected on their immediate goals on a weekly basis. Naturally, short-term orientations such as Academic Importance of English or Desire for Specific Skills were more frequently reported than long-term orientations such as Academic Goals Abroad or Desire to Pursue Career.

Nevertheless, the strengths of a diary study should be stressed here. One of the advantages of a diary study is that it provides descriptive data over a long period of time. By examining frequency of appearance, it was found that while some orientations were demonstrated consistently, others only appeared accidentally. Certain types of orientations may be very situation-
specific and particular to this group under study. Some researchers argue that it might be difficult to obtain appropriate and consistent data from diaries, and only learners’ conscious thoughts can be elicited (cf. Matsumoto, 1987; Bailey, 1990; Usuki, 2001). However, as Dörnyei (2001) claims, “most of the significant thoughts and feelings that affect learning achievement in prolonged educational situations are conscious and known by the learner” (p. 15-16).

In this study, Academic Importance of English was maintained as a primary orientation throughout the year, which shows that this realistic and immediate goal is prevalent among first-year university students. They were also aware of their weaknesses, so they wanted to improve specific skills such as speaking, listening and grammar. When they had a (proficiency or term-end) examination to take, their Instrumental Orientation went up; however, after taking the test, the orientation weakened. This indicates that students revise their goal-setting as time goes on. There were some cases in which they had a chance to meet foreigners or a flight attendant, and the students were highly influenced by them. However, the elevation of motivation in these cases was temporary and not persistent. Desire to Study Abroad started emerging only in the fall term. Students were probably busy getting used to the new school system and fulfilling course requirements in the spring term, but they finally got the time to think about the future in the fall term. Desire to Pursue Career and Travel and Passive Sociocultural seemed to remain unrealistic issues for first-year students.

Since it was found that most students were concerned about fulfilling course requirements, teachers should make sure to provide sufficient guidance and assistance so that learners can successfully complete the course. It was also observed that learners’ orientations can be influenced by external stimuli; therefore, teachers also need to think of ways to bring motivational stimuli into class. It is a challenge because, as this study shows, such an external stimulus does not last long; it is difficult to find an
incentive that has a prolonged effect on learners’ orientations. However, if teachers can keep learners interested and if learners start setting more intrinsic orientations, the teacher’s ultimate goal (i.e., cultivating autonomous learners) may be achieved.

V Conclusion

This diary study attempted to examine changes in orientation among a group of EFL learners in a Japanese university. By analyzing one academic year of diary entries, it was found that learners’ orientations vary and change over time. When each orientation type was further examined by looking at frequency of appearance, it was observed that some types of orientations appear consistently while others emerge rather accidentally. According to the results, the first-year university students tend to focus on Academic Importance of English as their primary goal; they are aware of their weak skills and hope to improve them; their Instrumental Orientation intensifies before a test, but it is only transitory; they have vague Desire to Study Abroad and Interest in English Culture; their Intercultural Friendship is elevated when they have a chance to talk to foreigners; and their Desire to Pursue Career and Travel and Passive Sociocultural still remain unrealistic. It is hoped that this knowledge will aid teachers to better cater to learners’ needs.

References


MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal


要 約

英語学習の目標（オリエンテーション）に関する縦断的記日研究

松田早恵

近年の動機づけ研究からもわかるように、学習者の動機づけや学習目標は恒常的なものではなく、一時的なもの、あるいはある時間の経過を経て変わるものとして捉えられてきている。本研究では、日本の大学１年生の人が１年間に渡って記録した学習日記を研究材料とし、そこに含まれた学習者の学習目標（オリエンテーション）の変化を分析した。記録されたオリエンテーションの総数（週当たり）を見ると、学習者は一貫して何らかのオリエンテーションを記述していたが、その内容（オリエンテーションのタイプ）はその時々によって異なったことがわたった。また、各タイプのオリエンテーションがあらわれた頻度を週ごとに追ってみると、それぞれに特徴的な型があることが観察された。その結果を基に、日本の大学１年生の学習目標についても考察を試みた。