

# 英語の授業中における自己評価の学習者動機への影響

## The Influence of Self-assessment on Learner Motivation in the English Class

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自己評価, メタ認知方略, 学習者動機

Self-assessment, Metacognitive Strategy, Learner Motivation

### ABSTRACT

本研究の目的は、授業後の内容理解に関する自己評価の学習動機へ影響を、調査及び、実験を通して考察するものである。具体的に、英語を外国語として学ぶ日本人高校生を被験者として、リーディングクラスの授業後に内容理解についての自己評価を週1回行い、特に言語学習動機に及ぼす影響を、その前後の質問紙調査を通して、被験者内、および被験者間の比較により調査した。結果、実験群内のt検定による分析では、想定した6つの言語学習動機のうち5つに有意差が示され、統制群との比較では、2つに有意差が示された。両分析に共通した結果として、特に‘Motivational Intensity’と‘Desire to Learn English’の項目に有意差が示され、自己評価が言語学習動機に肯定的に影響を与えるという結果を得た。しかしながら、当該学期の期末考査の平均得点に関しては、統制群と実験群の間に有意差は示されなかった。以上の結果をもとに授業後の自己評価が言語学習動機に与える影響を教育心理学的視点から論じ、外国語（英語）教育における自己評価の有用性を示唆した。

Self-assessment is of great interest to teachers who want their students to take more responsibility for learning by measuring their own progress (e.g., Griffiee, 1998). Researchers (Blanche, 1985, 1988; Fok, 1981; Heindler, 1980; Heidt, 1979; Lee & Low, 1981, 1982; von Elek, 1981, 1982) have found that self-assessment appears to increase learners' *motivation*. In educational settings, a close relationship between assessment and curriculum has developed over the past twenty years (Fradd & McGee, 1994, p. 281). It is now commonly accepted that the learner also should have a role in classroom assessment (e.g. Griffiee, 1998; LeBlanc & Painchaud, 1995; Nunan, 1998). Nevertheless, student self-assessment has yet to be widely practiced in the field of teaching English as a second or foreign language (Griffiee, 1998, p. 115). The goal of this study is to investigate the influence of self-assessment on learner motivation in a Japanese context. More particularly, the present study investigates what kinds of motivation are influenced by self-assessment or not.

## Language Learner Motivation

Researching language learner motivation from a social-psychological perspective, Gardner and Lambert (1959) examined second language learning in a French community in Canada and reported that second language achievement is related not only to language aptitude but also to motivation. They proposed two types of language learning motivation: integrative and instrumental motivation (Gardner & Lambert, 1972). Since the integrative orientation toward the target

culture and community seemed to be a crucial factor in such bilingual situations as Canada<sup>1</sup>, this taxonomy had been widely accepted as a basic framework for research on learner motivation. Social psychological theories stress knowledge of *external* factors, i.e. social knowledge about, and acquired from, the environment, the setting for learning (see, Wenden, 1999). In 1990, some shortcomings and limitations of the Gardnerian social psychological model were pointed out: (1) the vague distinctions between integrative and instrumental motivation (i.e., Larsen-Freeman & Long, 1994, p. 174, "an example of the problem lies in such descriptions as 'having friends who speak English'"), (2) the distinction between ESL (i.e., learners of English as a Second Language in Canada) and EFL (i.e., learners of English as a Foreign Language in Japan<sup>2</sup>), and (3) the limitations of research that considers only attitude and motivation (e.g., Dornyei, 1994; Nakata, Kimura & Okumura, 1999). Meanwhile, a number of comprehensive studies of foreign language motivation follows the educational psychological approach, moreover, have been conducted (e.g., Clement, Dornyei & Noels, 1994; Dornyei, 1990, 1996). That is, the change of the research paradigm from the social psychological perspective to the educational one has taken place. In the next section, we would like to look at the research on learner motivation from the educational psychological perspective.

## Educational Psychology and Language Learner Motivation

In general, learner motivation is studied

within the frameworks of two motives: intrinsic and extrinsic. However, Ichikawa (1995) suggests six learner-motivation orientations: fulfillment, training, practice, relation, self-esteem, and reward. Horino and Ichikawa (1997) argue that it is necessary for researchers of language learning motives in Japan to take into account overall learning behavior. Other researchers also agree with this point. Ryan, Connell and Deci (1985) and Hayamizu (1995) state that learner motivation cannot be divided into such as intrinsic and extrinsic.

A multi-faceted attack must, be used to explain learner motivation. As shown in Figure 1, learner motivation is explained as six orientations. These six orientations were a theoretical model extracted from Ichikawa's research on high-school students learning English. Depending on the degree of their

interests toward 'learning contents', these orientations are divided into two categories such as, 'Content-attached' and 'Content-detached' motives. The former includes 'fulfillment', 'training', and 'practice', and the latter does 'relation', 'self-esteem', and 'reward'. Furthermore, each three orientation is arranged depending on its directness of the results toward reward and punishment: 'Direct' and 'Indirect'. According to Ichikawa, "fulfillment" indicates the orientation that learning itself is interesting, 'training' indicates the orientation that learners study in order to be intellectual, 'practice' indicates the orientation that learners study in order to get a pre-employment, 'relation' indicates the orientation that learners study in order to fall in with one's friends, 'self-esteem' indicates the orientation that learners study in order to have lots of praise from others,

| Relation to reward and punishment                                 |   |   |   |
|---|---|---|---|
|   | Indirect  | Semi-direct   | Direct  |
|   | <i>Jujitsu shikou</i>   | <i>Kunren Shikou</i>  | <i>Jitsuyou shikou</i>  |
|   | "fulfillment orientation"   | "mental-training orientation"   | "instrumental orientation"  |
| High attachment to contents of what is learned (Content-attached) | One student studies English for self-fulfillment.                               | One student studies English (e.g., does grammar exercises) for the development of the mind. | One student studies English because one expects to use it for work or daily activities.   |
|   | <i>Kankei shikou</i>  | <i>Shousan shikou</i>   | <i>Hoshu shikou</i>   |
|   | "relation orientation"  | "praise orientation"  | "reward orientation"  |
| Low attachment to contents of what is learned (Content-detached)  | One student studies English because one's peers or social relations also do it. | One student studies English in order to be praised by others (e.g., teachers and parents).  | One student studies English in order to get some reward (e.g., money, job qualification, or good grades) rather than any expectation to use the language. |

**Figure 1. Model for Learner Motivation (Source: Horino and Ichikawa 1997, p. 141; my English translations.)**

and 'reward' indicates the orientation that learners study in order to get reward. In the present study, scales to measure learner motivation are not based on all six orientations mentioned above. Instead, this study focuses on the content-attached indirect cell, fulfillment, because this can be related to the concept of *pleasure of mastery* (see, Hatano 1985, p. 37).

### **Metacognition, Metacognitive Strategies, and Self-assessment**

Metacognition is a fundamental concept for the metacognitive strategy. Hatano (1984) describes metacognition as a learner's way of thinking and what type of knowledge the learner may have. In other words, people recognize their intellectual limitations by admitting their own ignorance, such as 'he or she knows what they don't know'. Metacognition is a higher level of comprehension for the individual involved in a learning activity because it allows him or her to formulate rules of learning. Abiko (1987) relates Hatano's view of metacognition to self-assessment by arguing that a person involved in an activity is constantly evaluating his or her own performance and understanding of the activity. Thus, self-assessment as one of the metacognitive strategies not only develops a learner's ability to understand, but also assists the student with correcting existing misunderstandings about learning. Hatano (1984) goes on to relate metacognition to *pleasure of mastery*. This aspect of research leads him to state that a person learning information will experience a sense of accomplishment and a resulting boost to motivation upon the realization that the lesson has been understood.

Therefore, the pleasure of mastery stems from whether one experiences the feelings of "I've got it!" or "I understood." This point is decisively important for learner motivation. More importantly, self-assessment as a metacognitive strategy is the lynch pin in the concept of *pleasure of mastery*.

### **Related Research**

Blanche states that there is difficulty in having the language learners assess themselves. For example, many investigators (Achara, 1980, 1981; Evers, 1981; Ferguson, 1978; Heindler, 1980) concluded that their more proficient subjects tended to underrate their linguistic abilities. This difficulty comes from the problem of a lack of common, valid criteria which both learners and instructors could use to make sound judgments (Blanche, 1988). Furthermore, learners' cognitive development caused by the amount of formal instruction they had can be considered as one of the problems. However, as for the present study, the subjects are limited to a certain high school, and the amount of the instruction is regarded as the same. As reviewed, the self-assessment studies found in the research literature were somewhat contradictory, but the aforementioned researchers report on the usefulness of the self-assessment, and acknowledge the problems to be overcome (Blanche, 1988).

### **Target Issues**

In summary, self-assessment as a metacognitive strategy is expected not only to promote students' language learning but also to en-

hance their motivation. So far, however, little research has been done on the practical situation in Japan because of problems on the valid criteria to assess learners' cognitive development. In the present study, by using the participants who enrolled the same public high school, such problems or variables would be controlled. The purpose of this study is to investigate the influence of self-assessment on learner motivation in a Japanese context.

## Method

### Research Questions

The purpose of this study is to examine the influence of self-assessment on learner motivation of Japanese third year high school students who study English as a foreign language. The research questions are:

1. Does self-assessment make a significant difference in pre and post six motivational variables: 'Attitudes toward Learning English', 'Motivational Intensity', 'Desire to Learn English', 'English Class Anxiety', 'English Use Anxiety', and 'Self-confidence' in self-reporting questionnaire (see, Appendix)?
2. Does self-assessment make a significant difference in the control and experiment groups these motivational variables in self-reporting questionnaire?
3. Does self-assessment make a significant difference in control and experimental group term-end English achievement test scores?

### Subjects

The subjects were 68 students of the General Course at Hyogo Prefectural Senior

High School. The high school has ten classes in each grade and seven of them are General Course (i.e., other courses are "Forestry", 'Home Economics', and 'Math and Natural Science.'). For present purposes, only students who enroll General Course (i.e., the students in the other courses on foreign language learning were omitted) and who learn English as a foreign language (students with experience in English speaking country more than 1 year were omitted) were retained for analysis. The sample size was 68 students (Male: 23; Female: 45), ranging in age from 17 to 18. Two classes participated in the present study: control group (34 students) and the other is experimental group.

### Instruments

#### Self-report Questionnaire (Pre & Post self-rating)

The main purpose of the pre / post questionnaire is to examine the difference of learner motivation before and after the experiment by using a self-report questionnaire (see, TABLE 1) based on the Attitude / Motivation Test Battery (AMTB), developed by Gardner (1997). The questionnaire was used for pretest as the baseline parameter of six factors: 'Attitudes toward Learning English', 'Motivational Intensity', 'Desire to Learn English', 'English Class Anxiety', 'English Use Anxiety', and 'Self-confidence'.

After the experiment, the same motivational questionnaire (see, appendix) was used to examine possible changes in learner motivation as posttest. This form is a 15-item self-report questionnaire, containing questions related to

**TABLE 1. Motivational Items in Pre-and-Post Self-reporting Questionnaire**

| Item Number                       | Attitude toward Learning English (4 items)  |
|-----------------------------------|---|
| 14                                | Learning English is a waste of time.*   |
| 2                                 | I hate English.*  |
| 8                                 | I really enjoy learning English.  |
| 20                                | Learning English is fun.  |
| Motivational Intensity (2 items)  |   |
| 13                                | I don't pay too much attention in my English class.*  |
| 18                                | I really work hard to learn English.  |
| Desire to Learn English (4 items) |   |
| 3                                 | Knowing English isn't really an important goal in my life.*                                   |
| 10                                | I wish I had begun studying English in my childhood.  |
| 16                                | I wish I were fluent in English.  |
| 19                                | To be honest, I really have little desire to learn English.*                                  |
| English Class Anxiety (4 items)   |   |
| 6                                 | I never feel very sure of myself when I have to speak in our English class.*                  |
| 12                                | I don't usually get anxious when I have to respond to a question in my English class.         |
| 9                                 | I don't understand why other students feel nervous about using English in class.              |
| 21                                | I sometimes afraid the other students will laugh at me when I speak English.*                 |
| English Use Anxiety (2 items)     |   |
| 5                                 | I feel uncomfortable speaking English to someone on the street.*                              |
| 11                                | I would feel quite relaxed if I had to speak English in the street.                           |
| Self-confidence (6 items)         |   |
| 15                                | I am as confident speaking in English as anybody else who knows as much English as I do.      |
| 1                                 | Regardless of what English I know, I feel confident about using it.                           |
| 17                                | Regardless of what English I know, I feel shy about using it.*                                |
| 7                                 | I have problem reading many books written and understanding them well in English.*            |
| 22                                | I believe that I can read many books written in English and understand them well.             |
| 4                                 | I have less confidence in my English skills than others who know as much as English as I do.* |

\* : inversive items

*Note.* This is the items extracted from original questionnaire developed by Gardner et al (1997) and revised by the author. See, appendix for the Japanese version.

the six variables mentioned above. All six variables are based on the Gardner AMTB, which was adapted for Japanese high school students. The adapted AMTB is a 6-point, randomly presented, Likert scale with 15 items ranging from 'strongly agree' to 'strongly

disagree' for assessing learner motivation. This adapted AMTB was changed from the original because the original battery had so many items that it could not be conducted in a 50-minute class, and include such unnecessary factors as instrumental orientation and

integrative orientation. It was piloted with five English teachers in Yamasaki high school and 3 graduate students and 37 General Course students in Himeji Dokkyo University.

### Self-assessment Sheet (treatment)

The Self-assessment sheet (see appendix) was used to evaluate how much the learner understood in each class. It consisted of 14 items, which are divided into five categories in TABLE 2. With regard to making this form, self-assessment items which are offered by Kitao and Hayamizu (1989, pp. 66-67) and was referred and revised by the author for the present purposes. The main purpose of this

form is for students to recognize their own intellectual limitations by evaluating themselves. 'Attitude and the will to study' refer to how much the subjects prepare their lessons beforehand. 'The degree of understanding' refers to how much the subjects understand the lessons during the said period. 'The pleasure of mastery' refers to how much the subjects enjoy the lesson and the reason why they enjoy it or not. 'Causal attribution' makes the subjects understand or recognize what is easy or difficult to understand. 'Anxiety' makes the subjects recognize how they feel in the class by themselves (see, Appendix). Table 2 shows the five categories and their corresponding item numbers.

**Table 2. Concrete Items in Self-assessment Sheet**

|             |  |
|-------------|--|
| Item Number | Attitudes and the will to study (2 items)                          |
| 1           | How many new words and phrases did you look up before class?       |
| 2           | How many sentences did you translate before class?                 |
|             | The degree of understanding (5 items)                              |
| 4           | Were there any points which you could not understand before class? |
| 5           | What were they? Please explain each briefly.                       |
| 6           | Did you understand the sentences that you studied today?           |
| 7a          | Do you have a question about today's lesson?                       |
| 7b          | If yes, what is it? Please explain each briefly.                   |
|             | The pleasure of mastery (3 items)                                  |
| 8           | Did you enjoy the class today?                                     |
| 9           | Explain why you enjoyed today's class.                             |
| 10          | Explain why you did not enjoy today's class.                       |
|             | Causal attribution (2 items)                                       |
| 11          | What was easy to understand today?                                 |
| 12          | What was difficult to understand today?                            |
|             | Anxiety (2 items)  |
| 3a          | Do you feel anxiety before class?                                  |
| 3b          | Explain why you felt anxiety?                                      |

Note. See, appendix for the Japanese version of self-assessment sheet items.

### Achievement test (Term-end test)

This assesses how much the subjects understand what they learned during the semester. It is the same as the term-end test which is regularly used in the participated high school.

### Procedure

The pre / post self-report questionnaire was conducted during regular class time. The researcher informed the students that their participation was voluntary and the responses

would neither be included in their grades nor influence their grades. It took 25 minutes for the subjects to respond to the questions. In the experimental group, the treatment form was conducted in the last 10 minutes of the class. During the first semester, this form was used once a week, and was submitted after the class and the teacher got it back to the students in the next class. The achievement test was conducted after self-report questionnaire (posttest) to research the degree of the achievement of both control and experimental group during this semester.

**Table 3. Self-report Questionnaire Result (within the experimental group)**

| Factors    | Variables                        | Pretest       | Posttest      | <i>t</i> |
|------------|----------------------------------|---------------|---------------|----------|
|            |                                  | <i>M (SD)</i> | <i>M (SD)</i> |          |
| Motivation | Attitude toward Learning English | 12.6 (3.19)   | 14.6 (3.41)   | -2.85**  |
|            | Motivational Intensity           | 5.2 (2.09)    | 7.44 (2.16)   | -3.97**  |
|            | Desire to Learn English          | 14.1 (3.61)   | 17.1 (3.67)   | -3.37**  |
| Anxiety    | Self-confidence                  | 9.6 (2.73)    | 12.5 (4.46)   | -3.41**  |
|            | English Class Anxiety            | 13.0 (2.07)   | 14.0 (2.43)   | -2.24*   |
|            | English Use Anxiety              | 4.7 (1.93)    | 5.3 (1.89)    | -1.32    |

Note. N = 34

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

**Table 4. Self-report Questionnaire Results (between the two groups)**

| Factors    | Variables                        | Control       | Experimental  | <i>t</i> |
|------------|----------------------------------|---------------|---------------|----------|
|            |                                  | (n=34)        | (n=34)        |          |
|            |                                  | <i>M (SD)</i> | <i>M (SD)</i> |          |
| Motivation | Attitude toward Learning English | 13.6 (2.48)   | 14.6 (3.41)   | -1.38    |
|            | Motivational Intensity           | 5.0 (1.46)    | 7.44 (2.16)   | -5.38**  |
|            | Desire to Learn English          | 14.1 (3.20)   | 17.1 (3.67)   | -3.59**  |
| Anxiety    | Self-confidence                  | 11.3 (2.79)   | 12.5 (4.46)   | -1.30    |
|            | English Class Anxiety            | 13.8 (2.68)   | 14.0 (2.43)   | -0.19    |
|            | English Use Anxiety              | 4.9 (2.24)    | 5.3 (1.89)    | -0.88    |

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

## Results

Research Question 1: *‘Does self-assessment make a significant difference in pre and post six motivational variables: ‘Attitudes toward Learning English’, ‘Motivational Intensity’, ‘Desire to Learn English’, ‘English Class Anxiety’, ‘English Use Anxiety’, and ‘Self-confidence’ in self-reporting questionnaire?’*

Table 3 shows the six factors’ *t* value in the experimental group. First, all sub-categories of the Motivation factor, Attitude toward Learning English (-2.85), Motivational Intensity (-3.97) and Desire to Learn English (-3.37) are significant at the .01 level.

‘Motivational Intensity’, especially, ranks at the top and follows the desire to learn and attitudes toward learning English in order. Second, the *t* value in all sub-categories of the Anxiety factor differs to each other. Self-confidence (-3.41) was significant at the .01 level and English Class Anxiety (-2.24) was significant at the .05 level, English Use Anxiety (-1.32) was insignificant. To summarise, all sub-categories except for English Use Anxiety are statistically significant.

Research Question 2: *‘Does self-assessment make a significant difference in control and experiment group these motivational variables in self-reporting questionnaire?’*

Table 4 shows the six factors’ *t* value between two groups. First, in the sub-categories of the Motivation factor, both Motivational Intensity (-5.38) and Desire to Learn English (-3.59) are significant at the .01 level while Attitude toward Learning English (-1.38) is insignificant. Second, all sub-categories of the Anxiety: Self-confidence (-1.30), English Class Anxiety (-0.19) and English Use Anxiety (-0.88) are insignificant.

**Table 5. Achievement Test Score  
(within the two groups)**

|           | Control | Experimental |
|-----------|---------|--------------|
| <i>N</i>  | 34      | 34           |
| <i>SD</i> | 19.47   | 16.00        |
| <i>M</i>  | 52.09   | 52.74        |
| <i>df</i> | 66      |              |
| <i>t</i>  | -0.149  |              |

Research Question 3: *‘Does self-assessment make a significant difference in control and experimental group term-end achievement test scores?’*

Table 5 shows the value of *t* on the post achievement test between control and experimental group after learners’ self-assessment. The table denied the research question 3.

## Discussion and Conclusion

### Overview

This study examines how self-assessment influences such variables as attitudes toward learning English, motivational intensity, desire to learn English, English class anxiety, English use anxiety and self-confidence. According to the concept of fulfillment in Ichikawa’s model and the pleasure of mastery in Hatano’s definition, we can hypothesize that self-assessment can have a positive effect on these variables. Moreover, it can be argued that achievement will be influenced positively by self-assessment. The results of this study (TABLE 4) show that self-assessment had significant influence on only ‘Motivational Intensity’ and ‘Desire to Learn English’. It did not significant influence ‘Attitude toward Learning English’, ‘Self-confi-

dence', 'English Class Anxiety' and 'English Use Anxiety'. Secondly, the pre and post result report of this study (TABLE 3) shows that self-evaluation had a significant influence on English Class anxiety ( $p < .05$ ) and a significant influence on the other variables ( $p < .01$ ): Attitude toward Learning English, Motivational Intensity, Desire to learn English and Self-confidence. However, regarding achievement (TABLE 5), we can see no significant change during the study.

### Learner Motivation and Learner Anxiety

As the study shows, self-assessment influences both Motivational Intensity and Desire to Learn English. This is related to the role of a *pleasure of mastery*, which stems from a learner's feeling of an "I've got it!" sense of accomplishment or an "I understood!" realization that the lesson has been understood (see P.7, Qs 8, 9, 10). That is, as metacognition, the pleasure of mastery relates to a higher level of comprehension and facilitates learning through the formulation of rules. In this study, this cognitive processes suggests that self-assessment played a primary role in deepening the students' motivational intensity and desire to learn English, but did not relieve their anxiety about using English. As Gardner's causal model (see, Figure 2)

shows, learner motivation does not have a direct relation to anxiety, which means that a much longer period of time is probably needed to conduct self-evaluation research on anxiety. That is, 12 weeks is not a long enough period to have an effect on anxiety, even if self-evaluation gives learners a pleasure of mastery.

### Achievement

This study showed no significant change in achievement results. From Ichikawa's (1997) point of view, a content-attached motivation (compared to content-detached motivation) promotes learning strategy, and learning strategy in turn has a positive effect on achievement. That is, Ichikawa (1997) argues that the role of learning strategy comes between learner motivation and achievement. This was not part of the present study because self-assessment was viewed as coming before motivation.

### Self-confidence

Gardner's model shows that self-confidence is related to achievement stronger than it is to learner motivation. Since the achievement results were not significant, it was not possible to evaluate self-confidence.

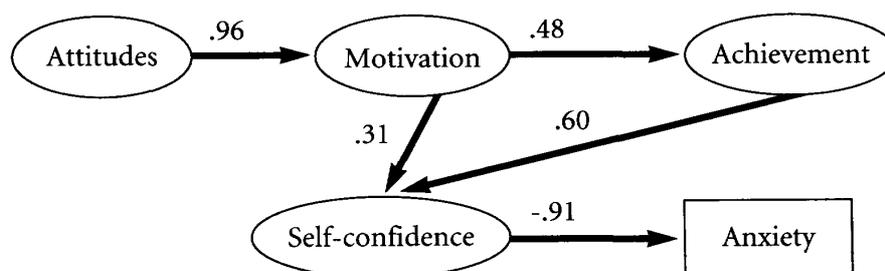


Figure 2. The Causal Model (path diagrams)<sup>3</sup>

## Summary

In sum, the similarity among the Gardner and Ichikawa studies and the present study is that learner motivation does not appear to influence achievement directly. Secondly, as in the Gardner study, self-assessment is seen to be closely related to learner motivation. In this study, both motivational intensity and desire to learn English were shown to be significant. Does self-assessment increase learner motivation? The results of the study do not support this thesis; that is, it is not shown that self-assessment directly increases learner motivation. However, it does show that during a twelve-week period self-assessment had a positive influence on five out of six attitude and motivation variables.

## Implications and Further Research Questions

The present study slightly supports the thesis statement that self-assessment influences learner motivation. For English teachers in Japan, driving students to learn English is always a serious issue. In this sense, this study may be meaningful, for self-assessment can have a positive influence on motivational intensity and desire to learn English. However, certain parts of this research study are with problems. First of all, for this type of research, a longer period of time is needed. As mentioned above, self-assessment influences motivation variables. The degree of influence that self-assessment has depends on how often learners use it. Therefore, it seems that the more that learners experience the pleasure of mastery, the more they deepen their moti-

vational intensity and desire to learn English. Second, we have to recognize the complicated relationship between learner motivation and achievement. In the present study, this relationship was considered as a simple relationship. That is, if learner motivation is influenced positively by self-assessment, achievement is also influenced positively at the same time. However, both Ichikawa (1997) and Gardner (1997) argue that a “learning strategy” factor exists between learner motivation and achievement. This should be taken into account in future studies. Moreover, in Gardner’s causal model, achievement is related to self-confidence stronger than learner motivation. As the present research shows, self-confidence is not shown to be significantly related to learner motivation, and therefore achievement could not be assessed. In another speculation, Kubo (1999) suggests that learning strategies are not easy to change because language learners have their own learning strategy and regard a new strategy as a burden unless its effectiveness is shown. In the present study, since self-assessment as a metacognitive strategy was presented to the students one-sidedly from the researcher, the students experience some inconvenience in the practice ‘self-assessment.’ In a future study, the following ideas should be taken into account. First, the length of the experiment period should be longer than that of this study. Second, we need to investigate what kinds of affective factors or beliefs influence the learners’ choice of learning strategies.

## Notes

This paper is a revised version of my

master's thesis submitted to Himeji Dokkyo Uni-versity in 1998.

1 The study of language learner motivation in SLA has focused on a context where learners are required to acquire communicative competence both socially and daily in a target language which is a second language, as for example, in Canada (e.g., Clement & Kruidenier, 1985; Gardner & Lambert, 1959; Gardner, 1979; Gardner, 1983; Kamiyama, 1984; Kubo, 1997; Machida, 1987; Oller, Hudson & Liu, 1977).

2 As far as Japanese educational settings are concerned, high school in particular, students study English as a foreign language (EFL) in the classroom, where they lack exposure to English and do not realize the necessity for acquiring it.

3 *Source*: Gardner, R.C., Tremblay, P.F., & Masgoret, A. (1997, p. 354). Note: For the present purpose, I uses the limited model, which does not include all of the original one.

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## **Acknowledgements**

This research could not have been completed without the cooperation of a large number of people. In particular, I would like to thank Prof. Jeris E. Strain (Himeji Dokkyo University), Prof. Kiyoshi Hiraoka (Himeji Dokkyo University), Prof. John C. Maher (International Christian University), and Prof. Timothy J. Riney (International Christian University) for giving me insightful comments.

## Appendix A

### SELF-REPORT QUESTIONNAIRE (PRE-AND-POST SELF-RATING) JAPANESE VERSION: 「英語学習についてのアンケート」

- 1 自分の成績に関係なく、英語には自信がある。
- 2 私は英語が嫌いです。
- 3 英語を理解することは、自分の人生の目標ではない。
- 4 英語ができる人と比べれば、自分には自信がない。
- 5 街で誰かに英語で話し掛けられるのはよい気がしない。
- 6 授業中に英語で話さなければならない時、自分には自信がない。
- 7 英語で書かれた本（教科書を含む）を読解するのが大変です。
- 8 英語を学ぶことは本当に楽しい。
- 9 自分には、授業中に英語を使うことに神経質になる人の気持ちが分からない。
- 10 もっと子供の時から（幼稚園くらい）から英語を勉強しておけば良かった。
- 11 街で英語を話さなければならない時、とても落ち着いて話せると思う。
- 12 授業中、英語で質問に答えなければならない時は、いつもとても不安になる。
- 13 授業中、あまりまじめに聞いていない。
- 14 英語を勉強することは無駄である。
- 15 自分より英語を知っている人と比べても、自分は英語を話すことに自信が持てる。
- 16 もっと英語が流暢（ペラペラ）に話せたら良いのになあ。
- 17 自分の成績に関係なく、英語を使うことには自信がない。
- 18 英語の勉強には力を入れている。
- 19 正直にいうと、自分はあまり英語を勉強したいと思っていない。
- 20 英語を勉強するのが本当に楽しい。
- 21 私は時々、英語を話す時、誰かが笑うのではないかと不安になることがある。
- 22 英語で書かれた本（教科書を含む）を十分に読解することができると思っている。

## Appendix B

### SELF-ASSESSMENT SHEET (TREATMENT)

#### JAPANESE VERSION: 「自己評価表」

- 1 いくつ単語, または語句を調べてきましたか。
- 2 どれくらい本文を和訳してきましたか。
- 3a 授業が始まる前に不安な気持ちがありましたか。
- 3b 上の質問で「ある」と答えた人に聞きます。それはどのような理由からですか。(答えられる範囲で詳しく説明して下さい。)
- 4 始業前に分からないところがありましたか。
- 5 それはどんなことですか。答えられる範囲で詳しく説明して下さい。
- 6 今日学んだ文章が理解できましたか。
- 7a 今日の授業で質問はありますか。
- 7b 上の質問で「ある」と答えた人に聞きます。どんな質問ですか。答えられる範囲で詳しく説明して下さい。
- 8 今日の授業は楽しかったですか。
- 9 8番の質問で「はい」と答えた人に聞きます。どうして今日の授業が楽しかったのですか。
- 10 8番の質問で「いいえ」と答えた人に聞きます。どうして今日の授業が楽しかったのですか。
- 11 今日の授業で簡単だったところは何ですか。
- 12 今日の授業でむずかしかったところは何ですか。