

MOTIVATION AND PROCRASTINATION OF JAPANESE EFL LEARNERS

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Abstract:

Motivation research with emphasis not only on interaction between learners and their socio-linguistic environment but also on its temporal changes has attracted the attention of the researchers in recent language education. After reviewing mainstream studies of motivation in second language acquisition (e.g., the social-psychological approach by Gardner, the cognitive-situated approach by Crookes & Schmidt, and the process-oriented approach by Ushioda), this presentation reports the results of the three surveys about the motivation and procrastination of Japanese EFL learners, drawing on the L2 Motivational Self-System (Dörnyei, 2005, 2009; hereafter the L2 MSS) and Temporal Motivation Theory (Steel, P, & Konig, C J. ; 2006).

The first survey was administered to 85 university students studying at two different universities in Japan. A semi-qualitative analysis of the data collected through open-ended questions revealed that their motives for studying English were different in terms of the three components of the L2 MSS (i.e., Ideal L2 Self, Ought to L2 Self, and L2 Learning Experience), depending on their majors. The second survey was administered to a different set of 91 English major university students, and the results showed that their motives for studying English changed over time as they studied English at school from middle to tertiary level. More specifically, their motives gradually shifted from motives pertaining to “L2 Learning Experiences” and “Ought to L2 Self” to “Ideal L2 Self”. The last survey was administered to another set of 13 English major students and the results suggested that their learning experiences led to procrastination by reducing expectancy of success.

Based on the survey results, the author will discuss important elements in implementing effective motivational instruction to enhance language learning, referring to the ARCS model (Keller, 1983) and the self-determination theory (Ryan and Deci, 2002).

Bio data:

Ryusuke Yamato is a professor at Kyoto Sangyo University, Japan, where he is currently the dean of Faculty of Foreign Studies. He has been involved in language education about 20 years at several universities in both Japan and the United States. Prior to that, he used to teach at secondary schools in Japan over ten years. His research interest includes teacher education, task-based instruction, language learning strategies and motivation. He has published articles in academic journal such as *JALT Journal*, *JACET Journal*, *ARELE*, and *The Language Teacher*. Correspondence may be addressed to yamato@cc.kyoto-su.ac.jp.