

LANGUAGE LEARNING MOTIVATION: A COMPARATIVE STUDY OF DANISH AND JAPANESE UNIVERSITY STUDENTS

BRENT H. AMBURGEY

Abstract

This study investigates the possible differences between Danish and Japanese university students in reported motivation to study English and in the sources of motivation, and how these factors may lead to different language learning outcomes. Specific emphasis was placed on the value of English for future employment. A Likert-scale survey, with two additional open-ended questions, was administered to both populations in a classroom setting in their respective home countries. Mann Whitney U tests revealed statistically significant differences between the two samples in general motivation and in several sources of motivation. Additionally, participants' answers to open-ended questions revealed very different experiences both in past language classes and in daily life, which may have been motivating for the Danish population and demotivating for the Japanese population.

I. *Introduction*

Many countries have educational policies which require a certain amount of mandatory foreign language classes. While these programs may all be implemented with similar good intentions, the outcomes can vary dramatically. Some nations consistently develop and maintain a multilingual population, while others struggle with getting a foreign language to take root.

This paper aims to explore differences between students in two countries with very different language learning outcomes: Denmark and Japan. Specifically, it will explore possible differences in motivation in language learning between university students in each country.

When exploring the effects of an independent variable (IV), such as motivation, on a dependent variable (DV), such as language learning outcomes, it is important to be aware of, and ideally, minimize extraneous variables. Extraneous variables are "any variables that the researcher does *not* want to influence his or her DV" (Perry, 2005, p.50). When comparing students at an international level, it is simply not possible to control for all of the extraneous variables.

There are some definite similarities between Denmark and Japan. Both are historically homogenous countries. Geographically, they are both nations comprised largely of islands. And English is a mandatory subject from a young age in both countries. However, differences in national policies, immigration, international conflicts, geographical location in relation to other countries, local uses of foreign language in daily life, availability of skilled conversation partners, and many other variables could potentially impact language learning outcomes.

The administered survey attempted to address and explore some of these constructs, and also offered students an opportunity to discuss their experiences in their own words, which may help illuminate some of the complexity of the relationships between language learning outcomes, motivation and the many other variables at play. However, it would not be possible to consider and control for all extraneous variables. Therefore, it is important to acknowledge some differences associated with aspects of the local situation in each of the examined countries.

1. Language Education, View of English, and Outcomes in Denmark

Danes begin learning English in *Folkeskole* (primary level education). According to a report by the European Commission (2006), 86% of Danish citizens speak English as a foreign language. The same report found that 92% of Danish citizens “agree with the view that every EU citizen should be able to speak one language in addition to their mother tongue” (p.53). In addition, Danes report that they believe their fellow countrymen and women speak foreign languages well and state a preference for hearing “the original language while watching foreign films or programmes,” which is consistent with common practice in Nordic countries (p.59). Furthermore, 44% of Danish respondents to the European Commission’s (2006) report said that they use their foreign language skills often (p.17).

Denmark’s geographical and political positions may also be contributors to the enthusiasm for developing competence in foreign languages. With English being the dominant language for international communication, and Denmark’s geographic location in Europe, and political location within the European Union, where English is the most spoken language (European Commission, 2006), there is a natural need for English language skills.

The European Union’s policies also make it easier for citizens to find work in other countries within the union. Considering Denmark’s gross domestic product (GDP), which was 34th in the world in 2014, some Danes may find better employment opportunities abroad (World Bank, 2015). This could be another source of motivation to improve foreign language skills.

Lastly, international travel from Denmark is facilitated both by geography, with many countries located just a short flight away, and the European Union’s policies, which eliminate much of the immigration procedures when traveling within the EU. As the de facto international language, and most widely spoken language of the EU, English skills would also be a benefit for those with an enthusiasm for international travel.

2. Language Education, Views of English, and Outcomes in Japan

English education in Japan has not been as successful as in Denmark. Kowner (2003) notes that, with regard to scores on the Test of English as a Foreign Language (TOEFL), “toward the end of the 1990s Japan’s rank sank to 180th among 189 nations taking the test” (p.129). While further steps have been taken since that time to improve English ability, such as making English a mandatory subject from 5th grade, the outcome has still been rather poor. Ushioda (2013) points out that “the English that is studied is grammar-focused ‘English for exams’ (*juken eigo*), with minimal attention paid to the development of communication skills” (p.5).

In the Japanese employment sector, English has become more of a focus in recent years. An example of this would be Honda, Uniqlo, Rakuten, and Bridgestone, all major corporations in Japan, having now made English the official language of their companies (“Honda makes English official”, 2015). These changes, however, generally reflect only the situation in the corporate offices. Employees at any given Uniqlo store or Honda dealership, for example, are no more likely to speak English than before the switch to English as a corporate language.

For a number of years, major Japanese corporations have also used the TOEIC test as a measure of employees’ English abilities. The TOEIC has even been used as a criterion for promotions or opportunities to work abroad (Chapman, 2003). While the TOEIC is designed for workplace English, it is a less than perfect assessment of ability to communicate in English, as it tests only listening and reading skills (About the TOEIC Test, 2015).

Japan’s GDP is currently the 3rd largest in the world (World Bank, 2015). Combined with a more isolated geographic situation, and political tension with some of its closest neighbors, citizens of Japan may not have as much motivation to work abroad as those in Denmark. One factor that mitigates this disadvantage is the number of large international companies based in Japan, such as Sony, Honda, or Toyota. Employees of such companies may have access to opportunities abroad.

Further complicating the situation in Japan is the exposure that citizens have to English in daily life. While it is very common to see English in rail stations, advertisements, T-shirts, and many other places or media, not all of it would be considered authentic usage of the language. Less than perfect uses of the language have come to be termed as “Janglish” and “Engrish,” and have entire internet sites devoted to the comedy that results from mistakes. Blair (1997) explores the use of foreign languages in Japanese advertising and argues that it isn’t always important whether the Japanese consumer understands the words, only that a sense of value is transferred through their use. Ikeshima (2005) similarly notes the amount of errors in everyday English in Japan, and speculates that many could be avoided “by consultation with a competent Japanese or native speaker of English” (p.197). Ikeshima continues by noting that plenty of these people are available in Japan, and the fact that they aren’t consulted may indicate that the English is used for aesthetics, not communication purposes.

3. Motivation

Motivation is an extremely important construct in learning any subject, and a main factor which contributes to the success of acquiring a second language (Dörnyei, 1998). With the proper motivation, a person can overcome a lack of natural aptitude for language. Likewise, a person with a great natural aptitude in language can have their progress stifled by a lack of motivation or by demotivation. Second language acquisition is an inherently lengthy process, and knowledge of what motivates and demotivates a learner over the course of this process can mean the difference between success and failure in this endeavor.

While it may seem simple at a surface level, motivation is a very complex concept, which seeks “to explain the fundamental question of why humans behave as they do” (Dörnyei, 1996, p.72). For the purpose of this study, motivation that actually leads to action is of most interest. When asked about their desire to learn a foreign language, it is not uncommon for a person to respond with “I would love to speak fluent French” or “Spanish would be so useful for my career.” These statements are consistent with the “traditional usage of ‘motivation’ in everyday

parlance” (Dörnyei, 1998, p.118). However, neither of those statements reflect an actual willingness to make effort towards those goals, which is the process oriented view of the concept of motivation (Dörnyei, 1998). Therefore, rather than simply asking survey respondents if they are motivated to study English, the main measures of general motivation in this survey were concerned with (1) whether students would take independent action to study English if it were not required at school and (2) whether students are willing to spend extensive time and effort to improve their English skills.

Motivation can come in many forms and from many sources. It is often divided into two broad categories: intrinsic and extrinsic. Examples of intrinsic motivation include things such as enjoyment, the pleasure of overcoming a challenge, or self-improvement (Ryan & Deci, 2000). Extrinsic motivation, on the other hand, has to do with the impact of external forces. A classic example of this would be “a student who does his homework only because he fears parental sanctions” (Ryan & Deci, 2000, p.60). These are only a few examples of possible motivators, and not all will fit cleanly into the categories of intrinsic and extrinsic motivation.

Demotivation also has many varied sources. Kikuchi (2013) collected a list of “demotivating factors reported in previous key studies” (p.219), including characteristics of the teacher, course content or pace, experiencing failure, class environment, class materials, and lack of interest. A better understanding of the factors leading to demotivation are also crucial to encouraging student success in acquiring language skills.

II. *Research Objectives*

Having established some background regarding the situation of English in Denmark and Japan, and operationalized the definition of motivation for this study, two research questions were established to explore the differences in language learning outcomes between the countries:

RQ1. Is there a difference in distribution between Danish and Japanese university students' responses to general motivation related Likert-scale items?

RQ2. Are there any specific sources of motivation in which the two populations' responses are greatly different (e.g. usefulness for future employment, value for travel/living abroad, intrinsic vs. extrinsic sources of motivation)?

III. *Methodology*

1. **Design**

The purpose of this study was to explore differences in motivation and motivational factors between two groups of students with extensive, mandatory English language learning experience. In doing so, motivation could be assessed as potential factor in the different English language ability outcomes that the two groups display.

Perry (2005) helps to define the difference between an exploratory or confirmatory study. As this study intended only to explore the possibility of motivational differences between the populations, rather than to confirm a specific hypothesis regarding motivational difference and

language outcomes, it falls onto the exploratory side of the spectrum (p.80).

2. Participants

The participants for this study came from two separate populations. For the sake of comparison, some characteristics were intentionally similar between the two populations. Despite this, one characteristic, age, was noticeably different. This can be attributed to the fact that Danish students generally matriculate to university at a later age than Japanese students, as a result of the incongruent structure of education systems in the two countries.

All participants had achieved a level of English proficiency that would allow them to complete the survey, which was presented in simple English. In addition, students were asked to self-assess their English ability. The 5-point English skill self-assessment had possible responses of “Beginner,” “Lower Intermediate,” “Intermediate,” “Advanced or Upper Intermediate,” and “Native or Near Native.” Each category also had a description of functionally ability for that level, in order to help students choose the appropriate category.

The first population was of Danish students at a highly regarded, business focused university in the capital city of Copenhagen. Student ranged in age from 19 to 25, with an average age of 21 years. All of the Danish students self-assessed their language skills at either “Advanced or Upper Intermediate” or “Native or Near Native.” The most common answer was “Native or Near Native.” While English proficiency exam scores were not available for these students, the quality of their responses to the open answer portion of the survey generally demonstrated advanced ability.

The second population was of Japanese students. These students also came from a highly regarded university, in the capital city of Tokyo, and were studying business. Their ages ranged from 18 to 21, with an average age of 19. The most common response on the Japanese students’ self-assessments of English skills was “Intermediate.” While several students indicated that they were in the “Lower Intermediate Level” category, this was not consistent with their TOEFL scores (which were available) or the English ability demonstrated in the open answer section of the survey. The highest reported English ability was “Advanced or Upper Intermediate,” which was selected by five students.

3. Data and Data Collection

Data was collected in the form of a survey with three sections. The survey was in simple English, which was deemed appropriate for the participants based on their English abilities (TOEFL scores were available for some respondents and their instructors were also consulted). Much of the survey was modeled after work done by Dörnyei (2010), a leader in the field of language learning motivation research. Another source of guidance was Dörnyei & Csizér (2012), a comprehensive guide to Second Language Acquisition survey creation.

The first section, which made up the majority of the survey, contained prompts in the form of Likert Scale items. A 6-point Likert Scale was used, with the following categories for answer choices: “Strongly Disagree,” “Disagree,” “Slightly Disagree,” “Slightly Agree,” “Agree,” and “Strongly Agree.” An even numbered scale was chosen in order to eliminate the option of selecting “Neutral.” The content of the Likert Scale items addressed motivation to learn English, as well as statements about the value of English. Students were provided with

instructions and an example (Appendix A).

The remainder of the survey consisted of two open-ended questions and demographic information gathering. The open-ended questions were regarding (1) the perceived effectiveness of students' past language courses and (2) what considerations are important when choosing a language to study. The survey provided space for students to write freely about these subjects. The final section of the survey was for the collection of demographic information, including age, nationality, native language(s), and the self-assessment of English ability which was described above.

For both populations, surveys were conducted in a classroom setting. The Japanese participants came from multiple classes, and the survey was administered during a portion of their normal lesson time. The Danish participants completed the survey during a pre-semester orientation session that took place on campus.

A total of 50 surveys were completed by students at the Danish university and 67 were completed by students at the Japanese university. After eliminating surveys which were incomplete or had been completed by an international student (who would therefore be outside the scope of the research), 40 qualifying surveys remained for the Danish students. After completing this same process with the Japanese surveys, 62 remained. For the sake of ease in comparison, the remaining Japanese surveys were then numbered and paired down to an even 40 using a true random number generator.

4. Analysis

Though there is some debate in the research community, most authorities consider Likert-type data to be ordinal in nature rather than interval (Winter & Dodou, 2010). The reason for this being that there is no way to guarantee standardized distance between responses. For example, on a 5-point Likert scale we can assign each possible answer a numeric value, resulting in 1 for "Strongly Disagree," 2 for "Disagree," 3 for "Neutral," 4 for "Agree," and 5 for "Strongly Agree." However, can we say that the distance between "Disagree" and "Neutral" is always equal to the distance between "Agree" and "Strongly Disagree?" These categories, and the distance between them, are inherently subjective.

For this reason, the Mann-Whitney U test, a common device for ordinal measurements (Agresti, 2010), was used to analyze the data. The Mann-Whitney U test can determine if the difference between two sets of data is statistically significant or within normal random chance. In some portions of the text below, charts and graphs will also be used for visual representations of the differences in responses between the two populations.

IV. Results

1. General Measures of Motivation

Two items on the survey were designed to measure general motivation of the sort that results in action being taken, as discussed above. Those items were "If English was not taught at school, I would learn it by myself" and "I am willing to study long and hard to improve my language skills." The table below shows the range (highest and lowest responses), and mode

(most common response) for each population, as well as the results of the Mann-Whitney U test.

TABLE 1. RESULTS OF STATISTICAL ANALYSIS OF GENERAL MOTIVATION ITEMS

	Danish Students	Japanese Students
	If English was not taught at school, I would learn it by myself.	
Range	Strongly Disagree to Strongly Agree	Strongly Disagree to Strongly Agree
Mode	Strongly Agree	Slightly Agree
Mann-Whitney U test	Z-Score=4.0896 P-Value=0 (rounded by software)	Significant at $p \leq 0.01$
	I am willing to study long and hard to improve my language skills.	
Range	Slightly Agree to Strongly Agree	Strongly Disagree to Strongly Agree
Mode	Strongly Agree	Slightly Agree
Mann-Whitney U test	Z-Score=5.456 P-Value=0 (rounded by software)	Significant at $p \leq 0.01$

While the ranges of responses were similar, the mode reveals a striking difference in responses. In the Danish population, the most common response to both general motivations questions was “Strongly Agree,” compared with “Slightly Agree” for the Japanese population. In addition, not a single Danish student expressed any level of disagreement with the statement about willingness to “study long and hard,” while nine Japanese students disagreed to some extent. Finally, the Mann-Whitney U test confirms a statistically significant difference, at the rigorous standard of $p \leq 0.01$, in responses to both items.

2. Sources of Motivation

Future employment

Given that both populations were students in a business program or a business oriented university, it was a goal of this paper to explore whether the two populations had an equal perception of the value of English skills for future employment. Five items on the survey addressed participants’ perception of the value or necessity of English for employment and making money. Three out of the five items had a statistically significant difference in agreement between the two populations. In all three of those cases, the Danish population expressed a higher degree of agreement (value of English) than the Japanese population. The results, including range of responses, mode, and the results of the Mann-Whitney U test can be seen in the table below.

Again, the three items in which a statistically significant difference was found passed the rigorous $p \leq 0.01$ test. The Danish students generally expressed strong agreement with the value of English across all items, while the Japanese students were more likely to agree than disagree, but did so with significantly less strength on three of the five items.

Travel and living abroad

On all items dealing with travel or living abroad, there was a statistically significant difference, with Danish students placing a stronger value on English. This includes the items “Speaking English well is important to me because I would like to travel internationally,” “I

TABLE 2. EMPLOYMENT ORIENTED ITEMS

	Danish Students	Japanese Students
English communication skills are important for getting a good job.		
Range	Agree to Strongly Agree	Agree to Strongly Agree
Mode	Strongly Agree	Strongly Agree
Mann-Whitney U test	Z-Score=0.4186 P-Value=0.67448	Not Significant at $p \leq 0.05$
If I work in (my home country), it is not necessary for me to speak English.		
Range	Slightly Disagree to Strongly Agree	Strongly Disagree to Strongly Agree
Mode	Disagree	Disagree
Mann-Whitney U test	Z-Score = -0.2742 P-Value = 0.78716	Not Significant at $p \leq 0.05$
Speaking English is important to me because with English I can work globally.		
Range	Agree to Strongly Agree	Disagree to Strongly Agree
Mode	Strongly Agree	Agree
Mann-Whitney U test	Z-Score = 3.9115 P-Value = 0.0001	Significant at $p \leq 0.01$
Speaking English will someday be useful for making money.		
Range	Slightly Disagree to Strongly Agree	Slightly Disagree to Strongly Agree
Mode	Strongly Agree	Slightly Agree
Mann-Whitney U test	Z-Score = 3.748 P-Value = 0.00018	Significant at $p \leq 0.01$
My future employer will expect me to speak English.		
Range	Slightly Disagree to Strongly Agree	Disagree to Strongly Agree
Mode	Strongly Agree	Agree
Mann-Whitney U test	Z-Score = 3.3583 P-Value = 0.00078	Significant at $p \leq 0.01$

would like to spend a long period living abroad, so English is necessary for me,” and the above-mentioned item regarding working abroad. All three items were statistically significant at the $p \leq 0.01$ level, indicating that the Danish students were generally more interested in experiences outside their native country.

Of note is that there was an additional item on the survey which stated “International travel is my primary reason for learning English.” Very few students from either population indicated strong agreement with that statement, which bring into question how much variables in this category were affecting motivation.

Extrinsic motivation

Three items on the survey were measures of extrinsic factors that might be motivating students to pursue a study of English. They were as follows: “speaking English is important to be considered a well-educated person,” “English ability is necessary in order to have social respect from my peers,” and “my family expects me to speak English well.” There was no statistically significant difference on any of these items, with both populations expressing a wide variety of different opinions.

Intrinsic motivation

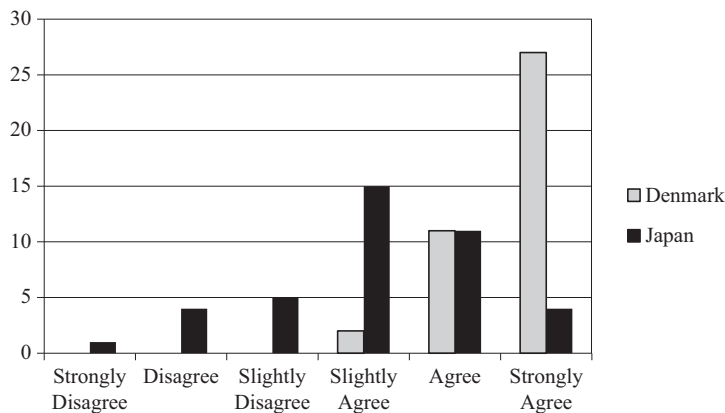
Intrinsic motivation also had three items on the survey dedicated to it. They were “Being able to speak English is important to me because it helps me expand my world view,” “English is important to me because it allows me to meet interesting people,” and perhaps the most pure measure of intrinsic motivation “I enjoy speaking English.” There was no statistically significant difference between the populations on the item about expanding world view. However, the other two items did have a statistically significant difference, with the item about the enjoyment of speaking English having one of the largest differences among all items on the survey. The results of that item can be seen in the table below.

TABLE 3. ENJOYMENT OF SPEAKING ENGLISH

	Danish Students	Japanese Students
I enjoy speaking English.		
Range	Slightly Agree to Strongly Agree	Strongly Disagree to Strongly Agree
Mode	Strongly Agree	Slightly Agree
Mann-Whitney U test	Z-Score = 5.735 P-Value = 0 (rounded by software)	Significant at $p \leq 0.01$

Not a single student from the Danish population expressed disagreement with the statement about enjoying English. To further illustrate the disparity in answers, the chart below shows the distribution of responses for this item.

FIGURE 1. RESPONSES TO THE ITEM “I ENJOY SPEAKING ENGLISH.”



This table more clearly depicts just how different the two populations feel about the experience of speaking English. While the majority of Japanese students expressed some level of agreement with this item, there was little strong agreement. Meanwhile, 67% of Danish participants said that they strongly enjoy speaking English.

3. Discussion

It is important to reiterate that this study was only exploratory in nature. However, at least in this small sample of students, statistically significant differences were found in both general motivation and some sources of motivation. Perhaps the starkest difference was in response to the item “I enjoy speaking English.” Some of the reason for this disparity might best be explained by the students themselves. Below are two quotes from the open-ended question in the 2nd part of the survey which dealt with experiences in past language courses. The first quotation was from a Danish student:

“My past English classes were absolutely effective, however – the reason my English is the way it is today is mostly because I have many international friends. I’ve had to speak English on a daily basis because of it.”

The following quotation was from a Japanese participant:

“To be honest, English classes in a junior high and a high school was absolutely not effective for me. That is because the English education in Japan mostly focuses on reading and grammar problems.”

These two quotes were very representative of their respective populations. While a few Danish students expressed that their past English courses were not helpful, most said they were. In addition, the Danish respondents gave credit to frequent opportunities outside of class to use or be exposed to English. The Japanese students, on the other hand, frequently complained about their past English courses, saying they were ineffective, grammar focused, and boring. Additionally, few mentioned opportunities to use English outside of class.

Ushioda (2013) makes a relevant observation that “it is no exaggeration to say that nearly all the leading empirical research on *demotivation* in foreign language learning currently derives from Japan” (p.5). Boring, ineffective language courses can definitely have a negative impact on motivation towards and enjoyment of language learning.

It is doubtful, however, that a lack of an enjoyment is the only factor in the lesser motivation and learning outcome of the Japanese population. With rough agreement on extrinsic motivation items, as well as some employment related items, and little weight likely being due travel items, there is still one other survey item that might help explain some of the disparity. The two populations differed on their level agreement to the statement “the things I want to do in the future require me to use English.” Danish students agreed much more strongly with that statement, and a Mann Whitney U test found significance at the $p \leq 0.01$ level.

While “the things I want to do in the future require me to use English,” could be viewed as a very general and therefore weaker item, it is of interest because it is phrased in a more personal way. The statement contains both “I” and “me,” with the hope that respondents would then consider their own future life when responding. Comparing that with an earlier employment related item, “English communication skills are important for getting a good job,” it is easy to imagine how some respondents might be able to agree strongly with that more impersonal statement, while not expecting to actually need strong English skills for their own employment future. This is speculation, but potentially worth exploring how responses might be different to a future survey item that rephrased the same employment related sentiment in a more personal manner.

V. Conclusion

This paper did find a statistically significant difference in motivation between the two samples. While the sources of motivation or demotivation that led to the disparity weren't able to be determined with full concreteness, it does seem that the Danish students were more likely than the Japanese students to see a future for themselves that involved some need for authentic use of English. This is supported by their own accounts of their current lives, as well as external sources of information about life in Denmark, such as the European Commission's (2006) Special Eurobarometer report. In addition, Danish students reported more effective past English language courses, which involved authentic speaking practice. This contrasts with the accounts given by many of the Japanese students.

While only exploratory in nature, this study does suggest that there is much room to encourage language learning motivation among Japanese students. An instructor who is able to provide authentic practice for students in the classroom, and help them find a connection with English in their daily lives may be able to stimulate increased motivation, which in turn will hopefully result in a more positive language learning outcome.

APPENDIX A: Survey

Below are a number of statements about English. Please give your personal opinion on each statement, by circling a number from 1 to 6. **There are no right or wrong answers**; however, please answer the questions with sincerity to the best of your ability.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6
<i>Example: I enjoy eating Pizza</i>					1 2 3 4 5 ⑥
(If pizza is one of your favorite foods, you would circle 6)					
English communication skills are important for getting a good job.					1 2 3 4 5 6
Speaking English well is important to me because I would like to travel internationally.					1 2 3 4 5 6
Being able to speak English is important to me because it helps me expand my world view.					1 2 3 4 5 6
If I work in (home country), it is not necessary for me to speak English.					1 2 3 4 5 6
My future employer will expect me to speak English.					1 2 3 4 5 6
Future employment is the primary reason that I wish to speak English well.					1 2 3 4 5 6
I would like to spend a long period living abroad, so English is necessary for me.					1 2 3 4 5 6
Self-improvement is the primary reason I wish to speak English well.					1 2 3 4 5 6
Speaking English is important to me because with English I can work globally.					1 2 3 4 5 6
English is important to me because it allows me to meet interesting people.					1 2 3 4 5 6
International travel is my primary reason for studying English.					1 2 3 4 5 6
The things I want to do in the future require me to use English.					1 2 3 4 5 6
I enjoy speaking English.					1 2 3 4 5 6
Speaking English will someday be useful for making money.					1 2 3 4 5 6
Speaking English well is important to me because I don't like to be considered a poorly educated person.					1 2 3 4 5 6
My family expects me to speak English well.					1 2 3 4 5 6
English ability is necessary in order to have high social respect from my peers.					1 2 3 4 5 6

Section IV: Short Answer

How effective would you say your past English classes have been at preparing you to speak English comfortably and naturally? What about your courses in languages other than English?

When deciding to spend time studying a language or to register for an elective (non-required) language course, what is the most important factor in choosing which language to study?

REFERENCES

- About the TOEIC Test (2015). Retrieved from <http://www.toEIC.or.jp/english/toEIC/about.html>
- Agresti, Alan (2010). *Analysis of ordinal categorical data*. Hoboken, NJ: Wiley Publishing
- Blair, J. (1997). The role of English and other foreign languages in Japanese society. *The faculty journal of Aichi Gakuin Junior College*, 5, 74-86.
- Chapman, M. (2003). *The role of the TOEIC in a major Japanese company*. Paper presented at the 2nd Annual JALT Pan-Sig conference, Kyoto, Japan. Retrieved from <https://jalt.org/pansig/2003/HTML/Chapman.htm>
- Dörnyei, Z., & Csizér, K. (2012). How to design and analyze surveys in SLA research? In A. Mackey & S. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 74-94). Malden, MA: Wiley-Blackwell.
- Dörnyei, Z. (2010). Questionnaires in second language research: Construction, administration, and processing (2nd ed.). London: Routledge.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching* 31, 117-135.
- Dörnyei, Z. (1996). Moving language learning motivation to a larger platform for theory and practice. In R. L. Oxford (ed.), *Language teaming motivation: Pathways to the new century* (pp.89-101) Honolulu, Hawaii: University of Hawaii Press.
- European Commission (2006). Special Eurobarometer 243: Europeans and their languages. Retrieved from http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf

- Honda makes English official. (2015, July 18). *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/opinion/2015/07/18/editorials/honda-makes-english-official/#.Ve6C49Kqqko>
- Ikeshima, J. (2005). Some perspective on the phenomenon of “Engrish.” *The Keiai journal of international studies*, 15, 185-198.
- Kikuchi, K. (2013). Demotivators in the Japanese EFL Context. In M. Apple, D. Da Silva, & T. Fellner (Eds.), *Language learning motivation in Japan* (pp. 206-224). Bristol, UK: Multilingual Matters.
- Kowner, R. (2003). “Japanese miscommunication with foreigners: In search for valid accounts and effective remedies”. *Jahrbuch des Deutschen Instituts für Japanstudien*, 15, 117-151.
- Perry, F. (2005). *Research in applied linguistics: Becoming a discerning consumer*. New York, NY: Routledge.
- Ryan, R. & Deci, E. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Ushioda, E. (2013). Foreign language motivation research in Japan: An ‘insider’ perspective from outside Japan. In M. Apple, D. Da Silva, & T. Fellner (Eds.), *Language learning motivation in Japan* (pp.206-224). Bristol, UK: Multilingual Matters.
- Winter, J. & and Dodou, D. (2010). Five-Point Likert Items: t test versus Mann-Whitney-Wilcoxon. *Practical Assessment, Research and Evaluation* 15 (11), 1-12.
- World Bank (2015). Gross domestic product. Retrieved from <http://databank.worldbank.org/data/download/GDP.pdf>