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Motivation as an Affective Factor in Second Language Learning: An Analysis of the Motivation Behind Adult English Speakers Learning Japanese in Trinidad and Tobago.

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ABSTRACT

This study discusses the motivation behind learning Japanese as a foreign language. The respondents are all native English speakers from Trinidad and Tobago. The characteristics of two major motivational orientations coupled, respectively, with two closely related classes of motivation; integrative with intrinsic and instrumental with extrinsic, were used in tandem with subjects' personal reasons for learning Japanese in order to identify which orientation was most predominant among learners of Japanese and how motivation affected their proficiency in Japanese. Data was gathered using two instruments; a survey questionnaire or a tele-interview. The results showed that the participants' sources of motivation in learning Japanese were predominantly integrative in nature and respondents expressed motivators that were predominantly intrinsic. The survey also shed light on their proficiency in Japanese which could be linked to the time they invested as well as the resources implemented in their learning process.

Keywords: Motivation, Japanese Language, Integrative, Instrumental, Intrinsic, Extrinsic, Foreign Language, Learning

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INTRODUCTION

Trinidad and Tobago is presently experiencing an influx of foreign language speaking refugees and asylum seekers as well as economic migrants who arrive here seeking more favourable socio-economic and civil conditions or employment opportunities and an improved standard of living. Additionally, there are multiple tourist attractions that bring members of the international community to Trinidad and Tobago's shores. Trinidad and Tobago's rich historic connection to various cultures and languages such as Spanish, French, Dutch and Mandarin cannot be ignored and is reflected in Trinidad and Tobago's street and city names, cuisine, business and international relations.

Mankind's interconnectivity has been facilitated through the processes of globalization, technological innovations and cultural exchange which have been further spurred on by the fields of academics, economics, international relations and politics, as well as our innate human desire for the establishment of social relationships and connections. As such, foreign or second language (L2) learning has increased in importance as it offers learners a competitive edge and greater chances of success in the labour market, and facilitates deeper connection with others. In order to achieve such, it is imperative that, throughout the process of language learning, one has and maintains the motivation to effectively and proficiently learn a language.

For several decades, the importance of motivation as an affective factor in language learning has been a recognized and well investigated research topic. Studies have been conducted and theories developed behind it which have been proposed and supported by psychologists such as Robert C. Gardner and linguists such as Zoltán Dörnyei. This makes motivation a multi-faceted and multi-disciplined aspect of language learning.

Furthermore, the English language is considered a globally dominant language. This therefore begs the question, what then, would motivate an English speaker to want to learn a foreign language? Additionally, and most relevant to this paper, what is the motivation behind adults in Trinidad and Tobago, an English speaking Caribbean country, pursuing Japanese as a language? As it relates to the context of the English-speaking Caribbean, the present paper seeks to explore and analyse the concepts behind L2 motivation and discuss the link between motivation and second language learning as it pertains to languages other than English (LOTes) with a specific focus on adult learners of Japanese, as well as explore how motivation may influence one's language proficiency.

Rationale

Much of the research pertaining to motivation in second language learning is extensively focussed on learning English as a Second Language (ESL). As there is no shortage of research concerning L2 motivational, the present paper is necessary as it seeks to do a qualitative investigation on the motivation behind learning LOTes - a relatively new field of study, in the specific context of adults learning Japanese in Trinidad and Tobago.

Although the interest in learning Japanese as a language can be explained, in part, by the overall popularity of Japanese entertainment and culture, there are a number of missing factors in Trinidad and Tobago that would better facilitate learning Japanese. According to the Ministry of Foreign Affairs of Japan's site, there are only an estimated 75 Japanese nationals residing in Trinidad and Tobago. Trinidad and Tobago does have an exchange programme called the JET (Japan Exchange and Teaching) Programme with the Japanese government that seeks to promote international exchange between the two nations, however, there still exists quite limited bilateral and economic ties and almost no linguistic or cultural connections between the two countries.

In light of the limited socio-economic, cultural and linguistic ties and extremely limited availability of access to personal interactions with Japanese people in Trinidad and Tobago, a high degree of motivation would be needed in the learner's pursuit of the Japanese language in order to overcome these limitations. Additionally, anecdotal evidence and observations made by the researcher has suggested that Trinbagonians' interest in learning Japanese is greatly influenced by their fascination with Japanese culture and customs as well as media and entertainment (music, anime, cosplay and film), all of which are characteristics of integrative motivation.

This paper, therefore, seeks to explore the motivation behind learning Japanese as a second language and how factors such as one's learning environment and their dedication may also influence one's proficiency in Japanese, overall enjoyment of the learning process, reasons for learning the language and, where applicable, results or grades in their studies.

Parameters

The gathering of research for the present thesis was carried out over the period of two (2) academic semesters of approximately eight (8) months. The scope of the thesis focuses on motivation behind English speaking learners of Japanese over the age of 18 years old as well as the motivational orientations and classes displayed by learners and the linguistic impact of motivation on their language proficiency.

Objectives

- To identify any significant differences or similarities in motivation among adult learners of Japanese in relation to the different conceptualizations of L2 motivation discussed.
- To identify the prevalence of integrative/intrinsic or instrumental/extrinsic motivation among adult learners of Japanese.

- To determine how motivation affects one's language proficiency as an adult who is learning Japanese.

Research Questions

- What are the identifiable characteristics of the different L2 motivational orientations and classes that are presented in this research?
- Is there any observable variability in specific sources of motivation for students who are learning Japanese?
- Does motivation have a positive impact on adult learners' desire to learn Japanese and their linguistic performance/proficiency?

Methodology

This is a descriptive study which employs both secondary research to provide the theoretical background behind L2 motivational research and the orientations that were proposed during these studies, and primary research to outline the reasons behind Trinbagonians learning Japanese in order to identify the motivational orientation and class that were most prevalent among the sample of participants employing a qualitative approach.

Primary data was sourced from a small sample size of fifteen (15) persons who were either learning Japanese in a formal institution or self-taught at home. Respondents were sourced based on referrals by peers. Eight (8) of the subjects participated in a tele-interview guided by a questionnaire consisting of seventeen (17) questions which was used to gather demographic information as well as the reasons why the participants were interested in learning Japanese as well as the strategies, if any, that they implemented in their learning process. The questions were mostly

open-ended with some polar and linear scaled questions and some of them allowing the respondent to select as many options as they wished.

Due to differences in time zones, social anxiety and incompatibility of schedules, seven (7) subjects opted to fill in a questionnaire containing the aforementioned 17 questions on their own time via the internet-based platform Google Forms. As such, participants who did the tele-interviews elaborated even further in their responses as compared to those that completed the online questionnaire.

Chapter Outline

This study consists of three chapters. Chapter one contains the literature review which summarizes the readings done to research the topic of motivation in L2 learning including the theories and approaches proposed over the course of motivational studies as well as the criticisms of same. Chapter two discusses, in detail, the different periods in L2 motivational studies, the theorists who proposed them and their characteristics as well as the main orientations of motivation that were introduced. Chapter three presents the results of the research carried out as it pertains to the theme of motivation behind adult English speakers learning Japanese as well as the discussion which analyses and links the results to the readings introduced in the literature review and outlined in the theoretical background.

CHAPTER ONE

Literature Review

1.1 Introduction

This chapter discusses the concepts behind L2 motivation in order to explore its importance in facilitating second language learning and proficiency. This includes the evolution of the underlying theories and principles of L2 motivation which provides a deeper comprehension of the psychological and linguistic frameworks that support it. Additionally, the orientations of motivation, the reasoning behind an individual's desire to learn Japanese and the impacts and challenges of motivation in L2 learning will be explored. In order to effectively discuss these concepts and theories, the content obtained from scholarly articles, books and journals will be used as a means of supporting their validity.

1.2 Motivation

When it comes to second language learning, motivation is indisputably one of the most important factors in achieving fluency and proficiency. Motivation as a construct begs the question “what moves a resting organism into a dynamic state?” (Zareian and Jodaei, 296). Within the context of Gardner's (1985) theories in second language learning, motivation may be either instrumental; referring to the extent of the learner's efforts towards a specific goal or integrative; referring to one's desire to integrate into the target community. In Ni's work, he states that motivation is one of the most important factors that affects the learner's language input and intake, citing Leon Jakobovits' (1970) learner factor analysis in which motivation as an affective factor accounted for the greatest success in second language learning. Kato et al quoted the popular Japanese phrase “suki koso mono no joozu nare” (What you like you will do well in) (41). This

phrase clearly shows that motivation plays an important role in almost any situation. Gonzales (1998) noted that Filipino students were highly motivated to learn Japanese in spite of the linguistic differences between Japanese and English.

1.3 Evolution of Theories in Motivation

Whilst there is no shortage of theoretical frameworks revolving around motivation and foreign language learning, the multifacetedness of it means that there are still some inconsistencies surrounding the subject. That being said, Robert C. Gardner's (1979) research is what lay the foundation for L2 motivational studies which was further investigated, reviewed and even criticised by subsequent researchers. L2 Motivational theories can be categorised according to periods; the social-psychological period (1959-1990), the cognitive situated period (during the 1990's, the process-oriented period (turn of the century) and the most recent socio-dynamic (contemporary) period.

The socio-psychological / socio-educational model (Gardner & Lambert, 1959; Gardner & MacIntyre, 1993) investigated both cognitive and affective differences among learners with an emphasis on the social roots of language learning. Gardner, MacIntyre and other supporting researchers focused on both cognitive as well as affective differences among learners from a psychological perspective. Clement (1977) later proposed the linguistic self-confidence theory which attributed linguistic self-confidence as a driving factor in motivation.

Dörnyei (1994) and Crookes and Schmidt (1991) were among the first researchers who criticized Gardner's socio-educational model giving rise to the cognitive-situated period. Theories developed in educational psychology were used to explore situationally specific learning

motivation which gave rise to Dörnyei's L2 Motivational Self System (2005) based on self and motivation.

In Dörnyei's (2005) work, he considered that in relation to a learner's motivation, there are ongoing changes that occur. This gave rise to the process-oriented period as a part of the contemporary period of second language motivation studies and its corresponding three-phased "process model" of L2 motivation (Dörnyei and Otto, 1998). During this time, Gardner's (2007) work went beyond just the integrative and instrumental types of constructs to include language learning and classroom learning motivation. According to Guerrero (2014), this period focuses on the specific circumstances of learners with consideration given to the learning process experienced before and during a classroom environment. Ushioda (Dörnyei & Ushioda, 2011), emphasized the stages in which motivation was investigated from "different perspectives at the learner's personal level." (5) The socio-dynamic period was also introduced by Dörnyei and Ushioda (2011). However, Guerrero (2014) discussed criticism of the theories and models that evolved during this period as he concludes that the studies are more theoretical than practical due to insufficient evidence.

1.4 Types of Motivation

Gardner (1977), Gardner et al. (1979) proposed the two (2) main types of motivation that are most often distinguished; instrumental and integrative. Following Gardner's approach, Deci & Ryan (1985) expanded the categories of motivation to include intrinsic and extrinsic motivation in their Self-Determination Theory (SDT) which they closely related with integrative and instrumental motivation respectively. Dörnyei (1998) and Crookes & Schmidt (1991) were among some of the researchers who favoured intrinsic motivation as "a way to promote a desire to perform a particular task because it gives students pleasure and develops a particular skill." (Yeh, 254).

Yeh commented that even Maslow favoured intrinsic motivation as it fell in line with his hierarchy of needs. In Sapungan's (2016) research, however, extrinsic motivation featured strongly in his subjects' desire to study their target language (Spanish).

1.5 Impact of Motivation on Second Language Learning

Alizadeh stated that a learner's motivation could increase or decrease according to the effects of various factors during their learning process. An unmotivated individual may miss out on important learning factors which, in turn, could result in frustration and further decreased motivation.). In Amburgey's (2015) comparative motivational study on the structure of Japanese and Danish students' English language programs, there was a noted difference in levels of motivation according to the teaching strategies implemented in each respective classroom environment..

CHAPTER TWO

Theoretical Background of Motivation

2.1 Definition of Motivation

Gardner (1985) in the context of language learning, stated that motivation refers to “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language.” (11). Takala also makes reference to Dörnyei’s (2001) work which defines it as “choosing a specific activity and committing oneself to this activity.”(341). That is to say that effort does not imply that there is motivation and effort without motivation will not ensure language proficiency. Similarly, specific reasons such as a high drive for achieving language proficiency or the desire to appease tasks set out by a teacher does not imply motivation. Gardner (1985) stated that “When the desire to achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism.” (12).

Notwithstanding the importance of verbal competency and intelligence in second language learning, many consider motivation to be a principal determining factor in the success of second language learning. Motivation is heavily connected to persistence, keenness and commitment and has been positively linked to influencing one’s success or failure in any ongoing learning process that we pursue in our lives and the process of becoming a proficient language learner is no different. An unmotivated individual in the process of second language acquisition (SLA) will be far more likely to fail than one who maintains a high degree of motivation.

There have been numerous studies and reviews based on L2 motivation. These studies span a number of both theoretical as well as empirical periods of development which include the social-

psychological period (1959-1990), the cognitive-situated period which reached prominence during the 1990's and most recently, the process-oriented period.

2.2 The Social-Psychological Period (1959-1990)

Considered the beginning of motivational research behind language learning, the social-psychological period came about as a result of the work of social psychologists Robert Gardner, Wallace Lambert and a number of their colleagues. According to Gardner, Mac Intyre and other researchers, and from a social-psychological perspective, it was outlined that language learning has social roots. As such, in order to proficiently learn a language, one had to adopt an identity similar to that of the target language community, referred to as **integrativeness**. Integrativeness became the main construct of Gardner's socio-psychological model. Gardner posited three components of motivation behind second language learning. They were (1) motivational intensity, (2) the desire to learn the language and (3) the attitudes held by the learner towards language learning. Gardner's AMTB (Attitude Motivation Test Battery) is used to primarily measure aspects of integrativeness in which an individual with the highest scores of integrativeness wants to completely adopt the identities and characteristics associated with the foreign language community instead of their own.

What this implies is that extra effort and investment is required in not just learning the linguistic systems of the target language such as its grammatical rules and vocabulary, but also a genuine interest in and enjoyment of the community, its people, the culture and tasks necessary to learn the language. This would, in turn, have a strong influence on one's motivation to learn their target language.

On the other hand, opposite to the idea of integrativeness, was the concept of **instrumentalism**. Someone with an instrumental orientation toward second language learning has

a more practical approach and reasoning behind learning the language. Instrumentalism concerns itself with the benefits that learning the second language would bring to the learner. Their motivation may stem from it being required by them to complete their studies, improve their job prospects or earn a higher salary. Zareian and Jodaei in reference to Dörnyei's (2005), 'ideal language self', states that "instrumentalities are divided into two types: promotion vs. prevention. Instrumental motivation with a promotion focus (e.g. to learn English for the sake of professional advancement) are related to the ideal self, whereas instrumental motives with a prevention focus (e.g. study in order not to fail the test) are parts of the ought to self" (300).

Gardner also introduced the *socio-educational model* in 1985 as part of the social-psychological period, to incorporate his theory of integrativeness with the classroom environment or learning situation. This particular model focuses on how an individual perceives assigned tasks given in the language classroom. This perception can be influenced by not just the learner's personality but factors such as the instructor, the atmosphere of the classroom, course content and resources/materials. There exists a positive relationship and an inseparability between the integrative and instrumental orientations in motivations for language learning. One's ability paired with their motivation would result in high levels of achievement in learning their target language and both aspects relate closely to the learning situation. Both one's ability and their motivation feature heavily in the formal classroom setting when dealing with language structure, grammar and vocabulary. However, it is primarily motivation which features greatly in the informal setting where the consumption of media like movies and music as well as literature is most common.

As with most theories, there will be criticisms and Gardner's Socio-educational model was no exception. Dörnyei (2005) argued against the validity of the AMTB in which he stated that it assessed both motivated behaviour as well as motivation making it difficult to measure which

construct was being considered. He also said that the AMTB, which was first carried out on French Canadians, would have been appropriate within the conditions of a bilingual country. It applied more to second language learning as opposed to foreign language learning. Reasons listed for this were either lack of availability of the foreign language or lack of importance for that language within the community. Gardner, however, countered this statement by outlining the appropriateness of the AMTB in his research carried out in various other countries. Dörnyei also criticised the dichotomy generated by Gardner's instrumental vs integrative constructs. He found this had a reductionist effect on motivation research as it pertained to language learning since it conceptualised motivation along those two constructs putting a limit on the psychological aspects of human nature. Gardner and Macintyre (2002) did respond to this criticism stating that "motivation itself is dynamic, and the old categorization of motivation in terms of integrative vs. instrumental motivation is too static and restricted." (Zareian and Jodaei, 301).

During the social-psychological period, many other theories on motivation emerged following those proposed by Lambert and Gardner. Clement (1977) developed the *linguistic self-confidence theory* which Dörnyei (1998) said attributed linguistic self-confidence as a driving factor in motivation. The premise of this theory was that being part of a multilingual community would serve as a motivational factor for any individual who came into contact with a foreign or second language (123). In light of its successes and in spite of its criticisms, the findings and subsequent works that emerged out of the social-psychological period laid the groundwork for future shifts in motivational research.

2.3 Cognitive-Situated Period (1990's)

The *cognitive-situated period* was an expansion of the socio-educational model. Gardner's model was widely criticized for not being classroom-appropriate particularly by Crookes and

Schmidt (1991) who argued that there were two principal limitations in the research behind language learning. They stated that “it has been almost exclusively social-psychological in approach, and it has failed to distinguish between the concept of attitude, especially attitude toward the target language culture, and motivation.” (501).

Additionally, Dörnyei (1994, 280) proposed three different levels that were important to this period:

1. Language level - the motivational orientations proposed by Gardner; integrative and instrumental motivation, as well as the language and community were to be considered.
2. Learner level - involves the personal characteristics and cognitive processes of the learner.
3. Learning situation level - this level has three principal factors of the classroom environment as its focus; the learner’s peers, the course and the instructor.

The Cognitive-Situated Period set out to shift the focus of investigations back to the psychological field with an emphasis on cognition or mental processes. The works during this period looked at the learning contexts and students’ and teachers’ unique needs in which the processes of learning rather than the results were prioritised. It was during this period that researchers investigated the concepts featured in different theories in educational psychology.

2.4 Process-Oriented Period

This period is characterised by a shift in focus to the specific circumstances of language learners. During this period, special attention was paid to how an individual’s learning process may change according to their classroom experience or how their process was different before and after the classroom environment.

There are three major concepts on second language (L2) motivational studies that were proposed during this period

1. Dörnyei and Ushioda (2011) cited Williams and Burden who proposed two terms: (i) The motivation for the purpose of engagement i.e. desires, choices and intentions and (ii) Motivation during engagement i.e. the feelings and behaviour that the learner exhibits in the process of learning (61).
2. Dörnyei and Ushioda (2011) placed emphasis on the learner's temporary motivation. This refers to past positive experiences in the process of learning their second language that are relevant to the learner's motivation, as well as the motivation related to future goals that provide incentive for them.
3. In reference to Dörnyei and Otto's theories, Guerrero found them to be the most fulfilling of the ones that were proposed during this period. Guerrero stated that their approach takes into consideration two stages: "(i) Action stage: goals translate into intentions and achievements, and (ii) Motivational stage: motivational forces pre-actional (e.g., setting goals), actional (e.g., registering for a language class), post-actional (e.g., external feedback or personal beliefs). (100)

In Guerrero's work (p. 99) he referenced Dörnyei and Otto (2011) who suggested that motivational studies in second language learning needed to also be looked at from a personal perspective for language learners. As such, the Process-Oriented Period attempts to orient second language research motivational studies around the specific learning contexts of the language learner.

2.5 Socio-Dynamic Period

The Socio-Dynamic Period is the most recent one in L2 motivation research. It centres on the way interactions with others influence a learner's motivation. This meant that motivation in an individual was a continuum and subject to fluctuations as one tried to sustain it in learning their target language. Additionally, it addresses concerns raised by the status of English as an internationally sought after language and brings this issue to the forefront of policy-makers who prioritise it as an essential language in the academic realm. There are three (3) main approaches in this period; (i) The person-in-person context, (ii) The L2 Motivational Self and (iii) The Complex Dynamic System.

The person-in-person context was proposed by Dörnyei and Ushioda (2009). This approach shifts away from the linear perspective of a language learning and takes a dynamic perspective that looks at the learner as a unique individual and considers their personal and social characteristics. This included the individual's various identities as not just a learner but as having a particular profession, being part of a particular community or being a parent for example.

Dörnyei was inspired by cognitive theories developed in educational psychology to explore situationally specific learning motivation according to the perceptions that learners had about "themselves, their own abilities, possibilities, limitations, past performances, and of many other aspects of the task they set out to achieve." (Takac and Medve, 5) This gave rise to Dörnyei's *L2 Motivational Self System* (2005) based on self and motivation.

According to this motivational theory, an individual's motivation to learn a second language stems from "the learner's vision of oneself as an effective L2 speaker, the social pressure coming from the learner's environment, and positive learning experiences." (Takac and Medve, 7). This gives rise to three elements: The Ideal L2 Self, the Ought-to L2 Self and the L2 Learning

Experience. The Ideal L2 Self is a powerful motivator as it is based on a learner's goals and expected achievements and the necessary efforts required to close the gap on the learner's actual self in a bid to get closer to their ideal self. The Ideal L2 Self is as strongly influenced by a learner's vision of what they would not like to become as what they would like to become. The Ought to L2 Self is closely related to the instrumental orientation of motivation as it focuses on the responsibilities and obligations as a language learner and seeks to avoid unfavourable results such as failing exams. The L2 Learning Experience refers to the learner's analysis or perceptions of different aspects of their learning environment such as peers, resources implemented and teachers and how these affect their learning process.

The Complex Dynamic System considers at least two variables which are related and fluctuate over time. This makes the variables complex and leads to difficulty in predicting the results of the learner's behaviour. Guerrero cites Dörnyei and Ushioda (2011) who proposed the idea of the individual differences (ID) which presents challenges in understanding them (100). As such, there can be no generalizations made about them due to the variability in their characteristics (emotional, cognitive and personal) which make each person unique. This falls in line with the socio-dynamic approach as it generates varying perspectives of one's motivation, cognition and affects according to one's behaviour. These characteristics cannot be observed separately or fixed. (Guerrero, 100)

2.6 Other Types of Motivation

Subsequent to Gardner's introduced constructs of instrumental and integrative motivation, new concepts of motivation evolved as an extension of them. The Self-Determination Theory is an approach that introduces two new classes of motivation: **intrinsic** and **extrinsic**. Zareian and Jodaei (301) cite Dörnyei's (2005) work in which he discusses the Self-Determination Theory and

describes the approach as “among the most influential in motivational psychology and several attempts have been made to the L2 field to incorporate certain elements from the theory to explain L2 motivation” (76). Deci and Ryan (2008) stated that the Self-Determination Theory “addresses such basic issues as personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, non-conscious processes, the relationship of culture to motivation and the impact of social environment on motivation, affect, behavior, and well-being” (p.183).

2.6.1 *Intrinsic Motivation*

Intrinsic motivation is strongly based in self-satisfaction and enjoyment. It is a natural type of motivation that stems from within the L2 learner and favours integrative motivation as it is closely linked to their identity and sense of well-being. As a sub-component of the Self-Determination Theory, Zareian and Jodaei outlined three types of intrinsic motivation: (i) intrinsic motivation knowledge, referring to a sense of pleasure in newly obtained knowledge, (ii) intrinsic motivation accomplishment, referring to a sense of pleasure in realizing one’s goals and (iii) intrinsic motivation stimulation, referring to a sense of pleasure generated through doing a task (302). Learners who are intrinsically motivated maintain a sense of satisfaction in the enjoyment of learning activities and, in completing the task, feel a sense of competence which is the reward.

2.6.2 *Extrinsic Motivation*

Extrinsic motivation is strongly instrumental in nature and is influenced by the desire to achieve end results that are more artificial in nature such as money, power and recognition and to avoid failure or punishment. Zareian and Jodaei state that “In contrast to intrinsic motivation, extrinsic motivation lies along the continuum from non-self-determination to self-determination. In other words, Motivation in self-determination theory is classified into three categories on a

continuum, from unwillingness, to passive compliance, to active personal commitment.” (302). These categories are; (i) External regulation - referring to actions performed by the learner in order to fulfil or obtain an external demand or reward. (ii) Introjected regulation - Actions performed due to some external pressure, in this case, the language is learnt to avoid feeling shame for not knowing it. (iii) Identified regulation - the implication that the actions being performed are done to achieve a valued goal such as educational development. The results of the learning process are rooted in internal values.

2.6.3 Amotivation

Dörnyei defines amotivation as a “lack of motivation resulting from realizing that there is no point” (143). There are no links with intrinsic and extrinsic motivation. With amotivation, the learner has the initial desire to pursue the language, however, the onset of feelings of helplessness and ineptitude causes one’s motivation to dwindle. According to Zareian and Jodaei, this may occur due to a lack of self-confidence or due to the demanding nature of tasks associated with the language learning process. Additionally, there may be the perception that learning the language is inconsequential with no apparent benefits of learning it.

The Self-Determination theory has come under criticism because it is not a well-established approach and because there are blurred lines between intrinsic and integrative motivation or extrinsic and instrumental motivation with which they share many similarities. Gardner (2009) did make the distinction that with integrative motivation, students displayed more satisfaction with the class and that even though people that are extrinsically motivated are learning due to instrumental energizers such as rewards or to avoid any punishment, instrumentally motivated students do so for the benefits of learning the language such as getting a promotion. Even still, the distinctions between them remain unclear.

CHAPTER THREE

Presentation of Findings and Discussion

3.1 Introduction

This chapter serves to present the findings of the data that was collected in this research project as well as discusses the analysis of these results while simultaneously relating them to the theories and orientations in motivation that were presented in the literature review. The analysis of these findings is qualitative in nature, however, both qualitative and quantitative presentations of the results were utilised. For this reason, the findings and discussion were presented together to facilitate ease of reference to the figures and tables in this chapter. It should also be noted that where the participants' have been quoted in the discussion, their names have been altered to protect their identity.

3.2: Demographic Data of Respondents

Figure 1 shows that of the 15 respondents, 20% (3) of them were male and 80% (12) were female.

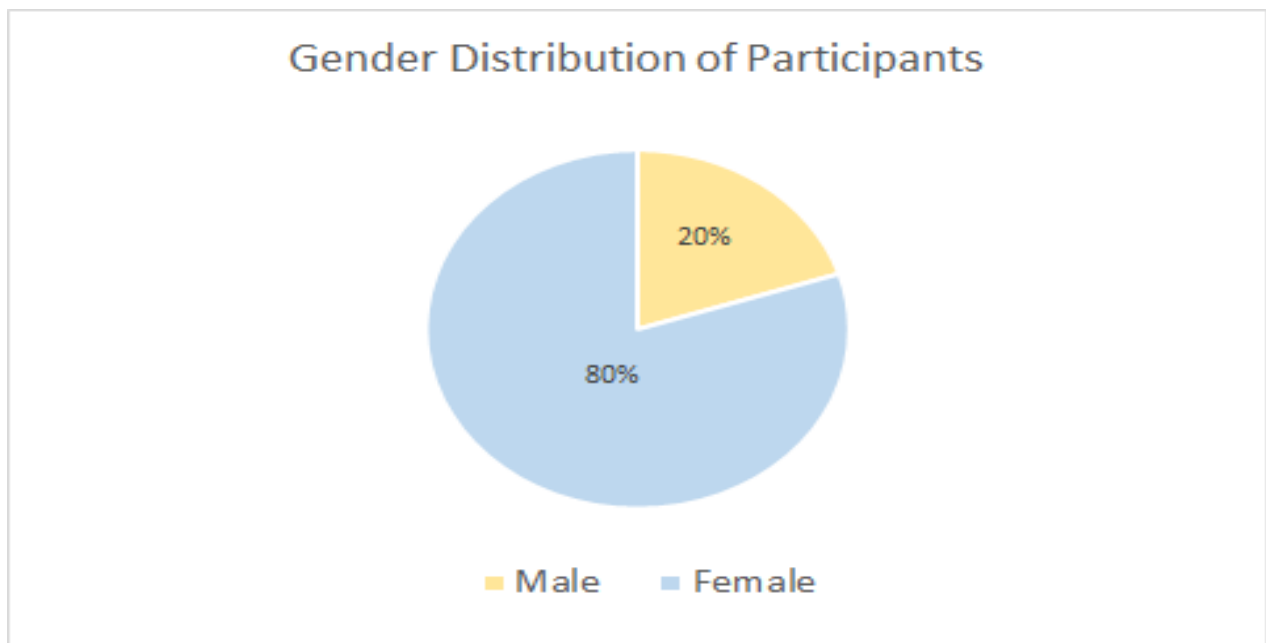


Figure 1. Gender distribution of participants

Figure 2 below, shows the age range of the adult participants of the interviews. Of the 15 respondents, 4 people were between the ages of 18-25, 10 people were between the ages of 26-35. This age range had the most respondents. 1 person was between the ages of 36-45 and there were no participants that were 46+ years old.

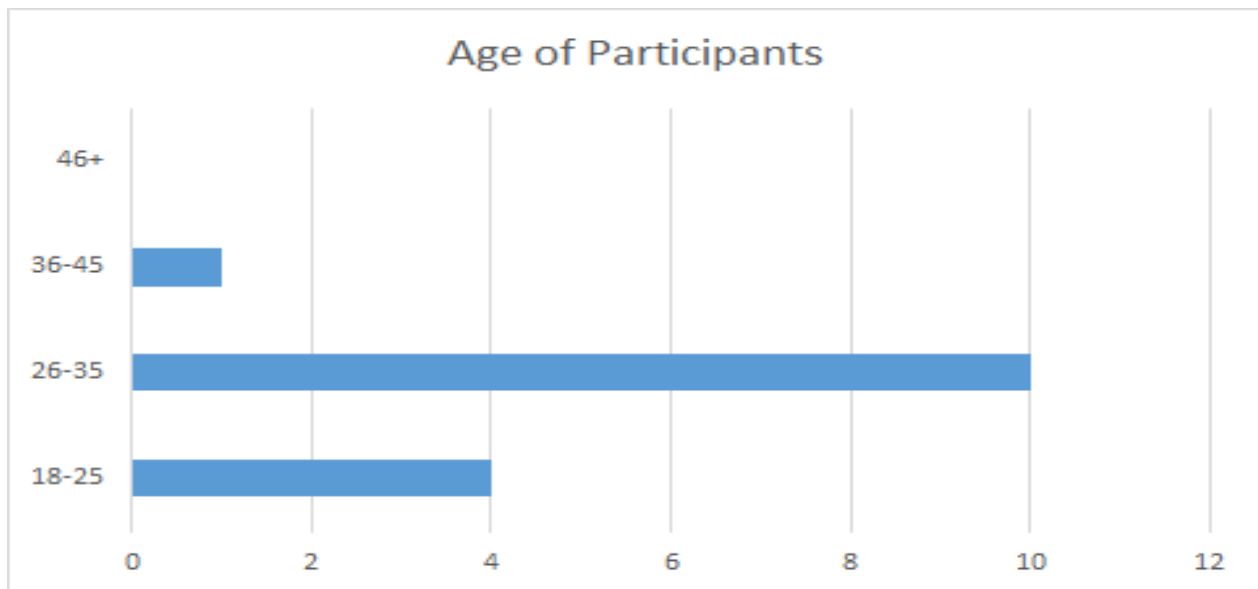


Figure 2. Age of Participants

As made evident in figure 2, the learners of Japanese in the sample population tend to fall under the adolescent or youth age group. This result might suggest that, perhaps, Japanese might not be a highly sought after language among the mature demographic. This could be linked to the interests in Japanese pop-culture, gaming, manga and cosplay, all of which are hobbies and interests that are prevalent among the younger demographic and feature heavily as an initial motivator for learning Japanese.

3.3: Discussion on Respondents' Learning Experiences and Processes

Figure 3 shows a graph of how the respondents rated their overall enjoyment of the process of learning Japanese. 6 participants responded equally that they either mostly enjoyed or

thoroughly enjoyed learning Japanese and 3 of them said that they were neutral. None of the respondents indicated that they did not enjoy learning Japanese and although they cited certain challenges in the learning process as well as dissatisfaction with teaching methods in the case of classroom learners, they still maintained their interest in continuing to learn Japanese.

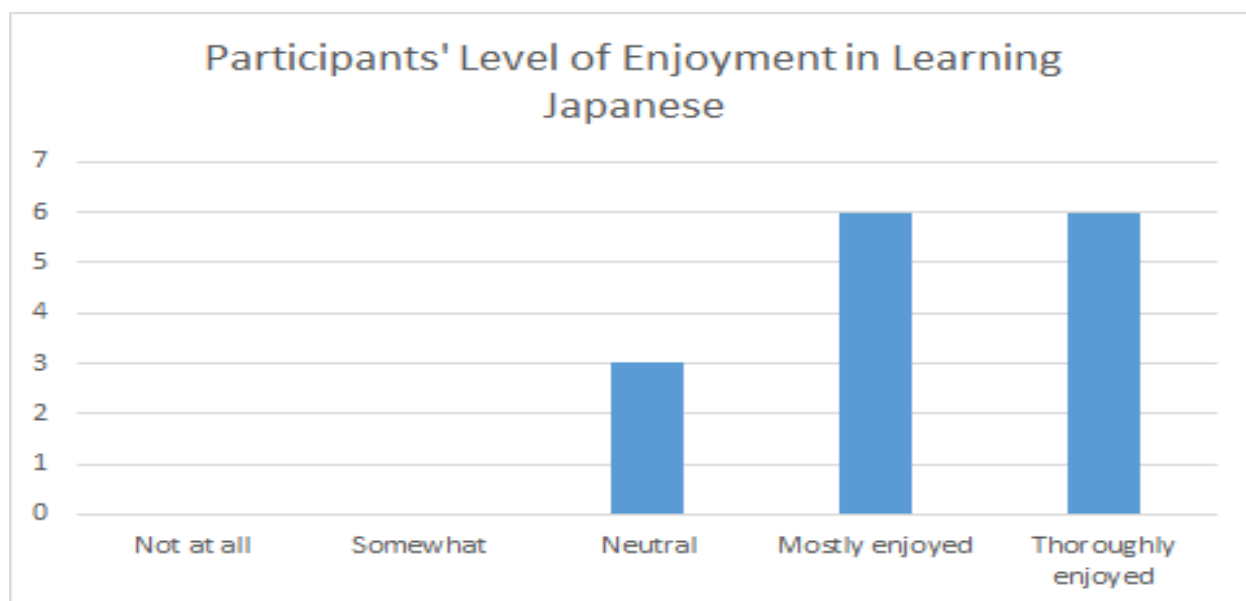


Figure 3. Chart showing participants' enjoyment in learning Japanese

Alizadeh (2016) outlined three (3) main factors that can impact a learners' motivation. They were listed as "the enjoyment of learning, positive attitude towards the L2 community and external pressures" (13). Many of the classroom-taught learners expressed dissatisfaction with the course content and lamented the teaching strategies employed when they were in a classroom setting stating that there was insufficient emphasis on the conversational aspect of the language and classes were too textbook focused.

In the first part of question 11 in the questionnaire which asks, "How do you learn best?" most respondents stated that they were visual learners and cited social anxiety or not liking the pressure and structure-heavy instruction of the classroom environment as the reason behind some

of them opting to learn at home. The classroom learners lamented a lack of visually stimulating material which could negatively impact students' motivation in the classroom. Amburgey (2015) reported that the Japanese students in his study experienced demotivation in their English language programs due to repetitiveness and emphasis on grammar and structure, while the Danish students had increased motivation due to the conversational nature of their classes. This brings, to the forefront, not just the need for learners' motivation strategies, but teachers' motivating strategies as well.

Additionally, in the absence of live interactions with Japanese natives in Trinidad and Tobago with whom they could practice, both the self-taught and classroom learners showed a high degree of motivation to overcome this as many of them, in response to question 11, stated that they used online chat-rooms and digital applications (Genki, Tofugo, Duolingo etc.) to seek-out online interactions with native speakers or to practice speaking, listening and reading outside of the classroom environment.

Figure 4 shows the distribution of participants' learning environment in studying Japanese. Of the 15 participants, 8 of them (53%) indicated that they were self-taught at home/online and 7 of them (47%) have learnt/are learning Japanese in a formal institution.

Many of the respondents that were institution-taught indicated that they had to temporarily stop their classes due to implications generated by the COVID-19 pandemic, financial constraints or school and employment commitments.

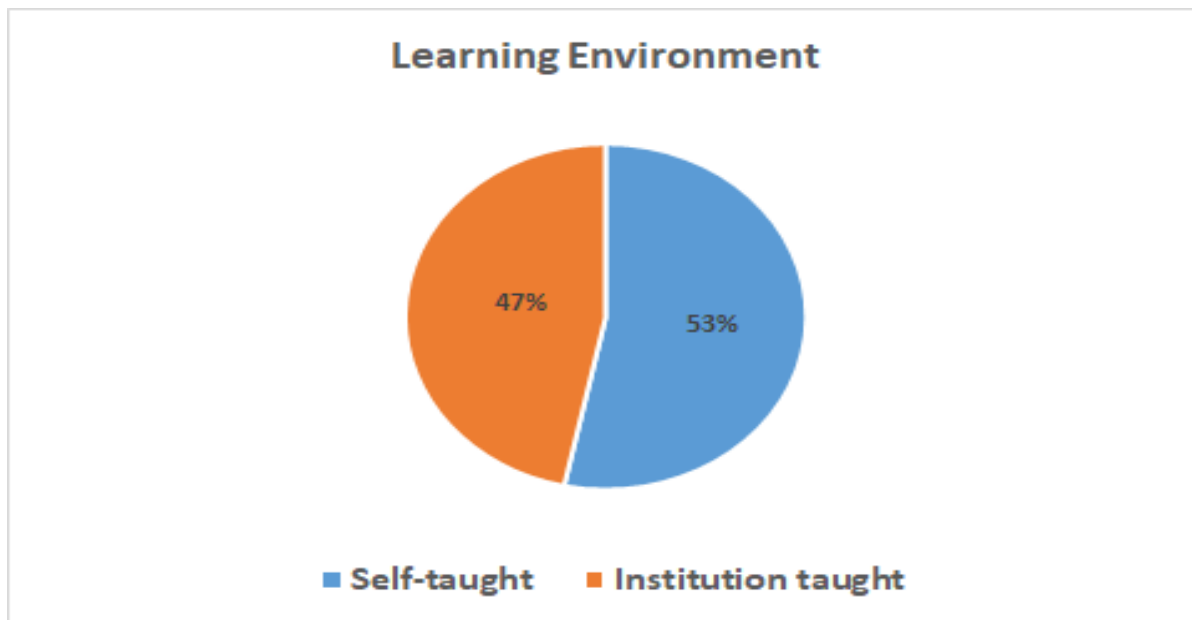


Figure 4. Participants' learning environment

Most of the participants stated that they used some kind of strategy in their responses to the second part of question 11, "Which learning strategies (if any) do/did you implement?"

"I do not like the classroom environment especially not for learning a language because they tend to be strongly structured around grammar and rules. I am a visual learner but also use repetition to commit what I learnt to memory. In terms of strategies, because I learn at home, I have to create a schedule for myself to commit time to my lessons. I try to memorize different words/phrases that I learn that day and make an attempt to use them in my daily actions including with non-Japanese speakers (family members and friends). I also watch anime and read manga on a very regular basis" - Anisa

"I am a mostly visual learner. My strategy is to listen to Japanese spoken in videos and anime and listen to speech while I read the subtitles but I do use a textbook in order to understand the conjugation of verbs and compare how different Japanese is from English grammatical structure." - Kavina

“I am a visual learner. I watch several hours of anime a week, I write a lot and I try to commit 10 symbols/words a day to memory.”- Peter

All the self-taught respondents cited interests in Japanese anime, manga and cosplay as the source of their initial desire to learn Japanese. Gardner (1985) stated that motivation featured greatly in the informal setting where the consumption of media and literature was most common and Ni (2012) also stated that motivation was a direct influencer of frequency in the implementation of language learning strategies, language contact and a higher degree of language proficiency and duration of language skills post language study. This influence could be linked to participants’ implementation of the various learning strategies that they indicated when not in a classroom environment.

3.5: Motivation, Orientation and Language Proficiency

Table 1 displays a list of 14 motives behind learning Japanese. Participants were allowed to choose whichever reasons applied to them and these reasons were then ranked according to the frequency with which participants responded. Table 2 shows the categorization of the same aforementioned motives behind learning the Japanese language according to the orientation under which they fall.

Table 1.

Reasons for learning Japanese

Reasons for Learning the Japanese Language	Frequency	Rank
Travel	13	1
An overall love for languages	12	2
A desire for cultural immersion/residence in Japan	12	3
To learn more about Japanese culture	12	4
Gaming, manga, cosplay and other forms of pop culture/entertainment	12	5
Improved communication and affiliation with Japanese people in their native language	11	6

Self-satisfaction/Self-actualization	11	7
Integration with the Japanese community	10	8
To be able to understand media and literature in Japanese	10	9
Increased career opportunities/enrichment	6	10
To gain a competitive edge over other job applicants	4	11
Economic enhancement	2	12
To complete assignments	1	13
To impress my lecturer	1	14

Table 2.

Categorization of Participants' Motives behind learning Japanese

Integrative/Intrinsic Motives	Instrumental/Extrinsic Motives
Travel	Increased career opportunities/enrichment
An overall love for languages	To gain a competitive edge over other job applicants
A desire for cultural immersion/residence in Japan	Economic enhancement
To learn more about Japanese culture	To complete assignments
Gaming, manga, cosplay and other forms of pop culture/entertainment	To impress my lecturer
Improved communication and affiliation with Japanese people in their native language	
Self-satisfaction/Self-actualization	
Integration with the Japanese community	
To be able to understand media and literature in Japanese	

According to the data outlined in tables 1 and 2, it is evident that the participants' primary motives behind learning Japanese are socio-cultural in nature and they are strongly motivated by an overall interest in languages, travel and interests in cultural immersion and a fascination with Japanese pop-culture. Hence, it can be assumed that they are integratively motivated citing primarily intrinsic motivators such as self-actualization/self-satisfaction and a desire for improved communication, listening and reading skills.

The participants' overall love for languages is another important initial motivator that could positively affect their language proficiency. However, as previously mentioned, effort without motivation will not ensure language proficiency.

As a part of motivation in the language learning process, one must dedicate sufficient time to it. Considering the participants' primary sources of motivation, question 10, which asked participants about the amount of time that they dedicated to learning Japanese, served to highlight their efforts in reaching these goals. The responses varied between 1 hour a day to 30 hours a week and in question 15, which asked about the effect of the participants' efforts on their grades (where applicable) the responses showed that their efforts in learning Japanese was directly proportional to the grades that they received. One classroom-taught participant stated that they placed more focus on learning the language well rather than receiving high grades and was satisfied with "just passing the course". Most of the classroom-taught participants elaborated extrinsic factors in their responses as this was an open-ended question, citing an importance on attaining high grades and indicating that the time invested in learning Japanese was reflected, both in their grades and their overall fluency.

Many of the participants that were self-taught shared a similar sentiment, whereby the more time and effort dedicated to learning Japanese the higher their language proficiency was. The researcher observed that the participants that studied 4 or fewer hours a week admitted that their language performance could be improved.

The table also shows that 12 respondents were highly motivated by an interest in Japanese culture and the desire for cultural immersion or residence in Japan. Although Gardner (1977) and Gardner et al.(1979) found integrative motivation to result in better language performance, instrumental motivation was also determined to be valuable and that for some learners, both

orientations, when implemented together, yielded high achievement. The subjects in this study did not indicate high degrees of instrumental motivation, however, in the cases where they identified instrumental motivating factors, they were always combined with integrative factors. Three of them indicated a desire to join the Japan Exchange and Teaching (JET) Programme which is an instrumental motivator with a focus in promotion according to Dörnyei's (2005) Ideal Self.

Lambert's (1972) approach to integrative motivation complimented Gardner's. He posited that a learner's attitude (positive or negative response) and willingness to orient his/herself to the target language community would determine their motivation when learning the language endemic to that community. According to Gardner's theory on integrative motivation, it is quite unlikely that a person who holds the language and its community of speakers in low regard would have much success in learning that language.

When asked question 8 on the questionnaire, "Do/did you have a strong desire to live in Japan? Why?" 10 of the participants responded affirmatively, 6 of which either previously lived in or are currently living in Japan. The remaining 5 participants were interested in visiting/vacationing Japan, showing that in the absence of wanting to integrate fully with a community/culture, there can still be a desire to experience it. 9 of them indicated that they felt a strong connection to the Japanese culture, customs and social practices as seen below in a few of the sample responses.

"Yes, their culture is more suitable to the lifestyle I want to achieve. They are generally polite and their environment is clean as they strongly encourage recycling." - Tracey

"I would like to live in Japan as I identify better with their customs and practices and their adherence to traditionalism while being able to remain technologically relevant. I admire

their politeness, respect and courtesy for others, punctuality, pride in their country and how safe the country is. I am considering the Jet program.” - Peter

“Yes because I felt very connected to the country even though (at the time) I had never been. I was attracted to their way of life and culture and wanted to experience life there. I have now lived in Japan for 3 years and wish to continue living here.” - Monique

In response to question 9, “How relevant is learning Japanese to cultural immersion and integration for people who intend to travel to Japan?” 11 of the respondents confirmed the importance of learning the language but also made mention of the importance of learning, understanding and respecting Japanese culture, customs and traditions further emphasizing the importance that they placed on appreciating Japanese cultural customs which aligns with Lambert’s (1972) and Gardner’s (1985) characterization of integrative motivation in L2 learning, that being, a positive attitude towards the target community

Figure 5 below shows participants’ self-assessment of their level of motivation among the sample of participants according to a linear scale whereby 1 is “not motivated” and 5 is “highly motivated. According to Figure 5, the majority of participants do qualify themselves as being on the higher end of the spectrum in terms of their level of motivation with none of them indicating that they experienced any periods of severely low levels of motivation.

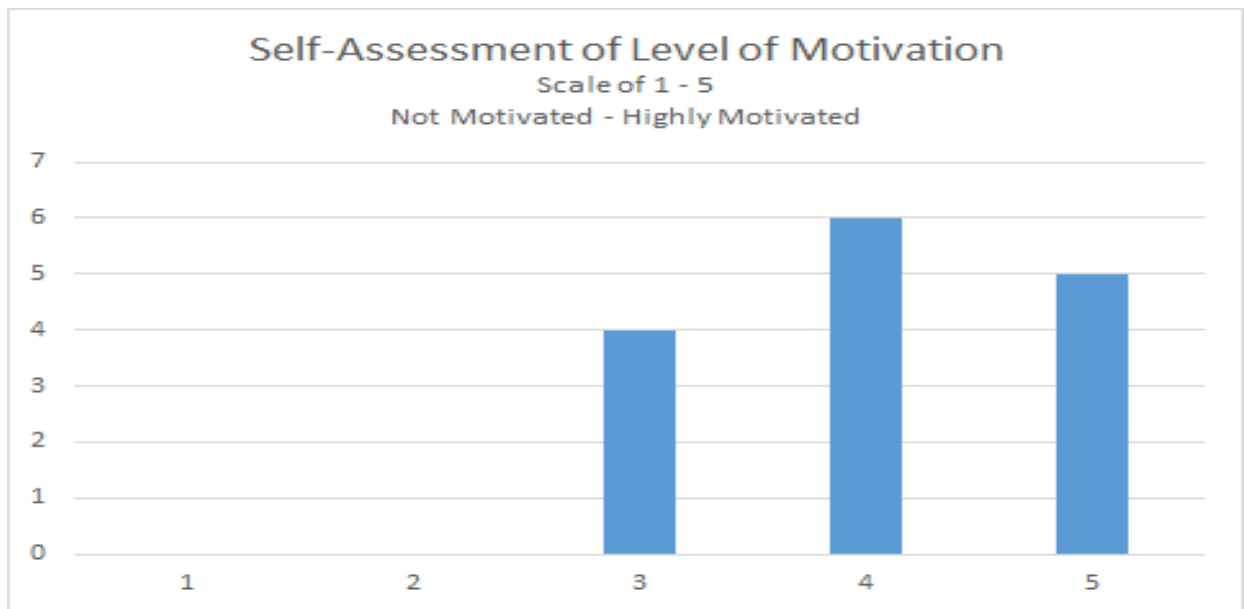


Figure 5. Participants' Self-Assessment of their Motivation

Kato et al (2007) observed that in cities with a high population of Japanese residents, their research participants displayed a higher motivation to study Japanese compared to smaller towns and rural areas with an absent or near absent Japanese population. Takala (2015) observed that the Finnish students in her research were motivated to study Japanese by the similarities between the Finnish and Japanese phonetic systems and similar sentence structures but stated that the “difficulties related to the Japanese writing system are clearly a factor that reduces motivation.” (342). Gonzales’ (1998) Filipino respondents were highly motivated to learn Japanese due to the long-standing scholarly relationship between the two nations however, they also cited the same challenges with learning the Japanese writing systems (2). The culture shock induced by the Japanese language could reduce or increase one’s motivation.

As outlined in Dörnyei’s (2005) *L2 Motivational Self System* motivation is not static but dynamic and may change over time. According to the findings of this study, the respondents maintained a strong interest in learning Japanese in spite of an extremely low population of

Japanese people in Trinidad and Tobago, few historic or cultural ties and no similarities between the Japanese and English alphabet, phonology or sentence structure. Twelve of the fifteen participants in this study did mention fluctuations in their motivation citing not just difficulties in learning the Japanese writing systems, but teaching strategies and school or employment commitments and yet, the subjects still maintained their desire to continue studying Japanese despite the linguistic differences and challenges that they faced.

In fact, anecdotal evidence received by the researcher contained reports that the Japanese programme at the UWI CLL is filled almost every semester. This observably high degree of motivation to study Japanese is iterated in the subjects' self-assessment of their motivation as seen in Figure 6 below.

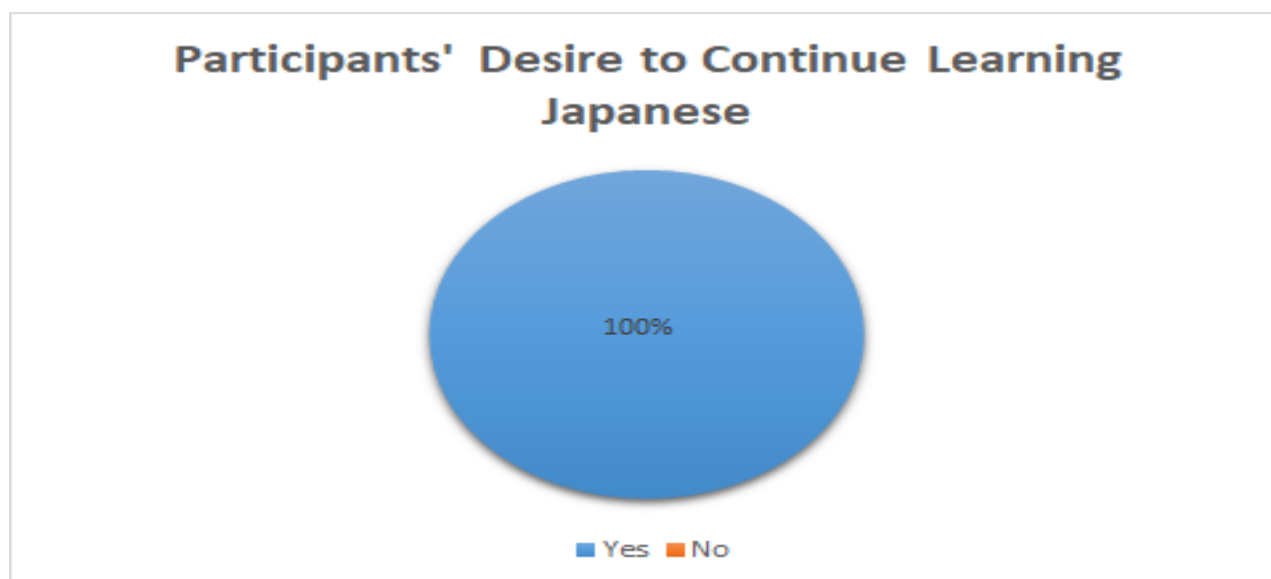


Figure 6. Participants' Desire to Continue Learning Japanese

Figure 6 shows the distribution of participants who indicated that they would continue the process of learning Japanese. All 15 participants (100%) responded positively to this question.

Two self-taught learners even expressed the intention to register with an institution in order to fine-tune their language competencies.

The integrative motivation orientation under which this study's participants fall, is a testament to how having a positive attitude towards the Japanese community as well as having positive learning experiences during the course of their language learning process affected the respondents' motivation in learning Japanese. While it is important to acknowledge the effects that negative experiences and challenges in the learning process would have adversely affected their motivation, the participants' interests outweigh the effects of the challenges they faced leading them to confirm their desire to continue learning Japanese as they work towards the aims set out by the motivators they indicated (see tables 1 and 2).

CONCLUSION

This study sought to investigate motivation as an affective factor in English speaking Trinbagonian adults who are learning Japanese. It further delved into determining what type(s) of motivation were predominant among the learners as well as how motivation, encompassing their learning strategies and efforts, influenced the learners' perception of their language proficiency.

Participants indicated a variety of motivators behind learning Japanese which, according to the data that was collected, showed that integrative motivation was the predominant type observed among learners.

As a major component of motivation in L2 learning, Gardner (1985) stated that having a positive attitude toward the target language community generates a strong desire to learn the language endemic to that community and makes one more inclined to continue learning the language. As was revealed in the discussion of this present paper, participants' response to question 8, made it apparent that the respondents in this research project all had positive attitudes toward the Japanese community citing a strong desire to either live in Japan or to visit and experience the country and its culture. Participants' motives to learn Japanese vary, primarily, between traveling, a love for languages and their desire for cultural immersion which explains why integrative motivation is an essential factor in the process of learning Japanese. This was further evidenced when they all expressed wanting to continue learning Japanese (see fig. 6). Through this research, motivation as an affective factor was found to be of great importance in the process of L2 learning as it serves as a powerful driving force in initiating the process of doing studying a language, as well as, committing to continuing the ongoing process of studying a language.

It was also determined that the implementation of strategies by the learner and teacher alike such as memorization activities or encouraging more conversational aspects in the classroom, combined with adopting a practice of regularly studying the Japanese language for extended periods, not only suggest that an individual was motivated but also that motivation and effort is directly proportional to the participants' perception of their language proficiency. This was of great importance outside of the classroom environment where there is oftentimes, less structure and obligation to commit to learning Japanese.

The study also showed that motivation is dynamic and prone to fluctuation and susceptible to the effects of positive or negative experiences during the language learning process. In spite of linguistic and personal challenges or unfavourable classroom experiences, participants for the most part, remained motivated to continue putting in the effort required to learn Japanese enabling them to continue improving their language proficiency.

A larger sample size or a follow-up investigation of the participants' continuation in learning Japanese would provide an even more comprehensive idea of the research topic.

RECOMMENDATIONS

In order to yield good results, language learners' motivation must be raised. The researcher recommends that, in the case of institution-based instruction, teachers attempt to incorporate technology in the Japanese learning classroom to provide students with more visually stimulating material and implement teaching strategies with authentic, relevant and up to date resources. Teachers should also entertain encouraging and interactive activities with native speakers of Japanese whenever possible in order to have a satisfactory conversational component in teaching Japanese. Lastly, teachers must also ensure that the program complements the needs and goals of the learners.

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APPENDIX A

Questionnaire on Motivation behind Foreign Language Learning

My name is Elan-Anise Purville. I am a third year UWI student in pursuit of my Undergraduate Degree in Spanish with a Minor in Linguistics at the DMLL. The present questionnaire will focus on motivation as an affective factor in second language learning with reference to adult learners of Japanese in Trinidad and Tobago. All responses are anonymous. Thank you for your participation. It is much appreciated.

1. Gender

☐ Male ☐ Female ☐ Other

2. Age

☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46+

3. Are you currently learning Japanese? If so, in what institution / type of setting?

4. What is your current level in Japanese?

5. Do you work? If so, in what field? If not, what is your desired field?

6. What were/are your reasons behind learning Japanese? (Check any options that most apply to you.)

Economic enhancement	An overall love for languages	Travel	Gain a competitive edge over other job applicants
Improved communication and affiliation with Japanese people in their native language.	Integration with the Japanese community	Increased career opportunities/enrichment	Desire for cultural immersion/residence in Japan.
Learning about Japanese culture	Self-satisfaction/self-actualization	To be able to understand media and literature in Japanese	Gaming, manga, cosplay and other forms of entertainment

To complete assignments	To impress my lecturer		
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7. How much would you say you enjoy/enjoyed learning Japanese?

☐ Not at all ☐ Somewhat ☐ Neutral ☐ Mostly enjoyed ☐ Thoroughly enjoyed

8. Do/did you have a strong desire to live in Japan? If so, why?

9. How relevant is learning Japanese to cultural immersion and integration for people who intend to travel to Japan?

10. How many hours a week do/did you spend learning Japanese? What additional resources do you use?

11. How do you learn best? Which learning strategies (if any) do/did you implement?

12. Do/did you consume any media (movies, TV shows, music, podcasts etc.) in Japanese? What kinds? How often?

13. How (if applicable) do/did you practice Japanese outside of the classroom environment?

14. Would you say your focus on assignments (if applicable) for Japanese is/was high? What about your exams for Japanese?

15. How important was it for you to attain high grades and why? Do you feel like your grades are/were an accurate reflection on your effort in studying Japanese?

16. On a scale of 1-5, 1 being not motivated and 5 being highly motivated, how motivated would you say you are/were to learn Japanese?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

17. Do you strongly believe that you will continue learning Japanese?

☐ Yes

☐ No