

# L2 Learners' Motivation for Learning English in Computer-Mediated Communication Activities

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## Abstract

This study investigates students' motivation for learning English in a series of computer-mediated communication (CMC) activities provided for tertiary-level English classes, by means of questionnaire survey guided by Self-Determination Theory (SDT: Deci & Ryan, 1985). The purpose of this study is two-fold: (1) to examine the types of students' motivational predispositions toward the CMC activities and (2) to compare the motivational differences among 21 different English classes in terms of the averaged factor scores. The questionnaire used in this study was developed on the basis of the Language Learning Orientations Scale (Noels, Pelletier, Clement & Vallerand, 2000). The participants were 365 Japanese university students who were enrolled in 21 different English classes, each of which introduced the CMC activities as a part of their course or extra-curricular activities. The results showed that the students' motivational predispositions can be roughly divided into three types: (1) predisposition toward autonomous learners and (2) predisposition toward externally regulated learners and (3) "Others". The results also indicated that the students in elective English classes tended to have the predisposition toward autonomous learners, whereas those in compulsory classes were likely to be demotivated by the instructors, as found in our pilot experiments (e.g., Yoshida, 2009).

## Keywords

L2 Motivation, Intrinsic Motivation, Extrinsic Motivation, Amotivation, Self-Regulation, Distance Learning, CMC

## Introduction

Since 2008, we have conducted several empirical surveys investigating students' motivation for learning English in a series of CMC activities called Cross-Cultural Distance Learning (CCDL) CMC activities, one of the distance English learning activities provided for tertiary-level English classes relevant to a distance learning program called

CCDL program (Nakano & Yoshida, 2008; Yoshida, 2009; Yoshida & Nakano, 2009, 2010, 2011). The primary aims of our longitudinal study have been (1) to evaluate the effectiveness of CCDL program in terms of the participating students' motivation toward the CMC activities, and (2) to discuss the ideal learning environments that are thought to enhance the students' motivation toward the activities (e.g., Yoshida & Nakano, 2011). In order to attain these aims, we have employed theoretical framework of Self-Determination Theory (e.g., Deci & Ryan, 1985; Ryan & Deci, 2000, 2002), a motivation theory elaborated in the field of psychology, and discussed relevant motivational issues in terms of three types of motivation, that is, intrinsic motivation, extrinsic motivation and amotivation, as well as the theoretical relationships among the above three types, called Self-Determination Continuum (Deci & Ryan, 2000; see, Figure 1).

Behavior	Non self-determined				Self-determined	
Type of Motivation	Amotivation	Extrinsic Motivation			Intrinsic Motivation	
Type of Regulation	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Locus of Causality	Impersonal	External	Some what External	Some what Internal	Internal	Internal

Figure 1: Self-Determination Continuum (as cited in Deci & Ryan, 2000, p.237)

As a result, we found that the students who opt to join the CMC activities (i.e., those who participated in *elective courses*) are autonomously motivated for learning English in the activities, whereas those who are supposed to join the activities (i.e., those who participated in *compulsory courses*) are found to be externally motivated toward the activities. Furthermore, we found that the latter students are, after all, expected to be demotivated, and then, some are to be amotivated, by such external pressures (or forces) from their instructors or learning environment (Nakano & Yoshida, 2008). These findings were found to be congruent with the theoretical framework of SDT, and thus, providing a piece of empirical evidence with respect to the

validity of our research findings as well as of our research paradigm. On the basis of these considerations, this study is intended to examine the types of students' motivational predisposition toward the CMC activities and to compare the students' motivational differences among 21 different English classes, from the perspectives of SDT.

## 1 Method

### 1.1 Questionnaire

The questionnaire used in this study contained 24 items which were developed on the basis of those in the Language Learning Orientations Scale (LLOS: Noels et al., 2000; see also, Park, 2006; Yoshida & Nakano, 2011). These 24 items were designed to be one of the possible reasons for studying English in the CMC activities, along with the following 7 subscales: Intrinsic Motivation for Knowledge (IMK: 3 items); Intrinsic Motivation for Accomplishment (IMA: 3 items); Intrinsic Motivation for Stimulation (IMS: 3 items); Extrinsic Motivation-Identified Regulation (EMID: 4 items); Extrinsic Motivation-Introjected Regulation (EMINTRO: 4 items); Extrinsic Motivation-External Regulation (EMEX: 4 items), Amotivation (AMOT: 3 items). In responding to the items, the students were asked to indicate to what extent each of the 24 reasons corresponded to one of the reasons why they study English in the activities, using 5-point Likert Scale.

### 1.2 Participants

The participants in this study were 365 Japanese

university students. These students were enrolled in one of 21 different English classes, each of which introduced the target CMC activities as a part of course, or as an optional extra-curricular activity.

### 1.3 Analytic Procedure

First, we conducted exploratory factor analysis (EFA) on the data and then computed the factor scores for each participant. Second, we calculated mean factor scores for each of 21 different classes. Screening each of the mean factor scores among the 21 classes, we discussed the types of motivational predisposition as well as motivational differences.

## 2 Results and Discussion

As a result of EFA, we extracted 6 factors that can be interpreted as Motivation for Accomplishment ( $\alpha=.885$ ), Autonomous Motivation for Knowledge ( $\alpha=.903$ ), Motivational transition from EMEX to EMINTRO ( $\alpha=.770$ ), AMOT ( $\alpha=.812$ ), EMINTRO ( $\alpha=.647$ ) and IMS ( $\alpha=.764$ ), respectively. We also found a sort of quasi-simplex pattern among the 6 factors, which can be regarded as a reflection of Self-Determination Continuum.

To sum up the findings in the examination of the mean factor scores, we found that the students' motivational predispositions can be roughly divided into three types: (1) predisposition toward autonomous learners, (2) predisposition toward externally regulated learner, and (3) "Others" -each of whose mean factor scores are almost close to the grand mean (i.e., 0 in the standardized factor scores). Table 1 summarizes the mean factor scores of the three types.

Table 1: Mean Factor Scores for 3 Types of Motivational Predispositions

Class Type	AMOT (Factor 4)	EMEX to EMINTRO (Factor 3)	EMINTRO (Factor 5)	Accomplish- ment (Factor 1)	AM for Knowledge (Factor 2)	IMS (Factor 6)
(1) Predisposition Toward Autonomous Learners (n=107)	-0.564	-0.531	0.299	0.552	0.627	0.390
(2) Predisposition Toward Externally Regulated Learners (n=145)	0.471	0.372	-0.087	-0.412	-0.364	-0.141
(3) Others (n=113)	-0.071	0.025	-0.172	0.006	-0.127	-0.188

Results of class comparison indicated that the students in elective types of English classes tended to have the predisposition toward autonomous learners, whereas those in compulsory types were likely to be demotivated by the instructors, as found in our pilot experiments (e.g., Yoshida & Nakano, 2010).

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### References Selected

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