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Abstract
This study examined orientation, motivation, source of demotivation, and self-perceived proficiency of language learners at the college level. The motivational characteristics of learners of different target languages and majors were compared. In addition, the relation between orientations, motivation, and self-perceived proficiency was investigated. The participants were learners of non-language majors (n= 358), English majors (n= 130), and Japanese majors (n= 83). There were four learning orientations, (a) integrative-media, (b) career-instrumental, (c) love-of-language, and (d) school-requirement, identified among the subjects. The study revealed that the English and Japanese majors had higher level of integrative-media orientation, love-of-language orientation, motivation, and self-perceived proficiency than the non-language majors. The English and non-language majors exhibited higher level of career-instrumental orientation than the Japanese majors. For the school-requirement orientation, the non-language majors outweighed the English and Japanese majors while the English majors outweighed the Japanese majors.
Among the variables, motivation had strong positive correlations with integrative-media and love-of-language orientations. It also had a strong correlation with the self-perceived proficiency among the English learners. School-requirement orientation associated negatively with both motivation and self-perceived proficiency.
There were five sources (self, teacher, language, environment, and requirement) of demotivators indicated by the participants. However, the self and teacher dimensions took up more than 50% of the responses. Overall, there were differences as well as similarities among the three groups of learners concerning their motivational attributes in foreign language learning.
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