

論文の英文要旨

論文題目

Transformation of motivation in the formation of "self-image" of learners of Japanese as a second language:
From the perspective of L2 Motivational Self System Model

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With the ongoing progress of globalization, the number of international students studying in Japan has steadily increased. These students often pursue Japanese language courses early in their studies, regardless of their specialized fields. Over time, their identity shifts from that of a "Japanese language learner" to a broader concept of self that includes the Japanese language, forming what is referred to as a "Second Language Self-image (L2 Self)." However, previous research on the motivation of Japanese language learners has largely focused on short-term learners within educational institutions, making it difficult to comprehensively capture motivation after learners leave formal education.

This study aims to explore how long-term second language learners, who continue their Japanese studies after graduation, form and transform their second language self-image and how these changes affect their ongoing motivation to learn Japanese. By understanding these dynamics, educational institutions can develop new strategies to support the long-term motivation of learners by paying attention to changes in their "L2 Self."

Three main research questions guided this study:

1. How has the "L2 Self" of international students studying Japanese evolved throughout their lives?
2. How has their motivation to learn Japanese changed over time?
3. How has their L2 motivation been influenced by the changes in their "L2 Self"?

This research adopts a qualitative longitudinal approach, employing life story methodology to analyze the motivations and self-images of four Chinese learners of Japanese. The L2 Motivational Self System Model, with a newly introduced "Maintaining L2 Self" component, was used as the theoretical framework. This new component acknowledges learners' motivation to maintain their existing language skills, even when further progress is not actively sought. The study concludes by offering recommendations for educational practices and highlighting areas for future research.