

Japanese University Students' Attitudes Towards Lifelong Learning in EFL

By Damon E. Chapman & SHINYA Takahiro (M.A., University of Eastern Finland)

Abstract

This study aimed to learn what sort of motivation Japanese university students have for EFL, as well as their attitudes and behaviors toward *lifelong learning* in general. The present research scrutinized the significance of learning English in the long run for Japanese university students. It investigated how the two sorts of motivation for EFL learning (*instrumental* and/or *integrative*) are related to attitudes towards *lifelong learning* by analyzing associations between them. A 14-item survey for EFL motivation and a 16-item survey for attitudes toward *lifelong learning* were used to collect data from 130 students at 4-year universities (private and public) in Hiroshima City. The results showed little difference between the means of the two types of motivation but variability in correlation was observed between attitudes towards *lifelong learning* and the two types of motivation among different categorized groups.

Introduction

Learning has always been an inherent feature of human life activity and naturally inscribed in human biographies (Nuissl & Przybylska, 2016). After decades of striving for improved education in postmodern society, *lifelong learning* has become widely researched. *Lifelong learning* recognizes the fact that learning is an inevitable human activity from birth to old age, and that provision of lifelong educational opportunities is essential for the realization of human potential (UNESCO, 2009). The literal interpretation of *lifelong learning* would be of learning that continues from the cradle to the grave, and indeed, some educators have embraced the concept to justify the importance of providing instruction and courses long after formal education (Kirby, Knapper, Lamon & Egnatoff, 2010). It does not only mean *lifelong learning* in schooling, but autonomy, motivation and self-determination are also very important. It is meant to assist in the attainment of greater achievement and appreciate the significance of learning in the life course.

Moreover, in a fast-paced and unforeseeable society, it will be paramount to keep learning as a life course in parallel with broadening one's own perspective by developing an open mind and intercultural communicative competency in as much as diversification continues to speed up and make society still more multifaceted. Necessity to deal with such cosmopolitan situations in normal life in Japan will, sooner or later, come in due course and become a matter of common practice. In that case, Japanese students today ought to realize and visualize the shifting circumstance by taking advantage of learning opportunities and technology that are way more advanced and abundant than previous decades.

With today's ever-broadening and advanced technology, opportunities which would give both *instrumental* and *integrative* motivation to learn English as a second language ('second language' is

denoted as 'L2' hereinafter) for Japanese university students (cf. Chapman & Shinya, 2019), especially those who will be active in the workforce after they finish their studies, are limitless. Learning is no longer passive. Learners actively choose learning contents, which means motivated learners have access to immense amounts of sources and possibilities. Learning is not only confined to formal education. It may take place in various settings including the workplace, and even with someone from thousands of miles away, and that may give learners culturally boundless experiences which could lead to *integrative* ideas. The latest technology enhances and makes it easier and faster to learn different languages and cultures which also helps learners to learn effectively and continue. It enables individuals to obtain broader insight to lead meaningful lives.

Kirby et al. says (2010) "An inclination towards *lifelong learning* is likely to be due to a combination of early-established traits and later-occurring situational factors. If we are serious about fostering *lifelong learning*, we need to establish what those traits and situational factors are" (p.301). Knapper and Cropley (2000) have discussed just how *lifelong learning* might be achieved, especially in the context of higher education. It is what we learn in school and an even more important task is to equip students with the generic ability to guide their own learning throughout their lives and many situations they will encounter after formal education. Knapper and Cropley (2000) describe effective lifelong learners as being able to: 1) set goals, 2) apply appropriate knowledge and skills, 3) engage in self-direction and self-evaluation, 4) locate required information, and 5) adapt their learning strategies to different conditions.

The body of research on *lifelong learning* is so large that researchers must focus on specific areas in order to do meaningful research. The research done by OECD (2005) demonstrated the importance of adult learning. It affirms public and private benefits, that is, more employability and increased productivity as well as individual well-being and fulfillment. It is difficult to set out controlled empirical research on *lifelong learning* (Kirby et al., 2010, p.291-302), but, since *lifelong learning* has an enormous body of research, research can take small, focused steps such as finding correlations between what motivates students to continue learning. Specifically, this paper focus on one population: Japanese university students. To do that, it will briefly review Social Learning Theory, discuss the unique population of Japanese students, then discuss results from a 16-item survey on attitudes toward *lifelong learning*.

Social Learning Theory

In response to the increasing necessity for learning in the context of the rapid social and global changes on a global scale that calls for faster and continuous application, learning should be reconsidered in order to effectively adjust to the era in which social situations unpredictably transform without cessation at a growing pace. Bandura (1971) postulated "in the social learning system, new patterns of behavior can be acquired through direct experience or by observing the behavior of others." According to Wielkiewicz and Turkowski (2010), students who had study abroad experience scored higher than those who did not (using a 16-item *lifelong learning* scale also employed in this research). That indicates that such experience could be a causal factor for motivation to be a lifelong learner (see p.123). Cross-cultural experience outside one's own society would entail firsthand interactive communication that takes place primarily in English between L1, L2 and L3 speakers in which non-native speakers may have to respond by trial and error, as well as observing multiple situational aspects in the linguistic cultural community or the L2 community Japanese L2 students

should undergo such learning effort while struggling to acquire successful modes of behavior by discarding ineffective ones and keep up with the continuous shift in the ever-changing global society.

Learning is due inherently to “rewarding and punishing consequences” that act toward effort made to deal with different situations (Bandura, 1971). Contentment as consequence should be of one’s own accord and gained through the process of effort with appreciation, that is, a basic characteristic of effort is autonomy in determination. Therefore, the prime cause of action is intrinsic to the learner. One’s life course, otherwise, might become grueling without any effort that involves meaningful exploratory activities, which could be the similar manner to that of a language student without *integrative* motivation experiencing the entire learning situation as somewhat punishing as a consequence of lack of reinforcement from the driving force that derives from sense of affinity toward the linguistic, cultural and global L2 community as well as learning activities (Gardner, 2010, p. 80). Human behavior is given incentive by motivation that arises “from within by various needs, drives, impulses, and instincts” (Bandura, 1986). Various habitual functions beneath the stratum of consciousness, therefore, may well be the causes of behavior, which could be attributed to inner forces that are responsible for action (Bandura & Walters, 1977). As a consequence, fulfillment is gained by undertaking relevant effort for one’s own aspiration with willingness and actualizing by selection of practical effect, which would serve as an informative function as attested by the framework of social learning theory. Let’s now look at the unique context in Asian population: Japanese students.

Motivation in Asian Contexts: A Focus on Japan

It is generally believed by the majority of Japanese people that Japan is essentially a monolingual and mono-cultural nation. Average Japanese people are often unfamiliar with intercultural relationships, especially outside big metropolitan areas. However, they are increasingly exposed to English speaking opportunities in their lives, now more than ever. Besides a huge increase in visitors to Japan, bringing non-Japanese speakers much closer to them, Japanese have seen many changes in formal education which have made English education a requirement from a much younger age. It currently begins in elementary school for most students. The Ministry of Education (MEXT, 2019) states:

In our nation, opportunities where people use foreign languages including English in daily life is limited. However, not to mention the year 2020 when we host Tokyo Olympic and Paralympics, by the year around 2050 when students who are currently learning in school are actively working in the society, it is predicted that our society will be multinational, where people of different cultures, languages, ethnicities co-exist and also compete, therefore, each citizen will have more situations in which the communication is done in foreign language in various social and working settings. (MEXT, 2019, translated from Japanese by the 2nd author.)

In short, English is becoming harder to avoid. In any case, they inevitably have reactions to English language opportunities. That is, Japanese university students often find either economical and/or advantageous reasons (*instrumental* orientation) to pursue English, or affective reasons (*integrative* orientation), or both (discussed in Chapman & Shinya, 2019).

Language acquisition entails not only practicality but also understanding the value and the perspective of the target culture. Learners with *integrative* motivation would seek and practice social interaction with the people from the linguistic cultural community as well as the L2 community to learn

nanced and practical communication in the language. The *integrative* concept is similar to processes of social identification which is the ground for first language acquisition through which infants make an effort to imitate the verbalizations of their caretakers for reinforcing feedback and the aim of effectively interacting with other members (Gardner & Lambert, 1972). For L2 speakers, interpersonal relationships with the linguistic cultural and L2 community would accommodate communicational behavior, which enhances one's own ability and competency in the target language and the culture, as well as devotion to the pursuit. As Gardner and Lambert (1972, p. 12) supposed, "a process similar to social identification 'extended to a whole ethnolinguistic community' may sustain the long-term motivation needed to master a second language", *integrative* orientation would be one of the motivational factors that contributes to learners to *lifelong learning* in the global community.

Nevertheless, there are university students who have less *integrative* motivation due to their disposition, lack of opportunities and confidence in English (or in any L2), and they are unlikely to pursue interaction with non-Japanese speakers. In fact, average Japanese people are not obliged to communicate in English in their daily life. Notwithstanding, an increasing number of Japanese businesses are asking job-seeking university students to possess English ability as a requirement or advantage, which is often their scores of the recognized standardized tests to sort out the applicants. Among the language tests out there, more companies adopt TOEIC for their hiring and promotion process than other tests such as TOEFL or IELTS. Such tests, taken for personal and/or professional gain, are instrumental in their motivation

In such overseas programs (where English is the L2), which are considerably rare in Hiroshima, students would encounter in the community of their study-abroad destination would allow them to brush up their L2 skills to communicate with people from many cultures and expand their visions by getting to know them, their opinions on different issues and how things are in their countries, as well as by introducing and discussing the culture and manifold dimensions of educational situation in Japan. Along with linguistic outcomes, those dynamical social experiences could yield non-linguistic outcomes such as cross-cultural social connections, which could inspire Japanese university students to generate new creative thoughts as well as to pursue L2 learning for such intensions. In keeping with the changes of the times, Japanese students today are blessed with more opportunities to pitch themselves into the linguistic cultural communities and L2 communities to experience cultural and practical communication in English than students from the previous decades.

For all that, however, a good number of Japanese students are not genuinely interested in the linguistic culture. They do not appear to devote themselves to learning the linguistic culture by such sufficient effort as dealing with bona fide materials of genuine English such as novels and documentaries (with or without English subtitles) or such hands-on experience as interacting with the people, even though they have more or less curiosity about the language and the culture. As an illustration, there are phenomena characterized by perceptions and lukewarm attitudes toward English language and culture that quite a few Japanese people appear to have, which include cultural elements for fashion, decoration or behavior to appear modern, intelligent, sophisticated or appealing. That is to be expected because English has become the reflection of fascination with western culture, including America in particular, that has exercised notable influence by its superiority and power through history until recently, that is to say, English has been "the language of success, profit and international accessibility" (Dougill, 1987). In short, English in Japan is often little more than trendy or fashionable,

and the people, especially the younger generation, want to be “cool” so they try to use it in social situations that may enhance their image and status.

However, those occurrences illustrate needlessness and impracticality of English in Japanese society. Those who consider and treat English language and culture in much the same way as wearing jewelry seem to have irrelevant ideas or attitude of indifference toward the linguistic culture, which derives from the apprehension of English language contents as materials to wear and/or expend purely for the “design” or “decorative” purpose rather than the language for academic and/or practical uses, or for *integrative* reasons. They do not seem to be motivated in one form or another to make much progress in mastering the language or strive to develop English language competency to get involved in the linguistic, cultural or L2 community.

Japanese learners with *integrative* motivation would observe the meaning of English in their lives more scrupulously to develop a better understanding by reason of their interest in the language, the culture and the people. On the other hand, learners with *instrumental* motivation might not bother to pay as much attention on linguistic cultural facets unless it is practically advantageous or indispensable to examine the meaning and appreciate it correctly since they are more likely to pursue the effort by not necessarily understanding the target linguistic culture for affinity but more caring about the pragmatic aspects such as to score a high mark on a required examination to gain a competitive edge for career. To put it another way, learners with *instrumental* motivation may well come to regard the linguistic cultural elements from glamorous and/or materialistic associations without considering the cultural values. In the fullness of time, they might abandon their interest and effort once the goal they raised is accomplished because of loss of reasons to continue.

The authors observe these aspects of English in Japan time after time as they scrutinize the attitude and behavior of Japanese students and society towards English as well as the promotion of internationalization by the government and businesses. Although it would be crucially important for such innovative agendas to carry significance, when it comes to the meaning and usage of English, Japanese people and society do not seem interested, on the contrary, they could be even annoyed when given voice to definitions, legitimate uses and interpretations of the language.

ESL students should have various aims to pursue for actively living and working in the diversified global society with limitless potentials, that is, they have to cultivate passion and long-term motivation in English as an L2 for their future lives through their years at the university. The present research examines what orientation and motivation Japanese university students in Hiroshima have towards English language and culture. The present research wants to understand what Japanese undergraduate students are pursuing through linguistic cultural experience in their English language learning and what they are looking to by capitalizing on their linguistic cultural acquirement achievement. In short, the present research examines if Japanese EFL students in Hiroshima are truly motivated to learn after formal education ends, and if they pursue English in the long run for either *instrumental* or *integrative* reasons, or possibly both.

Methodology

The instrument collect data on lifelong learning is a 16-item scale. In a previous study by Wielkiewicz and Meuwissen (2014), that scale showed excellent reliability, validity and correlation with college grade point averages (GPA). The version used here is a revised version (based on work by

Wielkiewicz, Prom and Loos, 2005), and measures the extent to which a person reports positive behaviors and attitudes related to learning, curiosity and critical thinking. The earlier version was more academically oriented and included questions such as students' interest in their classes. Later, the scale was modified so that it could be applicable in a wider range of contexts. The 16 scale items are given in the Appendix.

Subjects

Focusing on Japan, this research collected data from a total of 130 students at 4-year universities (private and public) in and near the Hiroshima City area, Western Japan. The students are in Bachelor Degree programs that have English as a foreign language as part of their requirement. The sample consisted of 45 first-year students, 30 sophomores, 30 juniors and 25 seniors. There are 62 men and 68 women. The age of the participants ranged from 18 to 23, with a mean of 19.6 years old. Participation was solicited via personal university email accounts with no incentives offered for taking part, and was collected anonymously.

Measure on Lifelong Learning

The instrument employed to collect data on lifelong learning is a 16-item scale, which, in a study by Wielkiewicz and Meuwissen (2014), showed excellent reliability, validity and correlation with college grade point averages (GPA). Those researchers also demonstrated that the items were normally distributed and measures a homogenous construct: attitudes toward *lifelong learning*. The version used here is a revised version (based on work by Wielkiewicz, Prom & Loos, 2005), and measures the extent to which a person reports positive behaviors and attitudes related to learning, curiosity and critical thinking. The earlier version was more academically oriented and included questions such as students' interest in their classes. Later, the scale was modified so that it could be applicable in a wider range of contexts. The 16 scale items are given in the Appendix (both English and Japanese, as Japanese was the language used on the measure).

Measure on L2 Motivating Factors

The instrument used to measure motivating factors is the questionnaire was adapted by Zanghar, (2012) from Gardner's English-language version of *Attitude/Motivation Test Battery*, the AMTB (For complete list of the motivation questions, see Chapman and Shinya, 2019). The questionnaire asks 14 questions that seek the students' motivating reasons to study English. Seven of the questions investigate *instrumental motivation*, and the other seven focus on *integrative motivation*.

Results

The present research conducted two different statistical tests to examine the relationships that could derive from certain features in the variables. A paired-sample t-test was done to determine if there is a significant difference between the means of obtained answers of *instrumental* and *integrative* motivation. The means of each motivation came out comparably and there was no significant difference between the two types. In addition, the participants demonstrated similar variances in the utilized measure. When learning English, Japanese university students appeared to be motivated both *instrumentally* and *integratively*.

Table 1: Results of Paired Samples Statistics

Motivation	Mean	N	Std. Deviation
<i>Instrumental</i>	3.9319	130	.55492
<i>Integrative</i>	3.9143	130	.62904

A Pearson product-moment correlation was also done to gauge the strength and direction of association that exists between the three sorts of variables measured on the scales, which are *instrumental* motivation, *integrative* motivation and attitudes toward *lifelong learning*. It first examined correlations for all participants, which showed a strong positive association between *instrumental* and *integrative* motivation, whereas associations between those two motivations and attitudes toward *lifelong learning* were positive, but the correlation was weak. The test exposed that, for all subjects, *integrative* motivation accounts for more variability in attitude toward *lifelong learning* than *instrumental* motivation.

Table 2: Correlations for All Students

	<i>Instrumental</i>	<i>Integrative</i>	<i>Lifelong Learning</i>
<i>Instrumental</i>		.76**	.32**
<i>Integrative</i>			.35**
<i>Lifelong Learning</i>			

Note. ** Correlation is statistically significant at the .01 level.

The present research conducted separate tests for correlations by dividing the participants according to gender and scholastic year. The tests highlighted that different magnitudes of association exists, depending on groups. All groups showed positively strong associations between *instrumental* and *integrative* motivation. However, associations between those two motivations and attitudes toward *lifelong learning* varied. Males showed more of the variability between *integrative* motivation and attitudes toward *lifelong learning* than between *instrumental* motivation and attitudes toward *lifelong learning*. On the contrary, females showed more of the variability between *instrumental* motivation and attitudes toward *lifelong learning* than between *integrative* motivation and attitudes toward *lifelong learning* (see Table 3).

Table 3: Correlations for Male and Female Students

	<i>Instrumental</i>		<i>Integrative</i>		<i>Lifelong Learning</i>	
	male	female	male	female	male	female
<i>Instrumental</i>			.74**	.78**	.31*	.33**
<i>Integrative</i>					.39**	.31**
<i>Lifelong Learning</i>						

Note. ** Correlation is statistically significant at the .01 level.

Note. * Correlation is statistically significant at the .05 level.

Regarding any effects from academic year, participants showed varying magnitudes of correlation. In similar fashion to males, first- and fourth-year students indicated more of the variability between *integrative* motivation and attitudes toward *lifelong learning* than between *instrumental* motivation and *lifelong learning*. In contrast, second- and third-year students indicated more of the variability between

instrumental motivation and attitudes toward *lifelong learning* than between *integrative* motivation and *lifelong learning*. The noteworthy feature is that a larger effect size was observed for variabilities between *integrative* motivation and *lifelong learning* by all males, first-year and fourth-year students. Moreover, first-year students demonstrated the largest variability between the three variables among the categorized groups. Outstandingly, first-year students demonstrated the largest effect size (24%), which indicates that almost one fourth of the variability in *lifelong learning* attitudes and behaviors that are associated with learning, curiosity and critical thinking (Wielkiewicz & Meuwissen, 2014), was accounted for by the level of *integrative* motivation (see Table 4).

Table 4: Correlations by Academic Year

	<i>Instrumental</i>				<i>Integrative</i>				<i>Lifelong Learning</i>			
	1	2	3	4	1	2	3	4	1	2	3	4
<i>Inst</i>					.82**	.78**	.71**	.70**	.42**	.37*	.12	.24
<i>Intg</i>									.49**	.34	.099	.36
<i>LL</i>												

Note. ** Correlation is statistically significant at the .01 level.

Note. * Correlation is statistically significant at the .05 level.

Discussion

Let's discuss the results and their implications. The strong positive correlation and similar means of the two types of motivation could be explained in connection with the previous studies (e.g., Gardner & Lambert, 1972; Gardner & Smythe, 1975) and the analysis done by Gardner (2001). In the present research, the participants showed a comparable degree of motivation on the motivation measure. This is in line with the remarks of the previous studies about orientations that show "generally speaking, scores on Integrative Orientation tended to correlate significantly, and appreciably with scores on Instrumental Orientation. And this is to be expected." Gardner (2001) pointed out it is certainly reasonable that individuals who have *integrative* reasons for learning the target language to also endorse *instrumental* reasons. In contrast, those who do not have *instrumental* reasons would presumably not possess *integrative* reasons either. Therefore, the data collected in this study, as well as the previous research by the authors (Chapman & Shinya, 2019) demonstrated similar results, and appear to support the assumption. That is, it can be concluded that Japanese students would make English learning efforts, which derive from both *instrumental* and *integrative* motivation that are comprised of the two orientations as well as the other constituents of motivation.

This paper wanted to get a deeper understanding on association between the two types of ESL motivation and attitudes toward *lifelong learning* in Japanese EFL university students. For the participants as a whole, a higher level of association between attitudes towards *lifelong learning* and *integrative* motivation (rather than with *instrumental* motivation) was demonstrated. Studying another culture could profoundly influence one's system of beliefs, values and principles which might pose skepticism toward one's own culture and may lead individuals to examine their own culture by comparing and contrasting it with another culture (Wielkiewicz & Turkowski, 2010). What is noteworthy is that Wielkiewicz and Meuwissen (2014) observed participants with study abroad experience had higher scores on the scale than those who did not. Consequently, knowing the other

culture may give individuals the capacity to accept a differing sense of values and alternative forms of perception which equips them with wider perspectives, rather than relying on parochial thoughts and acts. That is, a new perspective gained from cross-cultural education, which usually requires L2 learning, could operate as an extra lens for perceiving things and provide inspiration for learning across one's lifespan. International experience may be a causal factor in motivation to be a *lifelong learner* (Wielkiewicz & Meuwissen, 2014).

The results showed the two types of motivation are correlated with *lifelong learning* differently. The results of the gender difference contradict some traditional gender roles in Japanese society. Female students showed a stronger association between *lifelong learning* and *instrumental* motivation, which is characterized by pragmatic and self-sufficient attitude, than *integrative* motivation. To the contrary, male students displayed a stronger association between *lifelong learning* and *integrative* motivation, which concerns communicative relationship and affinity, than *instrumental* motivation. Female students scored higher on such questions of *instrumental* motivation as item numbers one and two. A larger difference was observed between the average scores for the item number two, which is about the importance of studying English *to obtain more knowledge and become educated*. The results may be the reflection of movement in gender role consciousness in the current Japanese society that is appearing in L2 learning.

The different grouping of participants by scholastic year have interesting results, which should be taken into account to understand Japanese EFL undergraduate students concerning their phases of academic life. In the data, the first- and fourth-year students showed more association between attitudes toward *lifelong learning* and *integrative* motivation while the second- and third-year students did the other way around. The largest effect size demonstrated by the first-year students may be attributed to their stronger interest and curiosity in the linguistic culture and L2 learning, which are supposed to be one of the biggest reasons for hoping to be enrolled at the university in the first place. However, Japanese students are, in general, have little opportunity for linguistic cultural experience and effective L2 learning during the formal education, which most likely fails to provide *integrative* motivation that could be associated with *lifelong learning*. One possible implication of this is that those are the students who have been successfully motivated *integratively* by certain factors in the formal and informal settings and are, therefore, determined to pursue L2 learning.

In contrast, the second- and third-year students are likely to be more devoted to study for their specialized field and other academic work, which may include English language proficiency tests, ESL teaching qualification and overseas programs. These would make them occupied and more concerned about pragmatic aspects. Thus, there is a possibility that the higher level of association between *lifelong learning* and *instrumental* motivation could be enhanced by these factors during the intermediary phase of university years. However, what is particularly noticeable is that the third-year students demonstrated the weakest effect size for associations with both types of motivation. This may be the indication of their academic burnout caused by fatigue and pressure about their future. On the other hand, the fourth-year students demonstrated stronger association with *integrative* motivation by the effect size that is larger than the effect size of the second-year students, although they are in the final phase during which they would be more concerned in a matter-of-fact way about their future careers than the other groups of younger students. According to Wielkiewicz and Meuwissen (2014), scores on the *lifelong learning* scale are related to experiences of completing four years of university

education. The first three years of study and intercultural experience might have given them a better understanding of the nature of L2 learning.

The present research elucidated factors of *lifelong learning* that explain Japanese students' continued motivation for learning English. Wielkiewicz and Meuwissen (2014) found that the 16-item *lifelong learning* scale positively associated with college GPA, Conscientiousness and the Intellect/Imagination scales of the mini-IPIP (Donnellan, Oswald, Baird & Lucas, 2006). In that study, the *lifelong learning* scale showed modest correlation with Conscientiousness, which is characterized by scrupulousness and attentiveness that would be related to the aspects of *instrumentality* for L2 learning. *Instrumentally* motivated students would study English with pragmatic intention in a more organized manner. Therefore, the evidence from the present research suggests that females and second- and third-year students are inclined to put together plan and more motivated to learn English for utilitarian purpose. In contrast, males, first- and fourth-year students turned out to be more *integratively* motivated to study English, which indicates association with open-mindedness that contribute to intellect and imagination. Students with *integrative* motivation would possess interests in English linguistic culture and exploring different cultures. Gardner proposed that L2 learning motivation derives from *integrativeness*, which is based on openness to other cultures and the language community (2010, p.174). All in all, the similar means of the two types of motivation and comparative correlations by each group suggest Japanese university EFL students are aware of the importance of professional development. Moreover, the higher level of correlation between *lifelong learning* and *integrative* motivation for all participants indicates Japanese EFL university students consider the significance of understanding for the linguistic and L2 culture as well as longstanding motivation.

It is suggested that *lifelong learning* behavior would be enhanced by positive attitudes in continued engagement as well as intercultural experience. Hence, universities in Japan ought to facilitate more effective L2 and cross-cultural learning to substantially increase the emphasis on *lifelong learning* with a tangible curriculum coupled with more opportunities to join overseas programs. It would accommodate confidence, which is essential on the grounds that "The stronger the belief in their capabilities, the greater and more persistent are their efforts" (Bandura, 1989, p.1176). It is hoped that the new generation of Japanese university students, who enter the workforce and forge the future of society, will gain broader insight and motivation through *lifelong learning*, and continue to develop personally and professionally even after completion of their university degrees to better respond to new global situations. As the nature of this work evolves, the new circumstances with changing societal needs will compel individuals to foster flexibility and act sensibly by scratching beneath the surface (American Psychological Association, 2007, p.21).

It is hoped that the new generation of Japanese university students, who enter the workforce and forge the future of society, will gain broader insight and motivation through lifelong learning, and continue to develop personally and professionally even after completion of their university degrees to better respond to new global situations. As the nature of work evolves, the new circumstances with changing societal needs will compel individuals to foster flexibility and act sensibly by scratching beneath the surface (American Psychological Association, 2007, p.21).

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**Appendix: Bi-Lingual Survey Used to Measure
Attitudes Toward Lifelong Learning in Japanese University Students**

(Note: Only the Japanese-version was used. English is given here for non-Japanese researchers.)

	<i>1 Never</i>	<i>2 Rarely</i>	<i>3 Sometimes</i>	<i>4 Often</i>	<i>5 Always / Daily</i>
1. I enjoy intellectual challenges. (自分は知性的なことに取り組むのが好きだ)	1	2	3	4	5
2. I read for the sake of new learning. (本や新聞等を読んで新しいことを学んでいる)	1	2	3	4	5
3. I converse with others about new things I have learned. (人との会話で自分が新しく知ったことや学んだことについて話す)	1	2	3	4	5
4. I like to analyze problems and issues in depth. (問題や課題は深く掘り下げて各要素・側面について考えたい)	1	2	3	4	5
5. I see myself as a lifelong learner. (自分は生涯学び続けると思う)	1	2	3	4	5
6. My regular activities involve reading. (本を読む習慣がある)	1	2	3	4	5
7. My regular activities involve writing. (日常的に文章を書く)	1	2	3	4	5
8. I am a self-motivated learner. (自分は自発的に学ぶ人だ)	1	2	3	4	5
9. I browse libraries or bookstores for interesting books or magazines. (興味深い本や雑誌を求めて図書館や本屋へ見に行く)	1	2	3	4	5
10. I make interesting contributions to discussions in my class, at work, or with friends. (授業・仕事で、または友達との話し合いで自分は興味深い意見や考えを提供して貢献する)	1	2	3	4	5
11. My activities involve critical thinking. (与えられた情報や物事をそのまま鵜呑みにするのではなく、批判的な視点も持って論理的・客観的・合理的に考えることを実践している)	1	2	3	4	5
12. I read for pleasure or entertainment. (楽しみや気晴らしに読書をする)	1	2	3	4	5
13. I am curious about many things. (自分は好奇心が強く、たくさんすることに興味がある)	1	2	3	4	5
14. I pursue a wide range of learning interests. (自分は学習において関心の範囲が広く、それらを追求することを実践している)	1	2	3	4	5
15. I like to learn new things. (新しいことを学ぶことが好きだ)	1	2	3	4	5
16. I do a lot of reading that is not required for my classes or job. (授業・仕事で必須とされていなくても本や資料をたくさん読む)	1	2	3	4	5

Key words: lifelong learning, ESL/EFL, in Japan, L2 motivation, intercultural communication

Damon E. Chapman (現代文化学部言語文化学科国際コミュニケーションコース)
新矢 高広 (M.A. Candidate, University of Eastern Finland)

(2020. 10. 29 受理)