

論文の英文要旨

論文題目： 言語学習動機づけ診断尺度の開発とその展望

Development of Language Learning Motivation

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The study of motivation in second language learning started from Gardner's series of works (for example, Gardner and Lambert, 1972), focusing on integrative orientation and instrumental orientation as a goal of motivation, and most of the studies were based on his framework until the 1990s (Dörnyei, 1998). Then there appeared a new paradigm, which intended to adopt motivational constructs developed in the other areas of study such as psychology or education and to theorize L2 motivation from various perspectives. It also became important to connect motivational theories with a mechanism of learning which explains the behaviors of the learners in educational contexts. But those changes caused the introduction of various theories, and there was no single frameworks which explain L2 motivation as a whole. Recently, several frameworks which synthesize L2 motivations were advocated and there have also been

studies which confirm those frameworks empirically and clarify the relationships among the motivational factors in them.

Naganuma(1997) attempted to build a more comprehensive theoretical framework, combining motivational theories both in psychology and in the study of second language acquisition, and presented the Language Learning Motivation Model, which aimed to explain the mechanism of the factors facilitating and inhibiting L2 motivation in the actual learning context.

This article aims to develop a diagnostic scale of language learning motivation, which helps learners to notice their current status of motivation when learning a language and also enables teachers to understand various motivational factors that will affect students in their classroom. In the current study, a theoretical framework was provided, the framework was verified with actual data and the relationships among the factors were clarified.