To whom it may concern

We hereby confirm that the following article:


The following is an explanation of the division of the academic input to the paper.

The abstract outlining the study (p 377) was written by both authors.

The introduction section (pp 377-379), which deals with English’s increasing role as a global lingua franca and the fact that this strong, external motivational pull does not seem to be translating into success in learning English as second language in neither Italy nor Japan. The introduction points to 4 second language acquisition variables which the article intends to analyse. This section was written by Anderson.

The ‘Methodology’ section – 2.1 participants (p 379) was written by both authors.

The ‘Material’ and ‘Procedure’ sections – 2.2, 2.3 (pp 379-380) were written by Matsuoka. The questionnaire used in the study was designed by both authors.

Figure 1 (p 380) was adapted by Anderson.

The ‘Results’ and ‘Anova’ sections – 3.1, 3.2 (pp 380-381) were written by Matsuoka.

The statistical analysis on the questionnaires was carried out by Matsuoka.

The ‘Discussion’ section, paragraphs 1-6 (pp 381-383), deals with second language learning (2LL) and provides an overview of the dominant theories on motivation. This section looks at motivation in 2LL from the socio-cultural milieu. This section was written by Anderson.

Paragraph 7 and 8 (pp 383-384), which talks about Japanese society and English language learning, is attributed to both authors.
The final 2 paragraphs in this section (pp 384-385) discusses theories on the effect of external factors on individual variables in second language learner motivation. The last paragraph relates the items from the questionnaire to this aspect of learner motivation. These last 2 paragraphs are attributed to Anderson.

The section on the socio-educational context (pp 385-388) dealing with statistics taken from some global indicators, such as information about tertiary education form the OECD, is attributed to Anderson.

Section 4.2, paragraphs 7 and 8 (pp 386, 388) deal with the effects of the learning situation on 2LL motivation and the last paragraph (9), identifies the findings from the questionnaire which relate to this aspect of learner motivation. This section is attributed to Anderson.

In section 4.3, Individual variables, the first 9 paragraphs (pp 388-392) deal with a variety of aspects of learner motivation such as; the theory of required motivation, integrativeness, affective variables such as the learner’s self concept, and the learner’s idea of self; her/his self concept. In Dörnyei’s L2 Motivational Self System is the framework from which issues related to learner self-confidence and self perceptions are discussed. This section is attributed to Anderson.

In this section 4.3, learner anxiety and willingness to communicate as important individual affective variables on learners’ motivation to learn are also discussed (paragraphs 9 and 10). This section is attributed to Matsuoka.

The final 2 paragraphs in section 4.3 places our research at the forefront of recent thinking on 2LL motivation and goes on to identify how our findings substantiate the points made previously. This last section is attributed to Anderson.

The ‘Concluding remarks’ (p 394) are attributed to Anderson.