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Primary EFL: Pupils' Motivation to Learn English in Primary Schools in Japan

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Abstract:

This paper attempts to reopen the discussion previously held on a research study that was launched in the late 90s to look at primary pupils' motivation to learn English in Japan. The primary data was collected by employing a questionnaire technique in the survey approach at two state primary schools in Japan: 153 pupils in total in the last form (P6s aged 11-12) were selected as the representative samples of the schools. The main findings indicate that the majority of the primary school pupils have powerful instrumental L2 motivation, which is more precisely explored from the viewpoint of gender difference.

At this premise, the main focus of this paper is firstly to give completeness to the original investigation, and secondly to provide alternative perspectives on the initial findings by adopting currently recognised conceptual framework on the L2 motivation, the L2 Motivational Self System. It is of note that this paper sheds light on possibilities of adopting it to examine the L2 motivation among the primary pupils in Japan. This suggests that the Motivational L2 Self System seems to be applicable to disclosing certain features of primary L2 learners and achieve the further understandings on their L2 motivation.

Keywords: Primary EFL; gender difference; L2 motivation; L2 Motivational Self System

Introduction:

Successful acquisition of a foreign language is, to a large extent, determined by attitudinal factors which have been widely considered in the conceptual framework of the L2 motivation. It has been perceived as one of the most crucial key issues in the discussion of L2 learning, and this has been the subject of much research (see Burstall, 1974, 1977; Dörnyei, Csizér, & Németh, 2006; Gardner & Lambert, 1972). As such the study on the L2 motivation has been quite resilient these years, and a variety of concepts on it have been theorised. However, it has been regarded as a consensus that its nature is still elusive.

Consistently, it can be said that the L2 motivation study has, because of its theoretical framework is by nature subject to the L2 learners' variables, gone into giving a greater insight on adopting multi-dimensional approaches to have further understandings on the L2 motivation (Dörnyei & Ushioda, 2009).

Particularly, with regard to FLPS (foreign languages in the primary school), a survey conducted by Burstall (1974, 1977) reported that in the past the priority was put on the measurement of the linguistic skills, neglecting the possible influence of motivational factors in evaluating primary pupils' performance in the learning of the L2s. This tendency indicates that the abstruse aspects of the L2 motivation make presenting the young learners' L2 motivation in a comprehensible way rather challenging. Consistent with the recent movement of Primary EFL (English as a foreign language in the primary school) in Japan, this paper is tentatively reopening the previous discussion on its original survey study (Kobori, 2001) that was conducted in 1998 to look at primary pupils' L2 motivation to study EFL in Japan. Accordingly, it is pursued that this study makes a contribution to further understandings on the L2 motivation especially among young EFL learners. Furthermore, this work suggests a future vision on the appropriate implementation of Primary EFL in Japan.

L2 Motivation: theoretical perspectives

With regard to the theoretical perspectives on the L2 motivation, its internal domains that are traditionally identified are as follows (Brown, 2014; Dörnyei, 2003; Dörnyei & Ushioda, 2009, 2011):

(1) Integrative motivation

Learning the language to take part in the culture of its people: learners sometimes want to affiliate with a different language community.

(2) Instrumental motivation

Learning the language for a career goal or other practical reasons: learners may acquire L2 to find a job, further career prospects, pass exams, help fulfil the demands of the job, or assist their children in bilingual schooling.

(3) Intrinsic motivation

Interests in L2, and fluency and a good accent while speaking L2: interest as a positive response to stimuli based on existing cognitive structures in such a way that learners' curiosity is aroused and sustained.

Reflecting this conceptual framework of the L2 motivation, the discussion over retheorising the traditional studies on the L2 motivation has been currently reaching the phase to focus on its ongoing changes over time. Its dynamic character and temporal variation of motivation to learn the L2 based on a basic assumption in temporary motivational psychology have been conceptualised as the L2 Motivational Self System which finds 'identity' and the 'self' of the L2 learner as crucial factors of his/her L2 motivation (Dörnyei, 2005; Dörnyei & Ushioda, 2009).

In accordance with the development of the studies of the L2 motivation, discussion on retheorising the theoretical framework on its internal domains has been held as well. The conceptualization, especially of the integrative L2 motivation, has recently been raised as a controversial issue because of the climate change in generalising the perception on the L2 in terms of its target culture and people (Gardner & Lambert, 1972; Lamb, 2004; Ushioda, 2011). Additionally, it is argued that this phenomenon makes the definition of the integrative L2 motivation uncertain (Lamb, 2004; Ushioda, 2011). This tendency is particularly associated with the context of globalisation and the unique status of English, a language that is perceived as internationally the most common and as affiliated with no specific cultural communities or people. Especially with regard to learning EFL, there are a certain number of questions asked in identifying the integrative L2 motivation such as 'Is there any specific target culture or people in case of learning English?'

Accordingly, some challenging issues to understand the L2 motivation among young learners have emerged during the relatively recent studies on the L2 motivation referred to above. They could be largely explained within the context of the theoretical approaches to investigate the L2 motivation among young learners and the view on the status of the internal categories of the L2 motivation in the case of learning EFL. Firstly, what is noticeable is that the L2 Motivational Self System may not be applicable to explaining the L2 motivation, in particular, of learners who are younger than the secondary pupils (Dörnyei & Ushioda, 2009). The age matters are referred to as hampering the appropriate application of the currently introduced conceptual framework of the L2 motivation.

Moreover, it has been stated that the traditionally identified conceptual framework of the L2 motivation has still not been rendered obsolete in its actual application to investigate the L2 motivation (Dörnyei & Ushioda, 2009). This suggests that investigating the L2 motivation within the context of Primary EFL requires rather complicated eclectic approaches that make it available to have both traditional and current perspectives of the conceptual framework of the L2 motivation, so that young L2 learners' dispositions related to their L2 motivation can be interpreted properly.

Secondly, with regard to the discussion on the internal categories of the L2 motivation, it can be suggested that this classification still needs to remain as identified traditionally as far as Primary EFL is concerned. This view may be supported by considering their EFL learning conditions where the pupils are perceived as relative beginners, with quite conventional knowledge affiliated to the target language and limited experience in learning it at any level. Rixon (1992) reported that primary EFL teachers are expected to be familiar with the general information about the United States, Britain or major Anglophone countries, and that the cultural awareness has been valued in most countries as part of any EFL language teaching course. This indicates that the traditional and cultural perspectives on the English speaking countries such as UK, US, etc. are still quite commonly embedded in EFL education especially at the primary level worldwide including Japan. Such specific knowledge is often introduced through EFL textbooks, learning materials, etc., to motivate primary pupils to learn EFL: for example, they are educated to be well aware of the core classification of the Anglophone countries where English is spoken as the mother tongue or a second language in terms of the target culture and people (Gvardjančič, Marguč, & Skela, 2002). Consequently, it seems that primary pupils still have the target culture and people of so called the Anglophone countries in the case of learning EFL. What could be added as noticeable is that, in the case of learning EFL, it enables primary pupils to get access to more people and cultures even outside the world affiliated to the target language which is so called Non-Anglophone countries.

L2 Motivation: research studies and Primary EFL

With regard to the L2 motivation among young L2 learners, it has been investigated from different perspectives in some of the related research studies (see Burstall, 1974, 1977; Chambers, 1994; Donaldson, 1986; Lamb, 2004; Lambert & Klineberg, 1967). What

should be mentioned here is that, within the context of looking at young learners' L2 motivation, their status in an education system is sometimes different according to regions and countries. For example, the same age group could be perceived as primary L2 learners in one place while, in the other learning condition, they could be allocated in the secondary. Accordingly, both in the original and in this paper, all the cohorts to be focused on are considered as primary L2 learners, aged or younger than 12 on the basis of the present Japanese education system as well as the theoretical framework on the criteria of the L2 learner variables that are considered as standard (Brown, 2014; Yorio, 1976).

Firstly, a survey study conducted by Burstall (1974, 1977) provides interesting findings on the L2 motivation among young L2 learners and its manifestation affected by gender differences. It was launched to evaluate the effect of their longitudinal experiment in implementing French education in the primary school in England and Wales by investigating the primary pupils' (aged 8-11) L2 motivation to study French. It consequently indicates quite a close and positive relationship between the primary pupils' L2 motivation and their successful L2 learning as its principal finding. Pupils tend to have the powerful instrumental L2 motivation to learn French regarding future career opportunities, especially among girls.

However, on the other hand, it seems that they face with certain difficulty in maintaining their L2 motivation such as in achieving their ideal L2 self: a decline in their L2 motivation took place as they had more experience in learning the L2 and this tendency was observed even after they started with secondary education. This UK case is interestingly supported by a statement made by Lambert & Klineberg (1967) that pointed out the age matters in looking at demotivation in learning the L2s. L2 learners' positive attitudes towards the target people in terms of curiosity reach their peak at about the age of ten and decrease afterwards. This UK study consequently puts an emphasis on parental support to encourage primary pupils to keep on learning the L2s.

Focusing on the conceptual framework of the internal categories of the L2 motivation, some research studies (Chambers, 1994; Lamb, 2004) indicate unique dispositions in young L2 learners' manifesting their L2 motivation, and it can be said that the uniqueness may be attributed to the nature of children and the target language. According to Chambers (1994), a distinction between the integrative L2 and instrumental L2 motivation among the UK pupils (aged 10-11) learning German as the L2 was found to

be ambiguous. This finding makes interesting reading when compared with that found among the Indonesian pupils (aged 11-12) learning EFL in the research study conducted by Lamb (2004). What is noticeable here is, although both of the research studies share the similar point in each conclusion crossing the time and borders in the world, what is focused on to reach the conclusions is slightly different between them.

Firstly, it seems that the former investigation has pointed out particular nature of young L2 learners: the UK primary pupils tend to associate great significance with the fun-ement of the target language as a subject to learn in school, possibly above all other considerations, and they find difficulty drawing a distinction between 'what they enjoy' and 'what they see as useful'. Consistently, this particular awareness of learning the L2 among the UK pupils seems to be more related to their having possible difficulty to recognise a distinction between the instrumental and intrinsic L2 motivation as well because the findings refer to their having enjoyable experiences in learning the L2. It can be said that they learn the L2 for their own sake with the experiences of their cognitive domains positively stimulated and pursuing certain learning goals, regardless of whether their gaining reputation in achieving the goals is limited only to their L2 classroom or not. As such, from young L2 learners' point of view, the property that consists of the integrative and intrinsic aspects of the L2 motivation can be shared with the instrumental L2 motivation. This discussion can be considered as associated with the conceptual framework of the L2 motivation within the context of educational psychology which attempts to study the L2 motivation on the basis of the classroom reality (Crookes & Schmidt, 1991).

On the other hand, the second research study (Lamb, 2004) has pointed that the traditional definition of the integrative L2 motivation, especially within the context of learning EFL, is not already robust because of globalisation and the target language is not affiliated with any target culture or people. Thus, this situation has affected the Indonesian young EFL learners' showing their integrative and instrumental L2 motivation in an obvious way: the integrative aspects tend to be more instrumental considering their ideal L2 self as globally active by using English that is commonly perceived as an important international language. Accordingly, it can be said that the related findings in this investigation are more associated with the context of the reality outside the L2 classroom: the EFL learning conditions of the young Indonesian learners are, to a large extent,

affected by the feature of the target language, regardless of whether they are learning it in their L2 classroom or not.

EFL, EFL education and Primary EFL in Japan:

With respect to the status of English in Japan, it can be said that its demand in the Japanese society has not changed significantly over the past few decades: Morrow (1987) once indicated the popularity of English in Japan mainly due to Japan's economic prosperity, the demand for the English skills especially in reading and writing, and the positive attitudes towards the West. This indication still gives quite a similar and clear image to the current status of English in the Japanese society and why it is, nowadays as well, widely believed as a necessity for Japanese people.

However, reflecting such issues related to English in Japan, it seems that EFL education in Japan has often received a negative diagnosis on its contribution to the Japanese EFL learners. Several reasons for the undesirable situation have been speculated about (Kikuchi, 2015; Morrow, 1987) and they can be argued within three different domains of EFL education in Japan: the status of EFL in the school curriculum, EFL teaching methodology, and the quality of the EFL teacher.

Firstly, with respect to the language policy in Japan, EFL was not introduced as a compulsory subject to the school curriculum until 2002: it was relegated to the second position in comparison with the other subjects taught in schools such as Japanese, mathematics, science, etc. This situation obviously contradicted the reality in which almost all pupils were to learn EFL at schools in Japan: as for the range and choice of the FLs (foreign languages) to be taught in schools these decades in Japan, it can be estimated as quite EFL dominant (Morrow, 1987). Accordingly, new criteria for compulsory EFL has been introduced since 2012: the hours allocated to learn EFL has been raised from three to four per week and so has the size of expected vocabulary to be acquired from 900 to 1,200 words (MEXT, 2014a, 2014b).

Secondly, it has been quite often criticised (Morrow, 1987) that EFL education in Japan has too much focus on preparing pupils for the entrance examination taken at different levels, which does not primarily have a linguistic and pedagogical goal. This aspect has resulted in most of the Japanese EFL learners acquiring only very primitive

language abilities in terms of the listening and speaking skills since the examination primarily tests more of their grammatical and lexical knowledge. Such undesirable dispositions of the Japanese EFL learners in their language proficiency have also been studied and repeatedly criticised (Koike, 1997) by looking at the results of English proficiency tests such as TOEFL (Test of English as a Foreign Language). In the late 90s, the average score of Japanese students was 494, the third lowest among the Asian nations, ranking 19th from the bottom within the 200 countries in the world. Even more problematic is the fact this score has barely increased (a rise of only two points), since the late 60s. As a result, another decision was made to reform the language testing policy, and a listening test has since been introduced to the national examination (used to gain access to higher education) in Japan since 2006. Further to this, it has been announced that a national examination will be newly introduced in 2019 to test all the four English skills in compulsory education (MEXT, 2014a, 2014b, 2015).

Furthermore, the quality of the EFL teacher has been criticised as one of the factors contributing to the unpleasant achievement of EFL education in Japan (Morrow, 1987). In general, the use of English is very limited as a medium of teaching and learning on a regular basis in the EFL classroom. The MOI (medium of instruction) is almost always Japanese, and it can be indicated that their teaching methods and approaches reflect the way EFL has been used, learned and taught along with the national concerns for academic, vocational and social achievement in Japan. Accordingly, the current change in the language policy in Japan also leads the EFL teachers to shifting their teaching approaches from F on F (focusing on forms) to focusing more on the language functions: they are expected to make their EFL lessons more communicatively English dominant by using it as MOI. They are sequentially required to achieve certain criteria in their English proficiency such as TOEFL iBT 80+: compulsory EFL will be taught all in English from 2020, targeting the levels of A1 and A2 in the CEFR criteria (Council of Europe, 2001) for secondary pupils in the junior high school to achieve (MEXT, 2015).

In accordance with the experiences of reforming EFL education at different levels in Japan, Primary EFL has also recently appeared on its official track: it was officially introduced in 2011 to the upper two forms (P5s aged 10-11 and P6s aged 11-12) of the state primary sector as a compulsory subject named 'Foreign Language Activities'. From a

historical viewpoint, the quality of Primary EFL has not changed much, but the quantity has changed rather excessively since it was introduced as a longitudinal experimental study in the early 90s. Since then, EFL has been taught aiming at encouraging primary EFL learners to have positive attitudes towards the English language and learning it, which has been supported by the majority of the state primary schools in Japan (Kitamura, 1997). The EFL teaching methodology for Primary EFL seems to be rather different from that considered as more formal at the secondary stage: the pedagogical concepts of Primary EFL are recognised as young L2 learner friendly. They are generally implemented in certain language teaching styles such as 'Sensitization' and 'Language across the Curriculum.' The former approach has been recommended because it firstly puts emphasis on cultivating L2 learners' cognitive and affective awareness of the L2 and L2 learning. It is widely referred to as providing the initial experience of learning the L2 with young L2 learners and believed as suitable for them to go through before they start formal L2 learning at any further educational stages (Brewster, Ellis, & Girard, 2002). On the other hand, Rixon (1992) describes 'Language across the Curriculum' as variously interpreted in different countries; it could involve a broadly integrated approach such as teaching L2 through other subject matters such as a science project, survey work, etc. This concept has recently been known as CLIL (content and language integrated learning) (Dale & Tanner, 2012). As such, Primary EFL in Japan is manifested along with any components of the education in the other individual subjects, extra-curricular activities, and so on woven into primary pupils' learning EFL. In that sense, the aims and objectives on specific criteria in learning EFL have been relegated to the second position: it is still, at the moment, exemplified to put any record on pupils' academic achievement and evaluation in Primary EFL in Japan.

Consistently, from a viewpoint at the macro-level, it is significant to note that Japan is one of the few countries which still does not treat EFL as one of the compulsory subjects that require a formal system to evaluate pupils in the primary sector (MEXT 2014a, 2014b, 2015): the class is not allocated as 'English', but 'Foreign Language Activities'. Some plausible reasons for that have been clarified from the linguistic and pedagogical viewpoint, and also the effects of Primary EFL have been longitudinally studied, not by testing

primary pupils directly, but by collecting feedbacks given by the secondary EFL teachers teaching the pupils who had gone through Primary EFL under the recent pilot scheme: the results indicate that it provides positive impacts on their L2 motivation (Kitamura, 1997). Accordingly, as for another current movement in making more progress with Primary EFL in Japan, Primary EFL will be at a different phase from 2020: EFL will be taught as the class of 'English' in the last two forms (P5s aged 10-11 and P6s aged 11-12) in the primary school and the class for 'Foreign Language Activities' simultaneously starts with the lower form of P3 (aged 8-9). In this case, it is considered that the evaluation process is to be especially embedded in the Primary EFL curriculum with satisfying certain criteria authorised (MEXT, 2014a; 2014b; 2015).

Consequently, with regard to the whole view on EFL education and Primary EFL in Japan, it can be said that this change has been caused by two major factors: the conceptual shift in SLL (second language learning) theories and globalisation that can be, in general, perceived as a trigger of the dynamics of the societies in the world. In SLL, more concepts based on Constructivism to appreciate the functional approaches to improve L2 learners' communicative competence rather than to focusing on maximising their grammatical and lexical knowledge have recently been more popular (Brown, 2014; Larsen-Freeman, 2000; Larsen-Freeman & Anderson, 2011). And this tendency has been accelerated by globalisation in the world. Consistently, it can be observed that the central issues on Primary EFL have been affected by the drastic change of the language policy in Japan as for the quality of its aims and objectives to reform EFL education such as 'GOAL 2020' (MEXT, 2014a; 2014b; 2015). The Japanese EFL learners are expected to focus more on acquiring communicative competence in the target language and to be able to communicate with other people in the target language in the globalising world. Thus, it can be said that the recent change in the language policy related to Primary EFL in Japan is due to the awareness of the reality in learning EFL among the Japanese people raising questions such as 'Why do we study English?'

Data Collection: aims

The initial intention to conduct the original research investigation is derived from the

various challenging issues related to EFL education and Primary EFL in Japan which have been referred to in the previous section.

Accordingly, this primary research was launched aiming at investigating pupils' motivation to learn English in state primary schools in Japan. This issue was discussed by practically examining a key question such as 'Why do primary pupils want to learn English in Japan?'. Consistently, this issue focuses on aspects which can be revealed empirically: they consist of primary pupils' L2 motivation towards learning EFL and are highlighted as crucial issues in accomplishing the aim of this research investigation.

Data Collection: method and participants

This research investigation was conducted in two state primary schools in Japan in 1998. The participants are the pupils in the top form (P6s aged 11-12) of both schools. The survey was chosen as the research method to allow the researcher to obtain the necessary data and the research investigation lasted about two weeks. The questionnaire was distributed in the P6s' 'Foreign Language Activities' class and has a 100% response rate. They are to respond to a list of 4 items put in the order according to the degree in their feelings about learning English (SECTION 1), and to another list of 31 items using a two-point scale labelled 'Yes' and 'No' (SECTION 2) (see Appendix 1 and 2).

During the period of the investigation, the EFL lessons of the P6s were observed by the researcher to grasp how they experienced their learning of EFL: they were primarily taught by a native speaker "ALT" (assistant language teacher) with a HRT (homeroom teacher) in both schools, and the full duration of their class ranged from 20 to 45 minutes, subject to their own education policy for Primary EFL. The school, according to Appendix 2, introduced a module system which has recently been under consideration as one of the possibilities to allocate the EFL class in the state primary school in general from 2020 in Japan.

With regard to the detailed information of the schools selected for this investigation, one of the schools (Appendix 1, Table 1) is located in the historical Chuo ward in the very centre of Tokyo. In the school, during the period of this research investigation, there were 16 full-time teachers (M 7: F 9), and 275 pupils in total, including 51 P6s (M 19: F 32) in 2 classes. They were perceived as relative beginners with having only a short period of

experience in learning EFL for a year.

On the other hand, the other state primary school (Appendix 2, Table 2) is located in Chiba prefecture and there were 24 full-time school teachers (M 11, F 13) and 531 pupils in total at the school: in the P6s, there were 102 pupils (M 48, F 54) studying in 3 classes. This school was once selected as one of the two state primary schools where Primary EFL was introduced as a pilot project at its very initial stage in Japan in the early 90s, and the project lasted from 1993-1995. The pupils in the school had several years of experiences of learning EFL at the time of the questionnaire.

Findings:

Prior to reopening discussion on the findings of the original survey study (Kobori, 2001), this paper, as mentioned in the previous section, will give an insight into the findings of the study to point what could be considered as still insufficient, and to complete it with alternative perspectives on them by focusing on the theoretical framework currently introduced on the L2 motivation. Accordingly, the following sections will be presented by referring to the Table 1 and Table 2. (see Appendix 1 and 2)

With respect to the primary work, basic approaches to analyse the data could be eclectic both with the traditional and current perspectives on the studies of the L2 motivation. It could be suggested, as discussed previously, that it would be particularly useful to investigate the L2 motivation among young learners, and possibilities of giving different interpretations on the data from those in the original findings are taken into consideration. As for the process of the categorization, although it still cannot be realistic, due to the abstruse nature of the L2 motivation, that item is affiliated with just one category; that is to say, it is put in one of the internal categories of the L2 motivation. However, the items are presented differently from the original format to make the analysis easier. It can be noticed, in the case of investigating the L2 motivation among young learners in particular, that it needs further discussion to verify the distinctions between the internal categories of the L2 motivation as well as the relationship between those categories and the question item.

When it comes to the quality of the questionnaire, it can be said that Item 1.2a, 1.2b and 1.2c concerning the 'Attitudes towards L2 Community' in the integrative L2

motivation are still perceived as robust particularly regarding the current argument on the definition of the integrative L2 motivation to learn EFL. These items seem to satisfy the current criteria for the subdivided category of the integrative L2 motivation: the related items have no limit in the target culture and people in learning EFL because they do not refer to any particular culture or people affiliated to English. As for Item 4.1 and 4.2, a distinction between 'Anglophone' and 'other (Non-Anglophone)' can be seen still valid, because it is familiar to the primary pupils as presented previously, although it appears rather outdated along with the current theoretical perception of English.

As for the first stage in reopening the discussion on the data, it is necessary to consider the differences in experiences of learning EFL of the cohorts in Table 1 and 2. The primary pupils in Table 1 are perceived as relative beginners with only a short period in comparison with those in the other school which was once involved in a pilot project for Primary EFL for a few years. Accordingly, starting with an overview of the data in SECTION 1 concerning the attitudes towards the L2 itself, they suggest that the majority of the cohorts in both schools are reasonably positive towards English. However, the data can be understood rather differently with regard to gender differences: the primary pupils' attitudes towards English could be partially perceived as relatively negative when it comes to boys' dispositions. What is noticeable here is 40% of them have endorsed Item 3 expressing 'they don't like English.' It can be said that several factors regarding demotivators in their learning EFL are involved as for this result.

This view can be discussed based both on the internal and external processes of comparing the results among the cohorts in the two schools. In Table 1, the boys are rather behind the girls in supporting their positive attitudes towards English. Moreover, they are also much less positive towards the target language compared to the boys in Table 2. On the other hand, interestingly, it seems that the boys in Table 1 are rather positive towards their learning situation. They have particularly given much more endorsement on Item 1.6c than the boys in Table 2. Moreover, it can be said, by looking at Item 1.1a, that the majority of them have parental support in their learning EFL. These outcomes indicate that these boys do not have much influence directly either by their EFL teachers or by their parents on their attitudes towards English.

Items		Table 1		Table 2	
	(%)	YES	NO	YES	NO
1.1a I think that my parents are pleased that I am learning English.	Boys	73	27	65	35
	Girls	79	21	80	20
1.3a I would like to go on learning English.	Boys	93	7	77	23
	Girls	94	6	94	6
1.5g I think that it is more important to be able to speak English than to read and write it.	Boys	67	33	49	51
	Girls	50	50	67	33
1.6b English is my favourite lesson.	Boys	50	50	56	44
	Girls	88	12	66	34
1.6c I like my teacher who teaches English.	Boys	73	27	43	57
	Girls	88	12	88	12
3.1 I would like to speak many languages.	Boys	63	37	45	55
	Girls	81	19	70	30
3.2 English gets more interesting all the time.	Boys	56	44	47	53
	Girls	88	12	45	55
3.3 I do not like English as much as I did to begin with.	Boys	13	87	29	71
	Girls	6	94	24	76
3.4 I am afraid to speak English.	Boys	93	7	68	32
	Girls	94	6	74	26
3.5 I do not always understand what I am saying when I speak in English.	Boys	93	7	83	17
	Girls	87	13	90	10
3.6 I would like to speak English with a good accent and rhythm.	Boys	93	7	90	10
	Girls	100	0	90	10

On the other hand, the result of Item 1.6b indicates that they are not satisfied with their EFL classes as expected: 50% of them think that 'English is NOT their favourite

lesson.' This suggests that their EFL class could be firstly perceived as one of the demotivators for them to learn EFL. Consistently, with regard to Item 3.4 and 3.5, they show quite negative attitudes in some aspects in the intrinsic L2 motivation in comparison with the boys in the other school. Almost all of them are afraid to speak English and have difficulties in expressing themselves in it, although interestingly they show relatively strong interest in the L2s and desire to go on learning EFL by looking at Item 1.3a and 3.1.

Consequently, it can be indicated that the negative attitudes towards English among the boys in Table 1 reflect the decrease in their L2 motivation with having a discrepancy between the here-and-now L2 self and the ideal or ought L2 self. It seems that there are some difficulties they face in their EFL class especially regarding improving their oral skills, and they would like to achieve the skills to fulfil the intrinsic aspects of their L2 motivation. This view can be supported by looking at Item 1.5g and 3.6: they have given relatively high endorsement on Item 1.5g concerning the priority in the oral skills than reading and writing skills in English in comparison with the boys in Table 2. This aspect can be accompanied by their powerful endorsement on the third popular item, Item 3.6, concerned with speaking English with a good accent and rhythm.

On the contrary to the results of the boys, the girls show rather opposite dispositions: the girls in Table 2 are more negative in their attitudes towards English than the other cohort in Table 1. The reasons for this could also be considered within the context of demotivators that affect their L2 motivation: they respond to Item 3.2 negatively and give more endorsement on Item 3.3 in comparison with the girls in Table 1. This suggests that their attitudes towards English as a fun type of element to learn have been changing rather negatively as they learn it more and they become more serious in their learning the target language. The results suggest that they tend to show the similar dispositions to what has been pointed out in the previous studies in terms of girls dispositions in their L2 motivation (Burstall, 1974, 1977; Graham & Rees, 1995; Krashen & Terrell, 1992). Consequently, it can be said, in accordance with the girls' case, that they tend to perceive a discrepancy between the here-and-now L2 self and the ideal or ought L2 self as they have more experience of learning EFL.

Next, with the first glance at the outcomes in SECTION 2 of the both Tables, it can be said that the most frequently endorsed items to learn EFL among the primary pupils are

as follows:

1. Learning English is a waste of time. (with 'NO' answer) (Item 1.5b)
2. I think that English is a very important international language. (Item 2.1)
3. I would like to speak English with a good accent and rhythm. (Item 3.6)

Originally, there were top five popular items presented in the primary source (Kobori, 2001), and it is considered as better presented that the fourth and fifth items in the original paper could be eliminated in this work. They could be discussed in a different context because there are some discrepancies with regard to gender differences in the related data and it seems that it should be avoided to deal with the results based on the average rates among the boys and girls.

Items		Table 1		Table 2	
		(%)	YES	NO	YES
1.5b Learning English is a waste of time.	Boys	0	100	10	90
	Girls	0	100	0	100
2.1 I think English is a very important international language.	Boys	90	10	87	13
	Girls	100	0	100	0
3.6 I would like to speak English with a good accent and rhythm.	Boys	93	7	90	10
	Girls	100	0	90	10

Consistently, it can be pointed out that they have shown well-balanced L2 motivation towards learning EFL: each of the items can be seen affiliated to each of the internal categories of the L2 motivation (Category 1, 2 and 3). Particularly, it is noticeable that they put the highest endorsement on Item 1.5b concerning their attitudes towards learning EFL, which suggests that they perceive learning it as quite important even as beginners. This view could be interpreted as rather instrumental, although this item is theoretically put in the integrative L2 motivation because possible reasons why they think learning English is worthwhile seem to be associated with the instrumental L2 motivation. And it can be indicated that these reasons are manifested in the second most popular item, Item 2.1. Such

an interpretation can also be nowadays associated with the current argument pointing out the ambiguity of the difference between the integrative and instrumental L2 motivation among primary pupils to learn EFL (Lamb, 2004; Ushioda, 2011). It can consequently be inferred that they think learning EFL is somewhat crucial because it is one of the most commonly used languages in the world.

Moreover, with regard to the interpretation, although it is put in the intrinsic L2 motivation, Item 3.6 can also firstly be seen as strongly connected to the instrumental aspect of the L2 motivation with thoughts on certain purposes for the primary pupils to acquire a good accent and rhythm in speaking English. And this view can be supported by looking at Item 2.2, 2.3, and 2.4 in the instrumental L2 motivation and Item 1.2a, 1.2b and 1.2c in the integrative L2 motivation. The results suggest that the integrative L2 motivation is more powerful than the other type. It can be said that the results may reflect certain needs the primary EFL learners perceive with regard to their learning conditions in which they are required to use or master the target language appropriately. This view can be considered as rather similar to the discussion on the intrinsic L2 motivation related to L2 learners' performance of the oral skills. It has been pointed that they are active in acquiring the oral skills of the target language for to fulfil their achievement motivation and self-esteem (see Heyde, 1979; Kenworthy, 1995). It can be said that the results related to Item 3.6 are interrelated with the instrumental aspects of the primary pupils' L2 motivation; their achievement motivation and self-esteem are fulfilled or enhanced when they can properly make themselves understood in speaking in the target language with a good accent and rhythm. Particularly, in school, they are expected to achieve certain learning goals on their performance in their EFL classroom including speaking the target language both accurately and fluently. On the other hand, also outside school, they are expected to be good users of the target language in the future. Consequently, there is no doubt that they are keen on acquiring a good accent and rhythm in the target language not just for fun but for certain necessities imposed on them because of such realities both inside and outside their EFL classroom. Their view on the realities can be discussed within the context of the L2 Motivational Self System in a way that they have certain ideas on their ideal or ought L2 self that is affiliated both with their short and long term prospects in learning EFL.

Along the same lines, with regard to Item 1.3a concerning the desire to learn the L2,

it is more powerful than any other subdivided categories in the integrative L2 motivation. It can be postulated that the result can also be as associated with the primary pupils' pursuing the instrumental orientation to learn EFL and they are quite positive in achieving their ideal or ought L2 self in learning EFL. This view can be supported by looking at a relationship between Item 1.3 and the three most popular items on the top. The primary pupils have particular concerns on the L2, learning the L2, and their proficiency in the L2 reflecting their current situations and future visions about themselves. Their understandings about themselves are affected by how they deal with the L2 and they are quite serious about achieving certain learning goals in terms of their concerns by continuing to learn EFL. It can be added, according to Item 1.5f, that the great majority of pupils put a high value on EFL and learning EFL compared with other foreign languages. Item 1.2a and 1.2b concerning attitudes towards L2 community are also considered as supporting their dispositions because they are relatively highly endorsed by the majority of them. It seems that, by having the personal experiences manifested in Item 1.2a, 1.2b, they pursue to learn EFL even outside their EFL classroom.

Items		Table 1		Table 2	
		(%)	YES	NO	YES
1.2a I would like to visit countries where English is spoken.	Boys	60	40	58	42
	Girls	63	37	72	28
1.2b I would like to communicate with a greater variety of people in English.	Boys	63	37	43	57
	Girls	81	19	75	25
1.3a I would like to go on learning English.	Boys	93	7	77	23
	Girls	94	6	94	6
1.5f I would rather have learned another language instead of English.	Boys	33	67	37	63
	Girls	31	69	44	56

Above all, although they were quite young, these primary EFL learners had already recognised, in the late 90s, the values of EFL learning and the societal dynamics in their

country where English would be more commonly used in the future, while the older Japanese EFL learners in higher education did not show that powerful instrumental L2 motivation (Cogan, *et al.*, 1988). This tendency can be ironically reflected with thoughts that, in Japan, younger EFL learners were more thoughtful in the future visions about the target language and able to understand its important role in their society than the adolescents. And this aspect is theoretically supported by looking at the statement made by Cook (2016) about the case in which the instrumental L2 motivation could be more powerful than the integrative L2 motivation. Consistently, as discussed in the original survey, all the subdivided items such as Item 2.2, 2.3 and 2.4 in the instrumental motivation are relatively highly endorsed by more than 80% of the primary pupils in Japan. This tendency contradicts the findings presented in the classical survey conducted by Gardner & Lambert (1972) and shows a striking coincidence with the previous research study conducted by Burstall (1974, 1977). Consistently, it seems that the results indicate that far more powerful endorsement on the instrumental L2 motivation has been given by the primary pupils than that in the original findings.

Items		Table 1		Table 2	
		(%)	YES	NO	YES
2.2 I think that English will help me with advanced study.	Boys	70	30	77	23
	Girls	94	6	88	12
2.3 I think that English will be useful to me after I leave school.	Boys	97	3	68	32
	Girls	94	6	94	6
2.4 There will be no need for me to speak English after I leave school.	Boys	13	87	21	79
	Girls	12	88	11	89

As for the reasons why they were more sensitive than the older EFL learners towards learning EFL, it appears that their parents were keen on it. By observing Item 1.1a, 1.1b, in their verification of EFL learning, the parental support is perceived as more influential for them than the others' perspectives on it. As revealed in the previous research studies (Burstall, 1974, 1977), it can be considered that parents are also the key to successful

achievement in learning EFL among the primary pupils in Japan. Besides discussing the influence of the parents, it can be indicated, by looking at Item 1.6c, that their EFL teachers can be recognised as playing an important role in directly associated with their pupils' learning EFL because this item is relatively highly endorsed. Accordingly, by observing the results of Item 1.5h, 1.6a, 3.4, and 3.5, it seems that their L2 motivation is rather positive although they tend to realise that their EFL classes are challenging with few of them understanding what they are saying in English and most of them feeling intimidated in speaking English. It can be consequently added that the EFL teacher, as well as parents, can be recognised as the key to putting primary pupils forward in gaining prosperous outcomes in their learning EFL in Japan.

Items		Table 1		Table 2	
		(%)	YES	NO	YES
1.1a I think that my parents are pleased that I am learning English.	Boys	73	27	65	35
	Girls	79	21	80	20
1.1b I think that other people respect me more if I speak English.	Boys	40	60	25	75
	Girls	63	37	48	52
1.5h English is easier than the other subjects that I learn at school.	Boys	30	70	47	53
	Girls	38	62	57	43
1.6a I find it difficult to understand the English lesson.	Boys	67	33	43	57
	Girls	69	31	40	60
1.6c I like my teacher who teaches English.	Boys	73	27	43	57
	Girls	88	12	88	12
3.4 I am afraid to speak English.	Boys	93	7	68	32
	Girls	94	6	74	26
3.5 I do not always understand what I am saying when I speak in English.	Boys	93	7	83	17
	Girls	87	13	90	10

Additionally, the issues related to gender differences will be referred to for having

more precise understandings, in comparison with the previous work, on the primary pupils' L2 motivation to learn EFL in Japan. As for the overall findings on SECTION 1 and SECTION 2 in the both tables (see Appendix 1 and 2): there are certain dispositions found especially related to the matter of demotivation among the primary boys and girls respectively. As for the primary girls, the data indicate that EFL learning experiences could be seen rather disadvantageous for them from the viewpoint of their dispositions that have been identified according to the previous studies (see Graham & Rees, 1995; Krashen & Terrell, 1992): they tend to lose their L2 motivation because they start thinking seriously about their performance in learning EFL and feeling anxiety about it. On the other hand, the data also indicate that the primary boys, with less parental support and encouragement from their L2 teachers than the girls, tend to relegate EFL to the second position in comparison with the other subjects to learn in school. Furthermore, they show more critical evaluation to their EFL teacher than the girls, which implies, according to the statement made by Place (1997), that they need more attention by their EFL teacher than girls in the EFL classroom. Consequently, these outcomes suggest that the implementation of Primary EFL requires certain care especially concerning the key issues in their L2 motivation: parental support and performance of the EFL teacher.

Conclusion:

The original research study provides a picture of the development of primary EFL in Japan by particularly focusing on the pupils' L2 motivation in the case of learning EFL in the state primary school in Japan (Kobori, 2001). It seems, since this survey was conducted, that the current issues related to SLL and the societal dynamics observed nowadays in the world including Japan have given a noticeable impact on the studies of the L2 motivation, especially within the context of EFL learning and teaching.

On the basis of the tentative discussion on the currently considered conceptual framework on the L2 motivation, firstly it can be said that there are certain possibilities in its proper application to looking at the L2 motivation of young learners. The data have given certain dispositions among them that can be more comprehensible under the concept of the L2 Motivational Self System. They are manifested as some gaps between the here-and-now L2 self and the ideal or ought L2 self among the primary pupils when they face

with demotivators such as some unsatisfactory situations related to their cognitive and affective domains in learning EFL. Accordingly, by pointing to it, it can also be said that this paper is worthwhile in presenting an attempt to utilise the traditional and current understandings on the L2 motivation and the eclectic approaches to study their L2 motivation.

The L2 motivation of the primary school pupils in Japan is affected by the various factors that can be associated with both inside and outside of the classroom. This aspect is closely related to the characteristic status of their target language, English. From a longitudinal approach, it can be said that the subdivided categories of their L2 motivation are affected not only by their current or short-term prospects related to school-based education but also to their future in terms of facing with the real needs of using the target language in their society. Interestingly observed, the primary pupils' powerful agreement with a wide range of the instrumental L2 motivation in the past correlates with the current discussion on the uncertain status of the integrative L2 motivation and a distinction between the integrative and instrumental motivation. And even their intrinsic L2 motivation is presented with having a strong relationship with their instrumental L2 motivation. This indicates that, as for the L2 motivation manifested among the primary pupils in Japan, that there is a kind of hierarchy within the internal categories of the L2 motivation, rather than the binary confrontation between the integrative and instrumental L2 motivation with regard to the traditional classification. This suggests that the discussion on the L2 motivation among young learners needs further investigation to give an insight into the related factors by utilising different methods and formats to analyse and present it.

On the other hand, with respect to the L2 motivation manifested within the context of gender differences, although parents and the L2 teacher are perceived as the keys to the successful achievement in L2 learning for young learners, it can be suggested that much attention needs to be paid on the curriculum of Primary EFL by the primary EFL teacher. Particularly, preparing tasks and activities that require pupils to improve the oral skills should be considered carefully on the basis of the features of the L2 motivation of young learners. Their EFL class could be perceived as quite a strong demotivator and as hindering their achieving the ideal L2 self when it does not function properly for them. And these issues should be particularly taken into consideration for the appropriate implementation of

Primary EFL in Japan because it has a priority to improve the oral skills and make some kind of consistency with secondary EFL (MEXT, 2001, 2014a, 2014b, 2015). Moreover, how to maintain the L2 motivation among experienced primary learners should also be focused on in terms of how to encourage them to achieve their ideal L2 self.

Consequently, as for a suggestion by considering what could be more investigated further to the original research study, the age matters as for the L2 Motivational Self System can be focused on especially withing the context of FLPS or Primary EFL. These issues need to be explored in considering how to maintain the L2 motivation among primary L2 learners. Along with the discussion on gender differences, the related issues are also focused on as in the cases of demotivation to learn the L2 among secondary and older pupils (Burstall, 1974, 1977; Spinath & Spinath, 2005). It has been emphasised that there is difficulty in assuming the L2 motivation constantly maintained over time among young learners: maturational factors may well affect the later development of their attitudes towards learning L2. Accordingly, the current discussion of the conceptual framework of the L2 motivation may play an important role in attempting such a longitudinal approach to have further understandings on the L2 motivation of young learners. It can be said that they will be led to becoming successful L2 learners by presenting comprehensible and applicable theoretical framework on how the L2 motivation is well maintained.

This paper gives an important insight into the possible directions of the young learners' L2 motivation and raises possible areas of future study. It is, thus, pursued that suggestions made in this paper will make a contribution to realising a smooth transit of Primary EFL to the further EFL education in Japan in terms of adopting appropriate teaching methods and approaches, personnel, materials, and so on.

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Appendix 1:

Table 1: Percentage Ratings by 51 primary pupils (aged 11-12 years) of their feelings about learning English and the 'YES' or 'NO' to the reasons influencing their motivation to learn English (the percentages have been rounded to the nearest whole number)					
SECTION 1					
		Boys (%)		Girls (%)	
1. I like English very much.		3		50	
2. I like English most of the time.		57		44	
3. I don't like English very much.		40		6	
4. I don't like English at all.		0		0	
SECTION 2					
Categories of Motivation			Percentage Ratings		
1. Integrative Motivation			YES (%)		NO (%)
			Boys	Girls	Boys
1.1 Integrativeness					
1.1a	I think that my parents are pleased that I am learning English.	73	79	27	21
1.1b	I think that other people respect me more if I speak English.	40	63	60	37
1.1c	I think that Japanese is the best language.	50	63	50	37
1.2 Attitudes towards L2 Community					
1.2a	I would like to visit countries where English is spoken.	60	63	40	37
1.2b	I would like to communicate with a greater variety of people in English.	63	81	37	19
1.2c	I would like to know about different life styles of people in other countries by learning English.	53	63	47	37
1.3 Desire to Learn the L2					
1.3a	I would like to go on learning English.	93	94	7	6
1.4 Motivational Intensity (Effort)					
1.4a	I think that everyone should learn English at school.	23	50	77	50
1.5 Attitudes towards Learning the L2					
1.5a	I am not interested in learning foreign languages.	27	7	73	93
1.5b	Learning English is a waste of time.	0	0	100	100
1.5c	There are many languages which are more important to learn than English.	27	33	73	67
1.5d	English is too difficult for me to learn.	37	13	63	87
1.5e	There are many more important things to learn in school than English.	67	38	33	62
1.5f	I would rather have learned another language instead of English.	33	31	67	69
1.5g	I think that it is more important to be able to speak English than to read and write it.	67	50	33	50
1.5h	English is easier than the other subjects that I learn at school.	30	38	70	62

1.6 Attitudes towards the Learning Situation					
1.6a	I find it difficult to understand the English lesson.	67	69	33	31
1.6b	English is my favourite lesson.	50	88	50	12
1.6c	I like my teacher who teaches English.	73	88	27	12
2. Instrumental Motivation		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
2.1	I think English is a very important international language.	90	100	10	0
2.2	I think that English will help me with advanced study.	70	94	30	6
2.3	I think that English will be useful to me after I leave school.	97	94	3	6
2.4	There will be no need for me to speak English after I leave school.	13	12	87	88
3. Intrinsic Motivation		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
3.1	I would like to speak many languages.	63	81	37	19
3.2	English gets more interesting all the time.	56	88	44	12
3.3	I do not like English as much as I did to begin with.	13	6	87	94
3.4	I am afraid to speak English.	93	94	7	6
3.5	I do not always understand what I am saying when I speak in English.	93	87	7	13
3.6	I would like to speak English with a good accent and rhythm.	93	100	7	0
4. Experiences to visit foreign countries		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
4.1	I have been to Anglophone countries.	13	25	87	75
4.2	I have been to other foreign countries.	13	13	87	87

Appendix 2:

Table 2: Percentage Ratings by 102 primary pupils (aged 11-12 years) of their feelings about learning English and the 'YES' or 'NO' to the reasons influencing their motivation to learn English (the percentages have been rounded to the nearest whole number)					
SECTION 1					
		Boys (%)		Girls (%)	
1. I like English very much.		19		28	
2. I like English most of the time.		56		48	
3. I don't like English very much.		19		23	
4. I don't like English at all.		6		1	
SECTION 2					
Categories of L2 Motivation			Percentage Ratings		
1. Integrative Motivation			YES (%)		NO (%)
			Boys	Girls	Boys
1.1 Integrativeness					
1.1a	I think that my parents are pleased that I am learning English.	65	80	35	20
1.1b	I think that other people respect me more if I speak English.	25	48	75	52
1.1c	I think that Japanese is the best language.	60	62	40	38
1.2 Attitudes towards L2 Community					
1.2a	I would like to visit countries where English is spoken.	58	72	42	28
1.2b	I would like to communicate with a greater variety of people in English.	43	75	57	25
1.2c	I would like to know about different life styles of people in other countries by learning English.	50	75	50	25
1.3 Desire to Learn the L2					
1.3a	I would like to go on learning English.	77	94	23	6
1.4 Motivational Intensity (Effort)					
1.4a	I think that everyone should learn English at school.	56	50	44	50
1.5 Attitudes towards Learning the L2					
1.5a	I am not interested in learning foreign languages.	39	27	61	73
1.5b	Learning English is a waste of time.	10	0	90	100
1.5c	There are many languages which are more important to learn than English.	31	22	69	78
1.5d	English is too difficult for me to learn.	31	25	69	75
1.5e	There are many more important things to learn in school than English.	62	59	38	41
1.5f	I would rather have learned another language instead of English.	37	44	63	56
1.5g	I think that it is more important to be able to speak English than to read and write it.	49	67	51	33
1.5h	English is easier than the other subjects that I learn at school.	47	57	53	43

1.6 Attitudes towards the Learning Situation					
1.6a	I find it difficult to understand the English lesson.	43	40	57	60
1.6b	English is my favourite lesson.	56	66	44	34
1.6c	I like my teacher who teaches English.	43	88	57	12
2. Instrumental Motivation		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
2.1	I think English is a very important international language.	87	100	13	0
2.2	I think that English will help me with advanced study.	77	88	23	12
2.3	I think that English will be useful to me after I leave school.	68	94	32	6
2.4	There will be no need for me to speak English after I leave school.	21	11	79	89
3. Intrinsic Motivation		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
3.1	I would like to speak many languages.	45	70	55	30
3.2	English gets more interesting all the time.	47	45	53	55
3.3	I do not like English as much as I did to begin with.	29	24	71	76
3.4	I am afraid to speak English.	68	74	32	26
3.5	I do not always understand what I am saying when I speak in English.	83	90	17	10
3.6	I would like to speak English with a good accent and rhythm.	90	90	10	10
4. Experiences to visit foreign countries		YES (%)		NO (%)	
		Boys	Girls	Boys	Girls
4.1	I have been to Anglo-phone countries.	12	3	88	97
4.2	I have been to other foreign countries.	12	0	88	100