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Attitudinal and Motivational Differences Among Japanese Junior High School Students Towards English Education in Japan

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Introduction

In Japan, English is studied as a foreign language throughout six years of compulsory education. In this EFL setting, not only are opportunities to speak to native speakers very limited, there is also a cultural detachment or distance between the social context in which the learner lives and the social context from which English comes, i.e., an English-speaking country. These two factors may produce feelings of doubt, for example, as to the value of the study of English, which occurs in a setting where there may be few immediate rewards for the language study being done. It was suggested by Lott (1978) that English in EFL countries such as Jordan does not play any significant role in internal communication, and a limited role in contact with the outside world. Until prospects for use open up, he continues, the learner may feel that within his/her country, the learning of English is of little significance. This is potentially a problem that learners of English in Japan currently face as well.

The current study examines attitudes and motivation and its role in the study of English in the Japanese junior high school EFL setting. The study of attitudes and motivation began as the socio-psychological theory of second- or foreign-language learning at McGill University and the University of Western Ontario in Canada. The theory proposed was that, "...a successful learner of a



second language must be psychologically prepared to adopt various aspects of behaviour which characterize members of another linguistic-cultural group" (Gardner & Lambert, 1972, p.3).

Review of Literature

Gardner and Lambert (1972) have done extensive research on the roles of attitudes and motivation in the study of English in both ESL and EFL situations. In their words, motivation is

The combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. That is, motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. (p.10)

Research in motivation dates back to 1949 where Jones (1949, 1950; cited in Gardner & Lambert, 1972) did research in Wales, England, using an index of interest in learning a language. Since then, research on attitudes and motivation has been done extensively by Gardner and Lambert, starting as early as 1959 in Montreal, Canada. They wrote that the learner's degree of ethnocentricity, his/her attitudes towards the members of the group whose language is being studied, attitudes towards foreign people in general, and his/her orientation toward the learning task, are believed to be influential on how successful he/she will be in learning the language.

Gardner and Lambert (1972) have studied attitudes and motivation in a range of ESL and EFL situations and have developed a simple classification of motivation as either (1) *instrumental*, where "the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation" (p.3), or (2) *integrative*, "if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group" (p.3).

Gardner and Lambert (1972) conducted a study in Louisiana, U.S.A., in a community where English-speaking Americans and French-Americans were socially close, to the point that stable



attitudes toward one another could be formed, but not so fixed that individual attitudes of favourableness and unfavourableness would not be apparent. A similar study was conducted, but in a different setting, in Hartford, Connecticut. This community was chosen for study because, unlike the bicultural community found in Louisiana, the community in Hartford consisted of a wider mix of linguistic and cultural backgrounds, including French-Americans, such that exposure to French-Americans was not exclusive, but rather a part of the cultural mix. This was noted as being more representative of most large East Coast cities.

The results for both of these studies indicated that the students' grades in French derived from a strong motivation and desire to learn the language. However, in Connecticut, this motivation appeared to be integrative, whereas in Louisiana, it appeared to be instrumental (Gardner & Lambert, 1972, p.52). In the Japanese EFL setting, because there are relatively few native English speakers, there can be very little cultural mixing, much less than that found in Louisiana, so one might expect instrumental motivation to play a larger role than integrative motivation.

Some researchers have studied the role of attitudes and motivation in different cultural settings and with different age groups. Benson (1991) conducted a study on 311 freshmen in a private Japanese university. It was in this study that Benson introduced the concept of *personal motivation*, which is in addition to instrumental and integrative motivation, an addition he introduced to satisfy the analysis of the EFL situation in Japan. He states that this addition is necessary because,

a good number of students have been observed to be interested in English for reasons which could not realistically be termed either instrumental or integrative. These include, for example, pleasure at being able to read English, and enjoyment of entertainment in English...They appear to relate to individual development and satisfaction. (p. 36).

In his study, Benson found a clear rejection of instrumental motivation, and little support for integrative and personal motivation. He concludes that the "rejection of instrumental reasons reinforces the idea that the students do not see English as playing a vital part in their lives, either



currently or in the future" (p.36). These results would appear to contradict those of Gardner and Lambert's (1972) Louisiana study, although it should be noted that the setting in Benson's (1991) study was EFL, whereas Gardner and Lambert's was ESL.

Teweles (1996) studied motivational differences between Chinese and Japanese EFL learners of English at the university level, each group studying in their respective countries. The Chinese group showed an inclination toward instrumental motivation, while the Japanese learners showed a slight preference for integrative motivation. The results for the Japanese students are similar to what Benson (1991) found. However, in extrapolating the findings of these two studies of Japanese students to the present study, the differences in the age groups involved must be kept in mind, i.e., that motivation may vary according to the stage in a learner's life at which s/he is studying English.

A study done in 1977 by Oller, Hudson and Liu produced results suggestive of a general positive correlation between attitudes toward the target language group and attained proficiency in ESL. In this study of Chinese-speaking foreign students studying at the graduate level in the United States, however, a significant negative correlation between desire to stay in the U.S. and attained ESL proficiency was also observed, which was contrary to their predictions. They interpreted the results as suggesting that it is not always the case that students who score high on proficiency tests necessarily have positive feelings towards the culture from which the language comes.

In a study by Gardner, Smythe and Clement (1979) of American and Canadian adult students studying in an intensive French program, an integrative motive factor was found for both groups, but while there was an observed relationship between the integrative motive and French oral proficiency for the Canadian students, this was not observed for the Americans. Interestingly, the American group demonstrated a decreased appreciation of the French Canadian community, and yet an increased desire to learn French.

Belmechri and Hummel (1998) reported in a study of francophone high school students in Quebec, Canada, that students' orientations towards learning English as a second language were found to be: school (instrumental), career (instrumental), travel, friendship, and understanding, with an absence of an integrative orientation. They defined "travel", "friendship", and "understanding" as



neither integrative nor instrumental, but rather as motivations in their own right because their students had expressed friendly feelings towards Anglophones, and they wanted to think and behave like them, but they had no intention of integrating into that community. It must be kept in mind that some items cannot be neatly categorized as integrative, instrumental, or personal. Gardner and Lambert's (1972) definition of "travel" as an instrumental motivator was adopted in the present study, i.e., the use of English to facilitate traveling.

In a study of grade nine Francophone students living in a bicultural setting in Canada, it was found by Labrie and Clement (1986) that contact with Anglophones and self-confidence with English as a second language were related to motivation.

The effects of the demands of working society on students' motivation to study a language has been suggested by Bausenhart (1984). In this study of Anglophone and Francophone students of German in a Canadian university, it was found that a majority of students indicated integrative reasons for the study of German, rather than utilitarian (instrumental) reasons. They offered a possible explanation as being that perhaps the Canadian business community had not yet succeeded in entering the world market to a degree as to offer job opportunities for linguistically competent people. A corollary of this in the current study could be that as English is apparently becoming required for more and more jobs in Japan, instrumental motivation would be expected to be high.

Research has been done on attitudes and motivation in relation to a number of factors: proficiency (Gardner & Lambert, 1972; Teweles, 1996; Chihara & Oller, 1978), ethno-linguistic vitality (Labrie & Clement, 1986) and language learning background factors (Gradman & Hanania, 1991). The results of the research reviewed here appear to be varied and dependent upon various factors: exposure to native-English speakers may increase integrative motivation; the potential for employment opportunities may increase instrumental motivation, and conversely, the lack of such opportunities may increase integrative motivation.

The sample populations in these studies have included elementary and high school students, post-secondary and graduate students, but not junior high school students in an EFL setting. The study presented here examined attitudes and motivation in a group of junior high school-level



learners in Japan who study EFL English in a setting where there is little direct exposure to English and native-English speakers, in a country where entrance examinations and tests are very prominent, and where English ability is becoming an important asset for employment.

Purpose of the Study

The purpose of this study was to investigate what the primary sources of motivation are for Japanese junior high school students studying EFL English, and whether there are changes in the attitudes and motivations of Japanese junior high school students towards English education in Japan as they progress from first-year to third-year of study. It was hypothesized that third-year students would be more instrumentally motivated than both the first- and second-year students, particularly by entrance examinations for high school.

Methods

Subjects

The subjects were students in a public junior high school in Sayama City, in southeast Japan. Mandatory, public English education in Japan presently begins from the first year of junior high school (i.e., grade 7, or approximately age 13) and continues to the end of junior high school (i.e., grade 9, or approximately age 15), a total of three years, and for another three years in high school (i.e., grades 10 to 12, or approximately ages 16 to 18).

A questionnaire, described in the following section, was administered to the student population of 389 students at this school. However, as it was voluntary, some students did not respond, while others misunderstood one or more of the instructions, rendering their data invalid. In total, then, complete data was gathered from 276 students (71%).

There were 93 students from the first grade (male=40, female=53; mean age=13 years); 117 students from the second grade (male=65, female=52; mean age=14 years); and 66 students from the third grade (male=29, female=37; mean age=15 years).

At the time of the study, all students were being taught by a Japanese teacher of English, who was occasionally assisted by an Assistant English Teacher, a native speaker of English and the



author of this study. The school is a public junior high school where the students have English lessons three times per week, for 37 weeks per academic year, for a total of approximately 111 lessons. Since each lesson is usually 50 minutes in length, total instruction time per year is approximately 93 hours.

The questionnaire was administered at the end of March, the end of the academic year in Japan. The timing was such that the first-year students (grade 7) had just completed one year of junior high school EFL English study, the second-year students two years, and the third-year students, three years. At the time of administration of the questionnaire, first-year students would have had approximately 93 hours of lessons, second-year students approximately 186 hours, and third-year students approximately 279 hours.

Questionnaire

A questionnaire was produced to assess the opinions of junior high school students on English education in Japan (Appendix D). The questionnaire was given in Japanese, the students' first language. In Appendix D, an English translation is provided.

The questionnaire consisted of five questions. The first question ("A") asked the students to evaluate 19 reasons for Japanese people to study English. The students were asked to identify three reasons they thought were the most important reasons, and to mark them in order of importance (i.e., 1, 2, 3), labeled "Important", and another three reasons they thought were the least important reasons for studying Japanese, from most to least unimportant (i.e., X1, X2, X3). For simplicity in the analysis, these items will be referred to as "Not Important." The remaining 13 items were to be left unmarked. Items included, for example, "Passing of English proficiency tests", "Traveling abroad", "Studying about foreign countries", etc. The results of question "A" were analyzed using homogeneity analysis and principal component analysis.

The second question ("B") listed 16 classroom activities that were commonly used in the junior high school English classes that these students are exposed to, which are also representative of the array of activities used in EFL teaching. They included: "Reading to oneself", "Listening to



stories", "Translating English into Japanese", etc. Each student was asked to mark three activities that they liked the most, and three activities that they disliked the most, in a manner similar to that of question "A". The activity marked as the most-liked was assigned a value of '3', the second most-liked activity a value of '2', and the third most-liked activity a value of '1'. Unmarked activities were not assigned any value.

Similarly, when looking at the disliked activities, the most-disliked activity received a value of '3', the second most-disliked activity a value of '2', and the third most-disliked activity a value of '1'. Again, unmarked activities were not assigned any value. The "disliked activities" were analyzed separately from the "liked activities." The results of question "B" were analyzed by ranking the activities according to the sum of their assigned values.

The third question ("C") was worded in a way that was more personal than that of question "A", but essentially the same information was gathered. Question "A" was worded, "The following items are some reasons why Japanese people study English..." The items of question "C" reflected specific scenarios that all students could directly relate to, i.e., the question started, "I study English...", and a possible completion was, "...because my parents make me." The students were asked to answer with either a "Yes", "No", or "Not applicable." The purpose of the subtle contrast in wording between these two questions was to show possible similarities and/or parallels between students' opinions regarding English education in general, and their opinions regarding their personal situations.

The fourth question ("D") assessed whether they study English outside of day school, which in Japan usually occurs in the form of private evening "cram" school lessons, and whether they had traveled or lived abroad.

The final question ("E") was an open-ended question, giving the students a chance to express whether their way of thinking towards English had changed from the time they entered junior high school to the present.

The focus of the analysis is on question "A". The 19 items were categorized as either "integrative", "instrumental", or "personal" (*Appendix A, Questionnaire Question A—Types of*



Motivators), based on classifications previously determined by Gardner and Lambert (1972), Benson (1991), and Teweles (1996). As noted above, the use of computers for learning is so diverse that different uses of computers would determine which of the three categories Item 2, “Using computers or the Internet”, would fall under. For simplicity of understanding for the student, this item was not stated in more specific terms on the questionnaire. As such, however, this has been categorized as “*instrumental/integrative*.” It should be noted that this item could also be considered a personal motivator.

The analysis of the data for question “A” was done using the Statistical Package for the Social Sciences for Windows, Version 9.0.0. (1998).

The questionnaire was first administered to two second-year students as a pilot to assess the clarity of wording of the questionnaire. Based on the students’ comments, the questionnaire was adjusted accordingly before being administered to the full student population. The questionnaire was done during the homeroom periods, taking approximately ten minutes for completion.

Results

Opinions on English Education—Question “A”

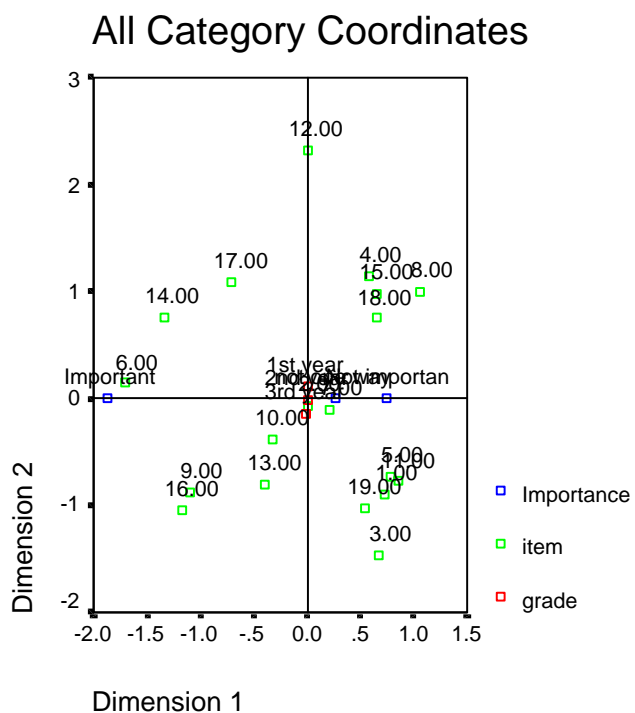
The first question on the survey was designed to establish the students’ opinions on the relative importance of 19 items related to English education and learning in Japan (see *Appendix A, Questionnaire Question A—Types of Motivators*). The data consisted of responses from 276 junior high school students.

The raw data was collapsed to form the following variables: (1) Grade (this refers to the grade of the student: 1=first grade; 2=second grade; 3=third grade); this was analyzed as ordinal data; (2) Item (this refers to items one to 19 from the questionnaire), analyzed as multiple nominal data; and (3) Importance (this is the relative importance assigned to a given item by the student, where 3=important, 2=neutral/unmarked, and 1=not important), analyzed as ordinal data. ‘Grade’ and ‘Importance’ are analyzed as ordinal data based on the assumption that the three grades and the three levels of importance are ordered sequences.



Using principal component analysis (optimal scaling), the output for the first analysis was as follows (See Fig.1):

Figure 1.
Principal component analysis 1 of “Grade”, “Item”, and “Importance”.



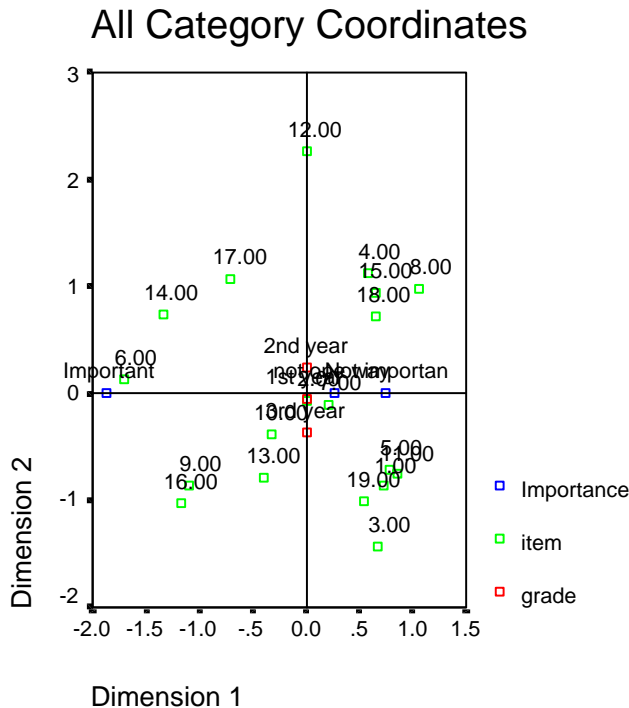
The variation between the grades (“1st year”, “2nd year”, and “3rd year”) along Dimension 2 is 0.009 (*Appendix B, Principle Component Analysis 1, Summary of Analysis*). This would suggest that there is very little difference between the ways that each grade scored the 19 items. In contrast, the variation between the levels of importance is 0.682, suggesting that there is, as would be expected, a difference between what is construed as “Important” versus “Not important”. “Important” falls on the negative side of Dimension 1, at -1.87, while “Not Important” is at +0.74. Because this type of analysis is primarily graphic, the interpretation follows as such. Items 6, 14, 16, 9, and 17, fall close to “Important”. These items would be interpreted as being important reasons for English study for this sample; they represent “Entrance exams”, “Broaden one’s point of view”, “Self-confidence in speaking”, “Traveling”, and “Study about foreign countries,” respectively. Only



Item 14, “Broaden one’s point of view” would be considered an integrative motivator. The others that fall close to “Important” are instrumental motivators. The full output appears in *Appendix B, Principle Component Analysis 1*.

A similar analysis was done, this time with the variable “Grade” analyzed as multiple nominal data. This was done based on the assumption that attitudes in different grades is not an ordered sequence, in contrast to the first principle component analysis. The output appears below (See Fig.2), with a full output in *Appendix B, Principle Component Analysis 2*.

Figure 2.
Principal component analysis 2, analyzed with “grade” as a multiple nominal.



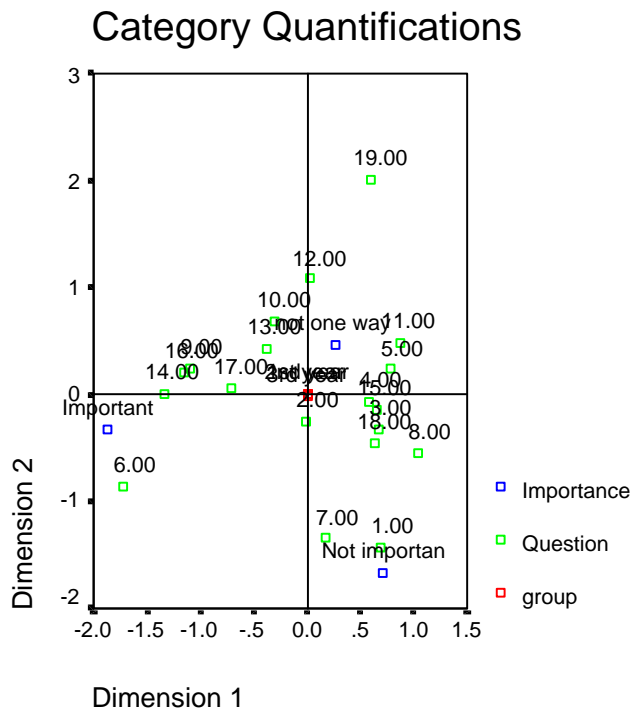
The variance for Grade was 0.058 (*Appendix B, Principle Component Analysis 2, Summary of Analysis*); this was slightly stronger than that obtained when “Grade” defined as an ordinal (0.009) as in the first principal component analysis (*above, Fig. 1*), but still very weak. Again, the interpretation would be that there is very little difference between how the three grades of students scored the 19 items. As there were no other changes in the analysis, the values for “Importance”



(Appendix B, Principle Component Analysis 2, “Importance”) were unchanged from those of the first principle component analysis (above, Fig. 1), while those of “Item” varied marginally from those of the first analysis (Appendix B, Principle Component Analysis 1, “Importance”). Graphically interpreted, the same items were chosen as “Important” in both analyses: Items 6, 14, 16, 9, and 17.

A third analysis of the data used homogeneity analysis. The three variables, “Grade”, “Item”, and “Importance” were analyzed as multiple nominal data, in contrast to the second principle component analysis, where only the first two variables were analyzed as such. This is based on the assumption that there is no previous ordering of the values of the variables. The output is shown in Figure 3.

Fig.3.
Homogeneity analysis of Grade, Item and Importance.



The output shows an almost perfect overlap between the three grades, suggesting little or no variation between how the grades scored the 19 items. From the numerical output, there is only minimal variation (-0.01 along Dimension 2) for “3rd year” (Appendix B, Homogeneity Analysis,



“*Marginal Frequencies and Category Quantifications*”, “*Group*”). There is a clustering of items around “Important”, consistent with both previous principal component analyses, of Items 6, 14, 16, 9, and 17. Again, with the exception of Item 14, “Broaden one’s point of view”, all items are instrumental motivators.

In this analysis, Items 7 and 1, “Getting a good job” and “Passing English proficiency exams”, respectively, are clearly situated near “Not important.” This result would suggest that employment and proficiency exams are not considered important reasons for studying English for these students. English proficiency exams in Japan (commonly known by the abbreviated term, *eiken*) are voluntary, can be taken at any age, and can be an asset in finding employment. In contrast, entrance examinations are required of all students, by all high schools, both private and public. The contrast between the occurrence of Item 6, “Entrance examinations”, close to “Important”, and Item 1, “Passing English proficiency exams”, close to “Not important”, would suggest the relatively higher motivation for examinations of English that are required to enter high schools versus those done voluntarily, which would be beneficial for employment.

Likes and Dislikes in Classroom Activities—Question “B”

The second question (“B”) presented a number of common EFL classroom activities, and asked the student to choose and rank three which they liked the most, in order of preference, and three that they liked the least, in order of *non-preference*. The results for this were obtained by ranking the items according to the sum of their assigned values (please see above, *Methods—Questionnaire* for a detailed explanation on how this was scored). For this question, random equal samples of 58 students (29 females and 29 males) were taken from each of the three grades, for a total of 174 students.

When a comparison was done between grades ($n=58$ for each grade), first-grade students preferred: (1) “Watching videos and movies” (Item 14—62 points); (2) “Playing speaking games” (Item 11—61 points); and (3) “Talking with the Assistant English Teacher” (Item 15—36 points). The second-grade students chose: (1) “Watching videos and movies” (96 points); (2) “Playing



speaking games” (49 points); and (3) “Conversation practice” (Item 7—28 points). Third-grade students favoured: (1) “Watching videos and movies” (102 points); (2) “Singing” (Item 12—57 points); and (3) “Playing speaking games” (34 points) (*Appendix C, Table 2. Likes—Between Grades*). “Playing speaking games” referred in general to information gap games and activities that are regularly used in classroom lessons at this school.

When analyzed between sexes ($n=87$ for each sex), females chose the following types of activities (in order of preference): (1) “Watching videos and movies” (135 points); (2) “Singing” (Item 12—76 points); and (3) “Playing speaking games” (51 points). The males chose two similar activities: (1) “Watching videos and movies” (125 points); (2) “Playing speaking games” (Item 11—93 points); and (3) “Translating English into Japanese” (Item 5—39 points) (*Appendix C, Table 3. Likes--Between Sexes*).

Among all students, “Watching videos and movies” was chosen by a large margin as the most highly-liked item (Item 14—260 points). This was followed by “Playing speaking games” (Item 11—144 points), and “Singing” (Item 3—96 points). (*Appendix C, Table 1. Likes—All Students*). This was reflective of the results obtained when analyses were done between sexes and grades.

For contrast, students were also asked to mark those items in Question B that they *did not like*. For all students, the results were as follows: (1) “Writing essays” (Item 4—292 points); (2) “Writing sentences” (Item 3—156 points); and (3) “Translating Japanese into English” (Item 6—110 points) (*Appendix C, Table 4. Dislikes—All*).

Between the grades, the results were as follows: first-grade, (1) “Writing essays” (Item 4—90 points); (2) “Writing sentences” (Item 3—51 points); (3) “Studying grammar” (Item 13—41 points). The second-grade results were: (1) “Writing essays” (103 points); (2) “Writing sentences” (58 points); and (3) “Translating Japanese into English” (Item 6—45 points); and for the third-grade students, it was: (1) “Writing essays” (99 points); (2) “Writing sentences” (47 points); and (3) “Translating Japanese into English” (36 points) (*Appendix C, Table 5. Dislikes—Between Grades*).

When compared between sexes, the females chose the following: (1) “Writing essays”



(Item 4—152 points); (2) “Writing sentences” (Item 3—76 points); and (3) “Translating Japanese into English” (Item 6—70 points). The males had a slightly different selection: (1) “Writing essays” (140 points); (2) “Writing sentences” (80 points); and (3) “Singing” (53 points) (*Appendix C, Table 6. Dislikes—Between Sexes*).

The results appear to be fairly consistent for the different analyses, suggesting that writing is not an activity that is considered highly liked for this sample of students.

Personal Response—Question “C”

The third question “(C)” asked, “Why do you study English?” Students were asked to answer “Yes”, “No”, or “Not applicable” to each item. In contrast to question “A”, this question was posed in a more personal manner, with the intent of eliciting a more personal response from the students. There is a possibility of discrepancies between what the students feel are important for themselves versus what they feel is good for Japanese people in general. Further to this, the method of analysis for this question was chosen for the purpose of ease of understanding by and drawing of pedagogical implications for the classroom teacher.

The samples consisted of the same respondents as in Question B, 58 students (29 females and 29 males) from each of the three grades, for a total of 174 students. The results are ranked according to percentage of 174 students who answered “Yes” to each item (See Table 1).

Table 1.
Personal reasons for studying English—all students (n=174).

Rank	Item	%
1	Entrance exams	68
2	Tests	68
3	I like it.	49
4	Movies	37
5	Teachers make me.	16
6	Study abroad	14
7	Friends	7
8	Parents make me.	6



The items, “Entrance examinations” and “tests” received the highest “Yes” response rates, each at 68 percent. “Tests” referred to classroom tests (midterm, final tests, etc.) The next highest item, “I like it”, received almost 25 percent less “Yes” responses.

The results of this question were analyzed between grades, using the same samples of 58 students (29 males and 29 females) from each grade. The results are presented in the *Table 2*. Again, the percentages represent percent of “Yes” responses to the question, “Why do you study English?”, “Because (of)...”

Table 2.
 Personal reasons for studying English—differences between grades.

Rank	1st Grade (n=58)	2nd Grade (n=58)	3rd Grade (n=58)
1	Tests (67%)	Tests (69%)	Entrance exams (84%)
2	I like it. (64%)	Entrance Exams (66%)	Tests (67%)
3	Entrance exams (55%)	I like it. (47%)	I like it. (36%)
4	Movies (36%)	Movies (45%)	Movies (31%)
5	Teachers make me (16%)	Teachers make me (12%)	Study abroad (21%)
6	Study abroad (16%)	Friends (5%)	Teachers make me (19%)
7	Friends (12%)	Study abroad (5%)	Parents make me (7%)
8	Parents make me (9%)	Parents make me (2%)	Friends (3%)

For all three grades, “tests” received similar “Yes” response rates. The importance of “Entrance exams” shows a trend of increasing “Yes” responses from the first-grade through to the third-grade. A decreasing trend is evident in “Yes” responses to the item, “I like it”, a trend clearly defined throughout the grades.

When analyzed between sexes, the results as in Table 3 (below) were obtained.



Table 3.
 Personal reasons for studying English—differences between sexes.

Rank	Females (n=87)	Males (n=87)
1	Entrance exams (68%)	Tests (71%)
2	Tests (64%)	Entrance exams (69%)
3	I like it. (60%)	I like it. (38%)
4	Movies (43%)	Movies (32%)
5	Study abroad (22%)	Teachers make me (15%)
6	Teachers make me (16%)	Friends (6%)
7	Parents make me (9%)	Study abroad (6%)
8	Friends (8%)	Parents make me (2%)

The items, “Entrance exams” and “tests” were chosen by both sexes to be strong reasons for studying English, with males having slightly more “Yes” responses. There is a noticeable difference between the third-ranked item, “I like it”, with females responding at 60 percent, and males with only 38 percent. The results of this analysis, when taken with those of question “A”, suggest that entrance examinations play a large part as a motivator for this sample of junior high school students. As classroom tests were not included as one of the 19 items in question “A”, such a comparison could not be made.

Other Questions—Questions “D” and “E”

The fourth question (“D”) was used to assess the percentage of students who had answered “Yes” to having attended “cram” schools, which are evening and weekend lessons conducted by private companies to supplement daytime, public education. Also assessed was the percentage of students who had traveled and/or lived abroad. The sample of respondents was the same as that of questions “B” and “C”. The results are presented in *Table 4*.



Table 4.

Percentage of students who responded “Yes” to having done these things (n=174).

Item	%
Cram school	60
Travelled abroad	14
Lived abroad	2

Almost two-thirds of respondents (60 percent) had answered “Yes” to having attended cram school. Small percentages reported having travelled or lived abroad. Between different grades (See Table 5), there is a slight increase in cram school attendance from first- to second-grade, but essentially no difference from the second- to third-grade. A very small percentage of students had either lived and/or studied abroad.

Table 5.

Percentage of students who responded “Yes” to having done these things—differences between grades.

Item	1st Grade (n=58) (%)	2nd Grade (n=58) (%)	3rd Grade (n=58) (%)
Cram school	53	66	62
Travelled abroad	17	9	16
Lived abroad	5	0	2

When analyzed between sexes (See Table 6), there is an apparent difference between females and males in cram school attendance, but similar values for traveling and living abroad.

Table 6.

Percentage of students who responded “Yes” to having done these things—differences between sexes.

Item	Females (n=87) (%)	Males (n=87) (%)
Cram school	51	69
Travelled abroad	13	15
Lived abroad	3	1



Attendance at cram schools appears to be much higher among males than females. Even from the first grade of junior high school, over one-half of respondents were attending cram schools, and this number increases slightly to the next grade. One of the purposes of cram school is to help students to prepare for high school entrance examinations. The attendance rate at cram school observed in this sample appears to be in accordance with the importance of entrance examinations observed in the analysis of question “A” (above).

The fifth and last question (“E”) asked students to comment on any changes they experienced in their feelings toward studying English, from the time they began junior high school (and formal English education), to the present. Selected responses will be examined in the Discussion.

Discussion

The purpose of this study was to investigate the primary sources of motivation for Japanese junior high school students studying EFL English, and whether there would be changes in these attitudes and motivations towards English education as they progressed from first-year to third-year of study. It was hypothesized that third-year students would be more instrumentally motivated than both the first- and second-year students, particularly by entrance examinations for high school.

Through the three analyses done on Question “A” of the questionnaire (Types of Motivators), the results suggest that there is little or no variation in the attitudes that this sample of junior high school students of different grades hold towards English education.

In all three analyses, items 6, 14, 16, 9, and, to a lesser extent, 17, fall close to “*Important*”. They represent “*Entrance exams*”, “*Broaden one’s point of view*”, “*Self-confidence in speaking*”, “*Traveling*”, and “*Study about foreign countries*,” respectively. Item 6, “*Entrance exams*”, appeared closer to “*Important*” than other items, suggesting a higher relative importance. These results suggest that these items are perceived by these students as being relatively important reasons for Japanese people to study English. Except for Item 14, “*Broaden one’s point of view*”, all items of these items are categorized as instrumental motivators, suggesting a strong instrumental influence.



This is in contrast with the findings of Benson (1991), where integrative and personal motivation were supported in his study of Japanese university freshmen, and with Teweles (1996), where Japanese EFL learners at the university level showed a slight preference for integrative motivation. This is perhaps due to the fact that junior high school students face entrance examinations for both high school and post-secondary school, whereas university students do not.

In Japan, entrance examinations for junior high school students entering high school require much preparation and studying. In question “D”, from a sample of 174 students, 60% had responded that they were attending cram school at the time of the questionnaire. There was a slight difference between grades, with only 53% of first-year students attending, compared to 62%~66% for the second and third-year students. Over two-thirds of boys were attending cram school, versus 51% for girls. The overall rate of 60% of students who attend cram school is therefore also suggestive of the importance of entrance examinations for junior high school students.

Despite attempts at the wording of question “A” to elicit objective opinions (“*The following items are reasons for why Japanese people study English.*”), it is conceivable that some students may interpret this from a personal point of view, and thus answer as such. The third question (“C”) on the questionnaire was included to compensate for this. This specifically asked the student to answer from their own situations and experiences, i.e., “*I study English because...*”, followed by sentence completions. From all student responses, 68% had answered “Yes” to “*Entrance exams*” as being a reason for English study. A similar 68% affirmative response rate to “*Tests*” was found as being a reason. These two reasons represented the two highest “Yes” responses among the eight options given. The next highest response rate was for the reason, “*I like it*”, with a rate of 49%. These findings correspond with those in the first question, the suggestion that entrance examinations are perceived as being of relatively high importance. It could be interpreted that this importance is both what students feel personally and what they feel is important for Japanese learners of English in general. Because “tests” as an item was not included in question “C”, a similar conclusion cannot be drawn for this item.

When the third question was analyzed comparing grade and sex differences, “*Entrance*



exams” and “*Tests*” consistently appeared within the top three reasons. It is interesting to note that the next highest reason in all analyses was, “*I like it.*” This would suggest that there appears to be a rudimentary attraction to English, but that this attraction is offset as the choice of being the strongest reason for studying English by tests and examinations.

Among the classroom activities presented in question “B”, “Watching videos and movies” was chosen as the most-liked activity in all comparisons: all students, by grade, and by sex. “Playing speaking games” was also highly favoured by all groups. These as well as the following activities that were chosen as favourable were common in all analyses: “Singing” and “Conversation practice.” These activities do not, however, directly benefit the students in preparation for entrance examinations, which from the analysis of question “A”, is suggested as being a primary motivator. Only one item that could be directly beneficial in preparation for entrance examinations was chosen as being favourable by the males: “Translating English into Japanese.” A related activity, “Translating Japanese into English” was found to be disliked when looking at the results for all students. Other activities identified as such were: “Writing essays”, “Writing sentences”, “Studying grammar”, and “Singing.” Except for the last item, these activities can be considered as supportive of the preparation for entrance examinations, and yet they were chosen as being disliked. The results of question “A” would suggest that entrance examinations are strong motivators for this sample, while those of question “B” would suggest that translating, and writing essays and sentences are disliked. It thus appears that there is a discrepancy between the primary motivator observed here and classroom activities that students actually like.

The last question (“E”) on the questionnaire asked the students about whether their thinking towards English had changed from the time they entered junior high school to the present (i.e., the time of the questionnaire). A number of first-year males expressed that English was more difficult than they had imagined it, based on their exposure to it during elementary school. One student mentioned that he felt indifferent to English education, but that it was nevertheless necessary to learn.

The feeling among first-year girls was that English turned out to be easier than the



impression they had when they were in elementary school. A number of them had stated that their interest in foreign countries in general had increased through having to learn English. Some second-year females mentioned that because they were able to express themselves in English, they liked it more than when they were in first-year. Others mentioned that English had been difficult throughout junior high school.

A number of second-year boys felt that English was difficult; for some, this was a change from the first year, while for others, it had always been difficult. Among third-year boys, the opinions were mixed: some felt that English had been difficult all along, others felt happy that they could understand English more and more, and others grew to dislike English (one of the reasons given being the emphasis on grammar). One student asked rhetorically why he had to study a language of such a “faraway place”, yet not one of a neighbour such as China or South Korea. The opinions of third-year girls ranged from dislike of English since first-grade, while others mentioned the importance of English in international communication. One student pointed out the enjoyment of being exposed to English in elementary school, where the emphasis was on speaking and listening, contrasted with the difficulty and emphasis on writing and reading in junior high school.

Conclusion

The results obtained in this study suggest that the attitudes and motivations of this sample of junior high school students in Japan towards English education is fairly consistent between the three grades studied, and that the sources for this motivation do not, for the most part, change throughout their three years of EFL study at this level. Instead, it appears that entrance examinations, an instrumental motivator, play a large part in determining their primary motivation for studying English throughout their junior high school years. This, along with a number of other instrumental motivators, suggest an overall instrumental effect. The data is also suggestive of the influence of an integrative reason for studying English, “Broaden one’s point of view.”

It appears that the classroom activities that students chose as favourable are not those which would be considered as directly helpful in preparation for entrance examinations, despite entrance



examinations appearing to be their primary motivator in studying English.

The junior high school level is possibly the first difficult stage of a student's school life in Japan because of the entrance examinations required to enter high school, both public and private. This is their first exposure to entrance examinations, which will then be followed (if the student chooses this route) by entrance examinations for everything from university and junior college, to vocational schools, employment, and professional certification. High school entrance examinations have the reputation of being very difficult exams; this is evidenced by the attendance rate in cram schools. If the primary motivation for this sample of junior high school students studying English as a foreign language is entrance examinations, perhaps the question that needs to be asked is whether this is desirable as being the primary purpose of devoting so many hours and so much effort to studying and learning the English language.



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Appendix A—Questionnaire Question “A”—Types of Motivators

The student were asked: “The following items are reasons for why Japanese people study English. From these, please mark those that you feel are the most important reasons, using [1], [2] and [3]. Also, please mark the three least important reasons, using [X1], [X2] and [X3].“

Each item is categorized as one of the following types of motivation: *instrumental*, *integrative*, or *personal*.

Item Number	Description	Type of Motivation
1	Passing English proficiency examinations (“ei-ken”)	instrumental
2	Using computers or the Internet	instrumental/integrative
3	Watching English movies or television	personal
4	Listening to English radio or music	personal
5	Reading English books or magazines	personal
6	For entrance examinations (high school, junior college, college/university, vocational school)	instrumental
7	Getting a good job	instrumental
8	Writing letters to penpals	integrative
9	When travelling to foreign countries	instrumental
10	Personal interest in English	personal
11	Speaking with friends (or friends of family) who speak English	integrative
12	Talking to foreign friends	integrative



13	Understanding the ways of thinking of foreign people	integrative
14	Broaden one's point of view	integrative
15	Talking with foreign tourists	integrative
16	To have self-confidence when speaking to English speakers	instrumental
17	To study about foreign countries	instrumental
18	To study abroad	instrumental
19	Other	-

Appendix B—Principal Component Analysis (1).

P R I N C A L S - V E R S I O N 0.6
 BY
 DEPARTMENT OF DATA THEORY
 UNIVERSITY OF LEIDEN, THE NETHERLANDS

The number of observations used in the analysis = 5244

List of Variables

=====

Variable	Variable Label	Number of Categories	Measurement Level
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```

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GRADE      grade              3      Ordinal
ITEM       item              19     Multiple Nominal
IMPRTNCE  Importance            3      Ordinal
    
```

Marginal Frequencies

=====

Variable Missing Categories

	Missing	1	2	3	4	5	6	7	8	9
GRADE	0	1767	2223	1254						
ITEM	0	276	276	276	276	276	276	276	276	276
IMPRTNCE	1	827	3589	827						

Marginal Frequencies (cont'd)

=====

Variable Categories

	10	11	12	13	14	15	16	17	18	19
GRADE										
ITEM	276	276	276	276	276	276	276	276	276	276
IMPRTNCE										



The iterative process stops because the convergence test value is reached.

Dimension	Eigenvalue
1	.4547
2	.3334

Variable: GRADE grade

Type: Ordinal Missing: 0

Category:	Marginal Frequency	Quantification
1 1st year	1767	-1.18
2 2nd year	2223	.09
3 3rd year	1254	1.49

Single Category Coordinates

Category	Dimension	
	1	2
1	.00	.11



2	.00	-.01
3	.00	-.14

Multiple Category Coordinates

Category	Dimension	
	1	2
1	.00	.11
2	.00	-.01
3	.00	-.14

Variable: ITEM item

Type: Multiple Nominal Missing: 0

Category:	Marginal Frequency
1	276
2	276
3	276
4	276
5	276
6	276



7	276
8	276
9	276
10	276
11	276
12	276
13	276
14	276
15	276
16	276
17	276
18	276
19	276

Category Quantifications

Category	Dimension	
	1	2
1	.72	-.89
2	.00	-.08
3	.67	-1.46
4	.57	1.14
5	.78	-.73



6	-1.70	.14
7	.20	-.11
8	1.06	1.01
9	-1.10	-.88
10	-.32	-.38
11	.86	-.78
12	.00	2.33
13	-.39	-.81
14	-1.34	.76
15	.65	.98
16	-1.17	-1.05
17	-.71	1.09
18	.65	.75
19	.55	-1.03

=====
 Variable: IMPRTNCE Importance

Type: Ordinal Missing: 1

Category:	Marginal Frequency	Quantification
-----	-----	-----
1 Not important	827	-.90
2 not one way or the o	3589	-.31
3 Important	827	2.26



Single Category Coordinates

Category	Dimension	
	1	2
1	.74	.00
2	.26	.00
3	-1.87	.00

Multiple Category Coordinates

Category	Dimension	
	1	2
1	.74	.02
2	.26	-.01
3	-1.87	.00

=====

Summary of Analysis



Multiple Fit

Variable	Row Sums	Dimension	
		1	2
GRADE	.009	.000	.009
ITEM	1.674	.682	.991
IMPRTNCE	.682	.682	.000
Mean:	.788	.455	.333

Single Fit

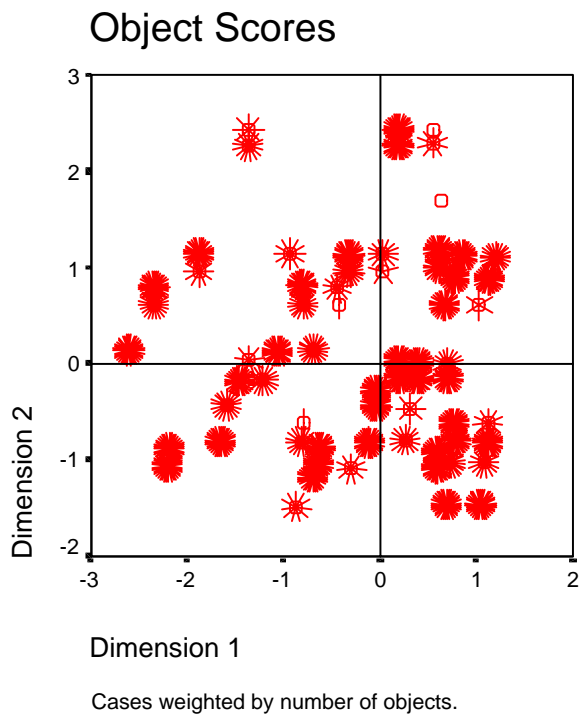
Variable	Row Sums	Dimension	
		1	2
GRADE	.009	.000	.009
ITEM	-	-	-
IMPRTNCE	.682	.682	.000
Mean:	.345	.341	.004

Component Loadings

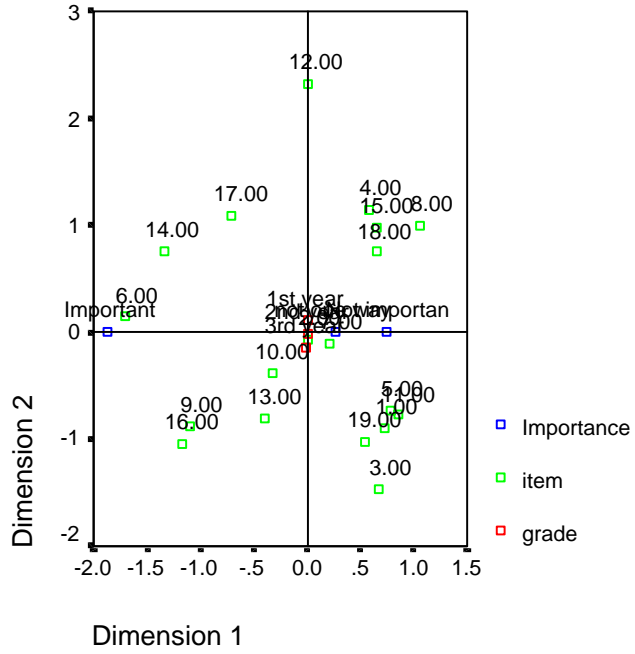


Variable	Dimension	
	1	2
GRADE	-.001	-.093
ITEM	-	-
IMPRTNCE	-.826	.000

Iteration Number	Total Fit	Total Loss	Multiple Loss	Single Loss
	25	.7881	1.2119	1.2119



All Category Coordinates



Appendix B (cont'd)—Principal Component Analysis (2).

P R I N C A L S - V E R S I O N 0.6
 BY
 DEPARTMENT OF DATA THEORY
 UNIVERSITY OF LEIDEN, THE NETHERLANDS

The number of observations used in the analysis = 5244

List of Variables

Variable	Variable Label	Number of Categories	Measurement Level
-----	-----	-----	-----
GRADE	grade	3	Multiple Nominal
ITEM	item	19	Multiple Nominal
IMPRTNCE	Importance	3	Ordinal

Marginal Frequencies

=====

Variable	Missing	Categories
		1 2 3 4 5 6 7 8 9



GRADE	0	1767	2223	1254						
ITEM	0	276	276	276	276	276	276	276	276	276
IMPRTNCE	1	827	3589	827						

Marginal Frequencies (cont'd)

=====

Variable Categories

10 11 12 13 14 15 16 17 18 19

GRADE

ITEM 276 276 276 276 276 276 276 276 276 276

IMPRTNCE

The iterative process stops because the convergence test value is reached.

Dimension Eigenvalue

1 .4547

2 .3334



Accents Asia

-----	-----
1	276
2	276
3	276
4	276
5	276
6	276
7	276
8	276
9	276
10	276
11	276
12	276
13	276
14	276
15	276
16	276
17	276
18	276
19	276



Category Quantifications

Category	Dimension	
	1	2
1	.72	-.87
2	.00	-.07
3	.67	-1.43
4	.57	1.13
5	.78	-.71
6	-1.70	.14
7	.20	-.10
8	1.06	.98
9	-1.10	-.86
10	-.32	-.37
11	.86	-.76
12	.00	2.26
13	-.39	-.79
14	-1.34	.74
15	.65	.95
16	-1.17	-1.02
17	-.71	1.06
18	.65	.73
19	.55	-1.00

=====



Variable: IMPRTNCE Importance

Type: Ordinal Missing: 1

Category:	Marginal Frequency	Quantification
-----	-----	-----
1 Not important	827	-.90
2 not one way or the o	3589	-.31
3 Important	827	2.26

Single Category Coordinates

Category	Dimension	
	1	2
1	.74	.00
2	.26	.00
3	-1.87	.00



Multiple Category Coordinates

Category	Dimension	
	1	2
1	.74	.02
2	.26	-.01
3	-1.87	.00

=====

Summary of Analysis

Multiple Fit

Variable	Row Sums	Dimension	
		1	2
GRADE	.058	.000	.058
ITEM	1.624	.682	.942
IMPRTNCE	.682	.682	.000
Mean:	.788	.455	.333



Single Fit

Variable	Row Sums	Dimension	
		1	2
GRADE	-	-	-
ITEM	-	-	-
IMPRTNCE	.682	.682	.000
Mean:	.682	.682	.000

Component Loadings

Variable	Dimension	
	1	2
GRADE	-	-
ITEM	-	-
IMPRTNCE	-.826	.000

Iteration	Total	Total	Multiple	Single
Number	Fit	Loss	Loss	Loss
-----	----	----	-----	-----



25

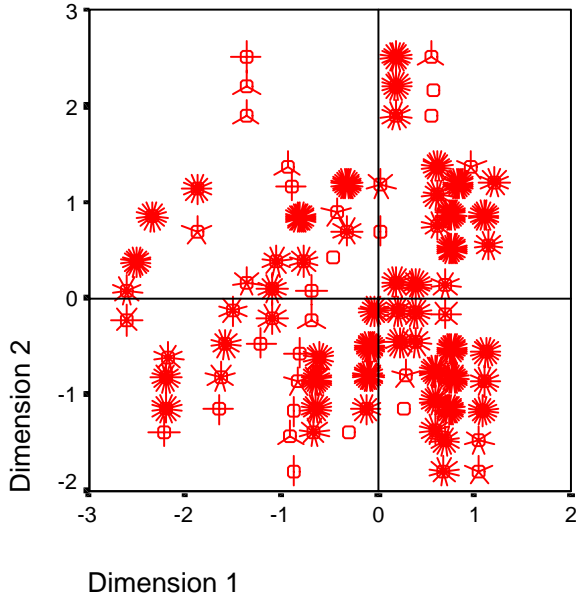
.7881

1.2119

1.2119

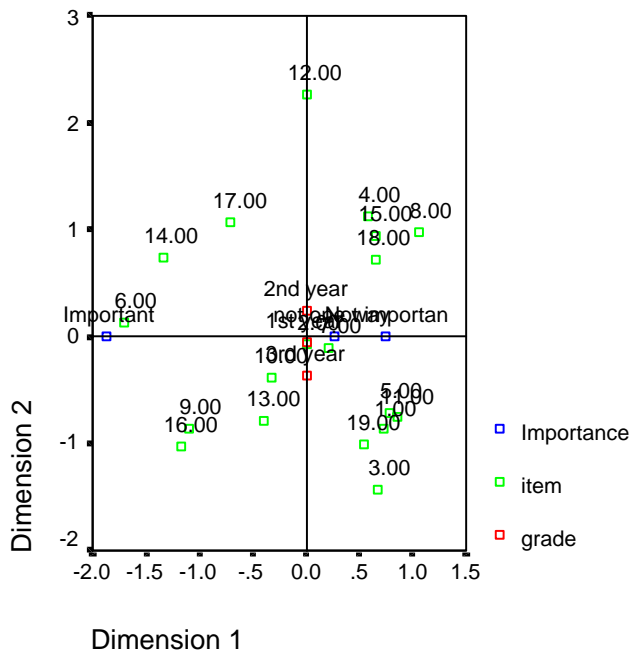
3.207540E-05

Object Scores



Cases weighted by number of objects.

All Category Coordinates



Appendix B (cont'd)—Homogeneity Analysis.

H O M A L S - VERSION 0.6

BY

DEPARTMENT OF DATA THEORY

UNIVERSITY OF LEIDEN, THE NETHERLANDS

The number of observations used in the analysis = 5244

List of Variables

=====

Variable	Variable label	Number of Categories
GROUP	group	3
ITEM	Question	19
IMP	Importance	3

Marginal Frequencies

=====

Variable	Missing	Categories								
		1	2	3	4	5	6	7	8	9
GROUP	0	1767	2223	1254						
ITEM	0	276	276	276	276	276	276	276	276	276



IMP 1 827 3589 827

Marginal Frequencies (cont'd)

=====

Variable Categories

 10 11 12 13 14 15 16 17 18 19

GROUP

ITEM 276 276 276 276 276 276 276 276 276 276

IMP

The iterative process stops because the convergence has been reached in 50 iteration(s).

Dimension Eigenvalue

----- -----

1 .4547

2 .4049

Discrimination measures per variable per dimension

=====

Variable Dimension

 1 2

GROUP .000 .000



ITEM	.682	.608
IMP	.682	.607

Marginal Frequencies and Category Quantifications

=====

Variable: GROUP group

Category		Marginal Frequency
----------	--	--------------------

1	1st year	1767
2	2nd year	2223
3	3rd year	1254

Missing: 0

Category Quantifications

Category	Dimensions		
----------	------------	--	--

	1	2
--	---	---

1	.00	.00
2	.00	.00
3	.00	-.01



Category Quantifications

Category Dimensions

----- -----

	1	2
1	.68	-1.42
2	.00	-.25
3	.67	-.32
4	.57	-.08
5	.79	.23
6	-1.72	-.87
7	.17	-1.35
8	1.04	-.55
9	-1.10	.25
10	-.30	.68
11	.87	.48
12	.03	1.08
13	-.38	.43
14	-1.34	.00
15	.65	-.14
16	-1.16	.20
17	-.70	.06



18	.64	-.46
19	.60	2.01

Variable: IMP Importance

Category Marginal Frequency

1	Not important	827
2	not one way or the o	3589
3	Important	827

Missing: 1

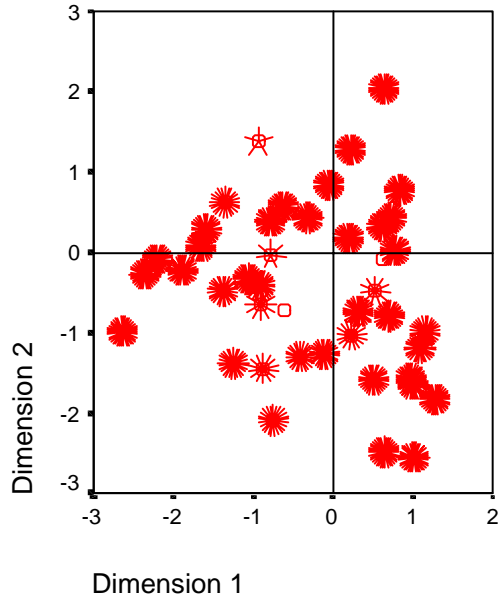
Category Quantifications

Category Dimensions

		1	2
1	.70	-1.68	
2	.27	.46	
3	-1.88	-.33	

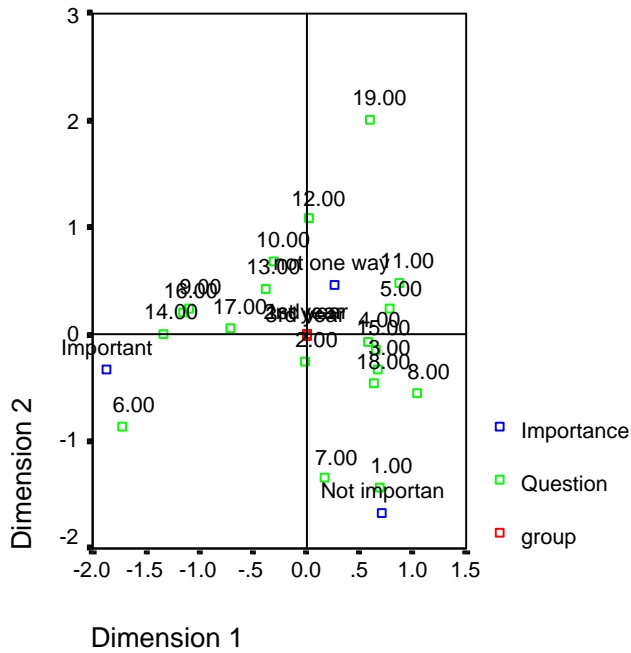


Object Scores



Cases weighted by number of objects.

Category Quantifications



Appendix C—Tables: Question “B”—“Likes and Dislikes”

Table 1. Likes—All Students (brackets indicate rank).

Item	Description	Value
1	Reading to oneself	64
2	Reading & repeating after the teacher	30
3	Writing sentences	42
4	Writing essays	7
5	Translating English into Japanese	73
6	Translating Japanese into English	39
7	Conversation practice	70
8	Greetings	32
9	Learning new Words	35
10	Listening to stories	73
11	Playing speaking games	144 (2)
12	Singing	96 (3)
13	Studying grammar	11
14	Watching videos & movies	260 (1)
15	Talking with the Assistant English Teacher	61
16	Other	7

Table 2. Likes—Between Grades (brackets indicate rank).



Item	Description	1st Grade	2nd Grade	3rd Grade
1	Reading to oneself	13	25	26
2	Reading & repeating after the teacher	10	13	7
3	Writing sentences	16	21	5
4	Writing essays	2	0	5
5	Translating English into Japanese	28	27	18
6	Translating Japanese into English	19	7	13
7	Conversation practice	18	28 (3)	24
8	Greetings	16	8	8
9	Learning new Words	20	9	6
10	Listening to stories	24	22	27
11	Playing speaking games	61 (2)	49 (2)	34 (3)
12	Singing	16	23	57 (2)
13	Studying grammar	0	5	6
14	Watching videos & movies	62 (1)	96 (1)	102 (1)
15	Talking with the Assistant English Teacher	36 (3)	15	10
16	Other	7	0	0

Appendix C (cont'd)

Table 3. Likes—Between Sexes (brackets indicate rank).

Item	Description	Female	Male
1	Reading to oneself	36	28
2	Reading & repeating after the teacher	13	17



3	Writing sentences	18	24
4	Writing essays	0	7
5	Translating English into Japanese	34	39 (3)
6	Translating Japanese into English	11	28
7	Conversation practice	41	29
8	Greetings	18	14
9	Learning new Words	11	24
10	Listening to stories	40	33
11	Playing speaking games	51 (3)	93 (2)
12	Singing	76 (2)	20
13	Studying grammar	7	4
14	Watching videos & movies	135 (1)	125 (1)
15	Talking with the Assistant English Teacher	24	37
16	Other	7	0

Table 4. Dislikes—All Students (brackets indicate rank).

Item	Description	Value
1	Reading to oneself	64
2	Reading & repeating after the teacher	75
3	Writing sentences	156 (2)
4	Writing essays	292 (1)
5	Translating English into Japanese	44
6	Translating Japanese into English	110 (3)



7	Conversation practice	32
8	Greetings	2
9	Learning new Words	28
10	Listening to stories	9
11	Playing speaking games	54
12	Singing	69
13	Studying grammar	100
14	Watching videos & movies	4
15	Talking with the Assistant English Teacher	5
16	Other	0

Appendix C (cont'd)

Table 5. Dislikes—Between Grades (brackets indicate rank).

Item	Description	1st Grade	2nd Grade	3rd Grade
1	Reading to oneself	23	23	18
2	Reading & repeating after the teacher	33	9	33
3	Writing sentences	51 (2)	58 (2)	47 (2)
4	Writing essays	90 (1)	103 (1)	99 (1)
5	Translating English into Japanese	6	26	12
6	Translating Japanese into English	29	45 (3)	36 (3)
7	Conversation practice	11	8	13
8	Greetings	0	0	2



9	Learning new Words	15	8	5
10	Listening to stories	1	3	5
11	Playing speaking games	17	9	28
12	Singing	27	25	17
13	Studying grammar	41 (3)	30	29
14	Watching videos & movies	4	0	0
15	Talking with the Assistant English Teacher	0	1	4
16	Other	0	0	0

Table 6. Dislikes—Between Sexes (brackets indicate rank).

Item	Description	Female	Male
1	Reading to oneself	25	39
2	Reading & repeating after the teacher	29	46
3	Writing sentences	76 (2)	80 (2)
4	Writing essays	152 (1)	140 (1)
5	Translating English into Japanese	28	16
6	Translating Japanese into English	70 (3)	40
7	Conversation practice	18	14
8	Greetings	1	1
9	Learning new Words	17	11
10	Listening to stories	5	4
11	Playing speaking games	28	26
12	Singing	16	53 (3)



- ___ ペンパルに手紙を書くため
- ___ 外国へ旅行するときのため
- ___ 自分が英語に興味があるため
- ___ 家族や友達に英語を話す人がいて一緒に話すため
- ___ 外国人の友達と話すため
- ___ 外国人の考え方を分かるようにするため
- ___ 視野を広くさせるため
- ___ 外国の観光客と話すため
- ___ 英語を話す人と自信をもって会話をするため
- ___ 外国について学習するため
- ___ 外国で留学するため
- ___ 他に _____

B . 次に挙げた英語の授業の活動の中で、1 番目、2 番目、3 番目に「好きだ」と思う順番に、「1」「2」「3」を ___ に書いてください。

さらに、1 番目、2 番目、3 番目に「好きではない」と思う順番に、「X 1」「X 2」「X 3」を ___ に書いてください。

- ___ 自分で読むこと
- ___ 先生の上に繰り返して読むこと
- ___ 文を書くこと
- ___ 作文を書くこと
- ___ 英語を日本語にすること
- ___ 日本語を英語にすること
- ___ 会話をする事
- ___ あいさつをする事
- ___ 新しい単語を習うこと



- ___ 物語を聞くこと
- ___ 会話ゲームをすること
- ___ 歌うこと
- ___ 文法を習うこと
- ___ ビデオや映画を見ること
- ___ A E T と会話をする事
- ___ 他に _____

C . 次の文を読んで「はい」か「いいえ」か「関係ない」を選んで O で囲んでください。

私は英語を勉強しています。なぜならば・・・

- | | | | |
|-----------------|----|-----|------|
| 英語の勉強が好きだから。 | はい | いいえ | 関係ない |
| 両親が私にさせるから。 | はい | いいえ | 関係ない |
| 友達が英語を勉強しているから。 | はい | いいえ | 関係ない |
| 先生達が私にさせているから。 | はい | いいえ | 関係ない |
| テストでいい点をとりたいから。 | はい | いいえ | 関係ない |
| 入学試験に合格するため。 | はい | いいえ | 関係ない |
| 将来外国で留学をしたいから。 | はい | いいえ | 関係ない |
| 外国の映画が好きだから。 | はい | いいえ | 関係ない |
| 他に _____ | はい | いいえ | 関係ない |

D . 私は・・・

- | | | |
|--------------------------|----|-----|
| 中学校以外の英語を勉強しています。(熟など) | はい | いいえ |
| 外国へ行ったことがあります。 | はい | いいえ |
| いえ | | |
| 外国に住んだことがあります。 | はい | いいえ |

E . 中学校に入って英語の学習を始めてから今まで、英語に対してのあなたの考え方は変



わかりましたか、それとも変わっていませんか。あなたの今までの英語に対する考えを書いてください。

御協力ありがとうございました。Thank you very much!



- _____ Talking to foreign friends
- _____ Understanding the ways of thinking of foreign people
- _____ Broaden one's point of view
- _____ Talking with foreign tourists
- _____ To have self-confidence when speaking to English speakers
- _____ To study about foreign countries
- _____ To study abroad
- _____ Other

B. The following items are activities done in English lessons. Please mark three (3) that you like the most, using [1], [2] and [3]. Also, please mark three (3) that you like the least, using [X1], [X2] and [X3].

- _____ Reading to oneself
- _____ Reading & repeating after the teacher
- _____ Writing sentences
- _____ Writing essays
- _____ Translating English into Japanese
- _____ Translating Japanese into English
- _____ Conversation practice
- _____ Greetings
- _____ Learning new Words
- _____ Listening to stories
- _____ Playing speaking games
- _____ Singing
- _____ Studying grammar
- _____ Watching videos & movies



_____ Talking with the Assistant English Teacher

_____ Other

C. Please read the following statements and for each one, circle either, “Yes”, “No”, or “Not applicable”.

I study English...

...because I like it.	Yes	No	Not applicable
...because my parents make me.	Yes	No	Not applicable
...because my friends study English.	Yes	No	Not applicable
...because my teacher makes me.	Yes	No	Not applicable
...to get good test scores.	Yes	No	Not applicable
...to pass entrance exams.	Yes	No	Not applicable
...to study abroad in the future.	Yes	No	Not applicable
...because I like foreign movies.	Yes	No	Not applicable

D. As for me, I...

...study English outside of junior high school (cram school, etc.).	Yes	No	
...have travelled abroad.	Yes	No	
...have lived abroad.		Yes	No

E. Since you entered junior high school and began to study English, until now, has your way of thinking towards English changed or not? Please write your thoughts about this below.



Thank you very much for your efforts.



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