Motivation for Learning English as a Foreign Language in Japanese Elementary Schools

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This study investigated how 345 Japanese elementary school pupils' intrinsic and extrinsic motivation for learning English changed with age (174 third and 171 sixth graders). Factor analysis identified five underlying factors: interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety. The results of an ANOVA showed significant differences in intrinsic motivation, interest in foreign countries, and instrumental motivation between the third and sixth graders. The third graders' mean scores were higher than those of the sixth graders. This study revealed a rather steady developmental decline in intrinsic and extrinsic motivation for learning English, which might be attributed to general development trends in contemporary Japanese elementary school pupils. Within a consensus that there is considerable room for improvement in primary–school English education in Japan, the results of the present study suggest that the area of motivation can shed light on how the teaching methods for elementary school students in the higher grades can be improved.

本研究は、日本の小学生英語学習者の英語学習に対する内発的・外発的動機が年齢によりどのように変化していくかを調べたものである。調査参加者は、3年生174名、6年生171名、合計345名である。質問紙で得たデータを因子分析した結果、外国に対する興味、内発的動機、親の励まし、道具的動機、不安の５つの因子が抽出された。さらに分散分析の結果、外国に対する興味、内発的動機、道具的動機に有意差がみられ、どれも３年生の平均値が６年生の平均値よりも高かった。この結果から、学年があがるほど英語学習に対する内発的動機と外発的動機が低下していることがわかる。これは今の小学生の一般的な発達的傾向に原因があるという推測も成り立つが、特に、本論文では日本の初等英語教育においても改善すべき点があるとの立場から、高学年の指導法の改善の必要性を示唆した。

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Many people consider *motivation*, which refers to "the process whereby goal-directed activity is instigated and sustained" (Pintrich & Schunk, 2002, p. 5), to be one of the most important factors involved in learning English. Gardner and Lambert (1972) suggest that motivation can be divided into two types: *integrative motivation*, referring to positive attitudes and feelings toward the target language group, and *instrumental motivation,* referring to the potential utilitarian gains of second language (L2) proficiency, such as getting a better job or higher salary. By the 1990s Gardner's motivation theory had overwhelming dominance in L2 motivation research (Dörnyei, 2001). Some researchers of second language acquisition (SLA) have however started to pay attention to mainstream motivation psychology, incorporating psychological and "education-friendly" motivation research into their own (Dörnyei, 2001).

The difference between *intrinsic motivation*, referring to "motivation to engage in an activity for its own sake" and *extrinsic motivation*, referring to "motivation to engage in an activity as a means to an end" (Pintrich & Schunk, 2002, p. 245), is another well-known distinction in psychological motivational theory (Dörnyei, 2001). Brown (2000) suggests that intrinsic and extrinsic factors can be easily identified in foreign–language classrooms regardless of differences between cultural beliefs and the attitudes of learners and teachers. Although research into intrinsic and extrinsic motivation has been systematically introduced into SLA by Noels, Pelletier, Clément, and Vallerand (2000), to date there has been little research into children's intrinsic and extrinsic motivation for learning foreign languages.

At elementary schools across Japan, English classes are being conducted to promote international understanding under the aegis of the Ministry of Education, Culture, Sports, Science, & Technology's [MEXT] "Period for Integrated Study" programme (Ministry of Education, 2001). English activities were conducted in about 92.1% of all Japanese public elementary schools in 2004 (Ministry of Education, 2005). Although several researchers (e.g., Higuchi, Kunikata, Miura, Kitamura, Nakamoto, & Moriya, 1994; Takada, 2003) have conducted a few motivational studies of English as a foreign language (EFL) in Japanese elementary schools, most studies have focused only on the effect of childhood English learning. There have been very few attempts to reveal the motivational factors underlying Japanese elementary school pupils' EFL learning.

Harter (1981), Lepper, Sethi, Dialdin, and Drake (1997), and Sakurai and Takano (1985) found that pupils' intrinsic motivation for learning in

general decreases with age. It is often said that students in lower grades seem to participate in English lessons actively through playing games and singing songs, but students in upper grades tend less to enjoy such activities. However, there has been little research into developmental trends in motivation for learning EFL. Thus, the purpose of the present study is to clarify several underlying factors behind Japanese elementary school pupils' motivation for learning EFL and their developmental trends.

Background

Intrinsic and Extrinsic Motivation

Defining intrinsic and extrinsic motivation has always been very controversial with several definitions being discussed to date (Sansone & Harackiewicz, 2000). First, Heider (1958) introduced *perceived locus of causality*, referring to actions or outcomes which can be perceived either as being personally caused or the result of impersonal causes. *Personal causality* refers to "instances in which *P* causes *x* intentionally" (p. 100). For example, people who have personal causality act on their own with their goal being to get an object. *Impersonal causality* refers to instances in which "*P* may cause x unintentionally merely because his or her physical or social being exerts some influence on the environment" (p. 100). For example, an outburst of anger may cause unintended displeasure. Thus, impersonal causality is often enacted unconsciously.

deCharms (1968/1983) expanded Heider's concept and proposed the concepts of *origin* and *pawn*. "An Origin is a person who perceives his behavior as being determined by his own choosing; a Pawn is a person who perceives his behavior as being determined by external forces beyond his control" (p. 273). An origin is intrinsically motivated, whereas a pawn is extrinsically motivated (deCharms, 1968/1983).

Building upon these concepts, Deci and Ryan (1985) and Ryan, Connell, and Deci (1985) developed their *self-determination theory*, which suggests that under certain conditions there can be a shift from extrinsic control to self-regulation: *internalization*, referring to "the process by which children assimilate the socializing environment and accommodate to its demands and affordances" (Ryan et al., 1985, p. 33).

Secondly, Kruglanski (1975) introduced *endogenous-exogenous* attribution, where endogenous action refers to "an end in itself" (p. 390). For example, people who have endogenous attribution learn English for the sheer enjoyment of studying and knowing English; they have no other goal. On the other hand, exogenous action refers to "a means that medi-

ates a further goal, one exogenous to it" (Kruglanski, 1975, p. 390). For example, persons who have exogenous attribution study English for external reasons, such as for careers and entrance examinations. Endogenous action is thereby linked with intrinsic motivation and exogenous action with extrinsic motivation..

In SLA, Noels et al. (2000) developed the Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, Amotivation Subscale (LLOS-IEA), on the basis of the self-determination theory introduced by Deci and Ryan (1985). Noels et al. investigated the relations between the items of LLOS-IEA and the four orientations discussed by Clément and Kruidenier (1983), including instrumental orientation, friendship orientation, travel orientation, and knowledge orientation. Noels et al. found that instrumental orientation was associated with external regulation, whereas travel, friendship, and knowledge orientations were correlated more with self-determined and intrinsic motivation. That is, Noels et al. considered the relationships between intrinsic/extrinsic and integrative/instrumental motivation from the viewpoint of self-determination theory.

On the other hand, Schmidt, Boraie, and Kassabgy (1996) developed a questionnaire including concepts from cognitive and educational psychology. They defined extrinsic motivation as motivation to obtain an external reward and intrinsic motivation as motivation to get sufficient rewards from the activity itself. They went on to say that both instrumental and integrative motivation can be seen as subtypes of extrinsic motivation because both are related to goals and outcomes. Thus, it might be said that Schmidt et al. devised their questionnaire based on endogenous-exogenous attribution, although they did not specifically mention this.

Several lines of research which show developmental changes in intrinsic and extrinsic motivation have been conducted. Harter (1981) examined intrinsic and extrinsic motivation for studying in general in Connecticut, New York, Colorado, and California. Over 3,000 pupils (third through ninth graders) participated. She found a decline in intrinsic motivation in third through ninth graders. Harter investigated five subscales: challenge, curiosity, mastery, judgment, and criteria, which she defined as a "preference for challenge versus preference for easy work, curiosity/interest vs. teacher approval, independent mastery attempts vs. dependence on the teacher, independent judgment vs. reliance on the teacher's judgment, and internal vs. external criteria for success/failure" (p. 300). Harter found that students' responses on the challenge, curiosity, and mastery subscales changed from intrinsic to extrinsic motivation

with age. In contrast, there was a shift from extrinsic to intrinsic motivation on the judgment and criteria subscales.

Harter's questionnaire forced children to decide which of the options was more true for them. There were two sentences in each item: one based on intrinsic motivation and the other on extrinsic motivation. An example, one of the items had the following sentence for its intrinsic choice: "Some kids know whether or not they're doing well in school without grades"(p. 305). For its extrinsic choice the item had: "Other kids need to have grades to know how well they are doing in school" (p. 305). The children were asked to decide which kind of child they were like and were then asked whether this description was only partially true or completely true for them. Each item was scaled ranging from 1 indicating maximum extrinsic motivation to 4 indicating maximum intrinsic motivation.

Harter (1981) assumed that intrinsic and extrinsic motivation were negatively correlated. Some researchers (Lepper et al., 1997; Lepper & Henderlong, 2000; Pintrich & Schunk, 2002) have started to cast doubt on Harter's results, however. For example, Lepper et al. (1997) tried to replicate Harter's research. Harter's scale forced children to make a choice, but Lepper et al. modified the scale. The modified scale allowed children to answer intrinsic and extrinsic items independently. That is, the Lepper team assigned each of Harter's items to separate scales for intrinsic and extrinsic motivation, each with a five-point Likert scale. Using these modified scales, Lepper et al. found a decrease in intrinsic motivation with age, but no evidence of an increase in extrinsic motivation. That is, intrinsic and extrinsic motivation proved far from negatively correlated. These results seem to show that intrinsic and extrinsic motivation can operate independently (Pintrich & Schunk, 2002). Intrinsic and extrinsic motivation are not two ends of a continuum but separate continua, each ranging from high to low (Pintrich & Schunk, 2002).

Following Harter (1981), Sakurai and Takano (1985) administered a questionnaire to 486 students in Japan: second–graders through seventh–graders. Sakurai and Takano changed several items, including those dealing with perceived locus of causality, endogenous-exogenous attributions, and enjoyment, as well as items addressing curiosity, challenge, and mastery. Using factor analysis (30 items), they identified six factors: curiosity, causality, enjoyment, mastery, challenge, and attribution. Sakurai and Takano found three types of developmental trends. First, the curiosity, causality, and enjoyment subscales declined gradually from second through fifth grades but increased in sixth grade and decreased again in seventh grade. Second, with age, the mastery and

challenge subscales decreased. Third, the attribution subscale increased with age. Although there are slight differences among their results and ideas, Harter (1981), Lepper et al. (1997), and Sakurai and Takano (1985) all found that intrinsic motivation decreases with age.

Motivation of Elementary School Pupils for Learning Foreign Languages

It is crucial to reveal what motivational differences exist between motivation of adults and children. Although for learning foreign languages, there has been a lot of research into the motivation of adults and adolescents, research into the motivation of elementary school pupils for learning foreign languages has been hard to find. Children are different from adults in terms of various factors such as cognitive skills and physical maturity. We cannot directly apply to children the results of motivational research on adults.

Masgoret, Bernaus, and Gardner (2001) examined the attitudes and motivation of 499 Spanish children ages 10 through 15 who were studying English in Spain. In their study, they developed a children's version of the mini-Attitude/Motivation Test Battery (ATMB) because the items of the AMTB and mini-AMTB were difficult for young children and the administration time was too long. The Attitude/Motivation Test Battery (AMTB) and a shorter version (the mini-AMTB) were originally developed for older school-aged students and adults. A factor analysis was conducted and after varimax rotation, a five-factor solution was chosen. The factors were as follows: attitudes toward English, orientation to learn English, English proficiency, age, and parental encouragement. According to Masgoret et al. (2001), there was "no clear indication of independent clusters reflecting Integrativeness, Attitudes Toward the Learning Situation, Motivation, or Language Anxiety" (p. 291) and the factors that underlie motivation of children for learning EFL were significantly different from those of adults.

Nikolov (1999) reported on EFL motivation of 6- to 14-year-old children in Hungary in what was called the Pécs project. Three studies were conducted in 1977, 1985, and 1987 respectively and followed three groups of children over their first eight years of schooling. A questionnaire consisting of the same six open-ended questions was used during the eight-year period. The results of the first question (Why do you learn English?) were grouped into four types: classroom experience, teacher, external reasons, and utilitarian reasons. Nikolov found that the 8- to 11-

year olds had more external reasons to learn English than the 6- to 8-year olds and tended to look ahead more into the future. The 11- to 14-year olds stated more utilitarian reasons than the younger children. Nikolov said that integrative motivation was not found in the answers. Nikolov's study showed some developmental trends of motivation for learning EFL, which is very informative. However, the number of participants was small and the research was done in Hungary, where, like Japan, the first language is not related to any spoken in neighboring countries but where the necessity, the choice, and the opportunity to learn foreign languages are all quite different from Japan. Thus, the research conducted by Nikolov might not be directly applicable to a Japanese context.

In Japan, there have been a few studies (e.g. Higuchi et al. 1994; Takada, 2003) related to elementary school pupils' motivation for learning EFL. Most of them investigated the effect of early childhood English learning and were conducted on junior high, high school, and college students, not elementary school pupils. Harter (1981), Lepper et al. (1997), and Sakurai and Takano (1985) found that intrinsic motivation for studying in general declines gradually with age, but there have been no such studies on EFL pupils in Japan. Therefore, the present study explores the factors underlying Japanese elementary school pupils' motivation for learning EFL and their developmental trends. It is hoped that the results of this study will shed new light on the concept of motivation for learning EFL among Japanese elementary school pupils and will expand its scope and implications.

Research Hypotheses

Generally speaking, extrinsic motivation means external causality based on the perceived locus of causality, which was suggested by Heider (1958), deCharms (1968/1983), and Deci and Ryan (1985). However, at the moment, most Japanese elementary schools do not have homework or regular tests. Because pupils seem to feel little external pressure, it may not be appropriate to discuss external causality. Thus, this study investigates only the endogenous and exogenous attributions suggested by Kruglanski (1975). Referring to Schmidt et al. (1996), the present study defines intrinsic motivation as motivation to get sufficient rewards from the activity itself and extrinsic motivation as motivation to obtain an external reward.

Hypothesis 1

As has been mentioned above, Harter (1981) found a decline in intrinsic motivation related to challenge, curiosity, and mastery with age. Lepper et al. (1997) also found a decrease in intrinsic motivation with age. In Japan, Sakurai and Takano (1985) found that although curiosity, causality, and enjoyment increased temporarily in sixth grade, these gradually declined with age. Hence,

> Hypothesis 1: Third graders have more intrinsic motivation for learning EFL than sixth graders.

Hypothesis 2

As has been discussed above, Nikolov (1999) revealed that instrumental motivation emerged at age 11 or 12, and that the 11- to-14-year olds suggested more utilitarian reasons for learning English than the younger children. Therefore,

> Hypothesis 2: Sixth-graders have more extrinsic motivation for learning EFL than third graders.

Method

Participants

Third (8 to 9 years old) and sixth (11 to 12 years old) graders in two public elementary schools (N and K) and one private school (S) were selected, for a total number of 354. Individuals with missing values were excluded and full analyses were performed on 345 participants: 174 third and 171 sixth graders. There were 193 boys and 161 girls (one respondent did not answer the question on gender). Teachers in each school signed an informed consent statement assuring each participant of anonymity and confidentiality.

K Elementary School

There are 425 pupils in K Elementary School. One hundred and thirty-four pupils, 73 third- and 61 sixth- graders, participated in the study. English lessons are provided for pupils in the first through sixth grades. They have an English lesson once a week. English lessons are given by an assistant language teacher (ALT) or a Japanese teacher of English (JTE)

together with their homeroom teacher (HT). Their main English activities are playing games and singing songs. In addition, English instruction was adopted during music lessons once a week.

N Elementary School

There are 307 pupils in N Elementary School. One hundred and two pupils, 51 third and 51 sixth graders, participated in the study. English lessons are provided for pupils in first through sixth grade. They have a 20-minute English lesson four times a week. English lessons are team-taught by the HT and ALT. Students learn English through games, songs, and stories. In addition, English instruction has been adopted during music and physical education lessons.

S Elementary School

There are 360 pupils in S Elementary School. One hundred and nine pupils, 50 third- and 59 sixth-graders, took part in the study. English lessons started 14 years ago. English lessons are provided for pupils in third through sixth grade and are taught by a JTE twice a week. In addition, fifth- and sixth-graders have English lessons taught by an ALT once a week. Although they learn to read and write in English, they primarily learn English through games, songs, and stories. They have regular English tests and get a grade at the end of each term.

Pilot Study

A pilot study was conducted in July 2003 with 41 elementary school pupils who attended a private English school in Iruma City, Saitama. Through observing the respondents and listening to their questions, the wording of the items on the questionnaire was modified and revised for the present study.

Instruments

This study employed a survey research design using a questionnaire. Questionnaires have been developed for adult and adolescent EFL learners (e.g., Dörnyei, 1990; Schmidt et al., 1996) and in Japan, questionnaires have been developed to study the motivation of Japanese EFL learners (e.g., Kimura, Nakata, & Okumura, 2001). The studies conducted in Japan are informative and helpful in creating new motivational questionnaires for EFL in Japanese situations. However, most of these questionnaires are

for adults and adolescent students and are not suitable for elementary school pupils. Several researchers have investigated the motivation of elementary school pupils for learning languages. There has, however, been no research in Japan and little elsewhere focusing on children's intrinsic and extrinsic motivation for learning foreign languages.

Thus, the author created the Motivation and Attitudes toward Learning English Scale for Children (MALESC) based on the body of literature regarding motivation in SLA and intrinsic and extrinsic motivation in psychology, referring in particular to Schmidt et al. (1996), Sakurai and Takano (1985), and Gardner (1985). There are 19 items on the questionnaire, including items on motivation to learn English, interest in foreign countries, caregivers' encouragement, and anxiety (see Appendix). Some researchers suggest using an even number of response options because some respondents might use the middle category, (i.e., "neither agree nor disagree", "not sure", or "neutral") too often (Dörnyei, 2003). Thus, this study used a four-point Likert scale. Each response option was assigned a number for scoring purposes: *strongly agree* = 4, *agree* = 3, *disagree* = 2, *strongly disagree* = 1.

Procedure

The data was collected in September 2003. In order to reduce bias that could be created across the different schools, a tape recorded by the researcher was used to give instructions during data collection sessions. The pupils listened to the tape after the teachers distributed the questionnaires. The total administration of the questionnaire lasted between 10 and 15 minutes.

Data Analysis

The collected data was analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. The mean and standard deviations (SD) of the third, sixth, and both the third- and sixth-graders together were reported for each question. In the present study, exploratory factor analysis was used for extracting underlying factors behind the motivation of elementary school pupils. Based on the results of this analysis, subscales were created by adding the scores for the items within each factor. In order to test hypotheses 1 and 2, a one-way ANOVA was used with SPSS.

Table 1. Descriptive Statistics for Individual Items

	Third-graders (n= 174)		Sixth-graders (n = 171)		Third- & -sixth-graders (n = 345)	
Item	*M*	*SD*	*M*	*SD*	*M*	*SD*
Q1	3.61	.59	3.23	.79	3.42	.72
Q2	3.35	.95	3.21	1.01	3.28	.98
Q3	3.44	.75	2.98	.86	3.21	.84
Q4	3.31	.86	2.97	.96	3.15	.96
Q5	2.51	1.27	2.64	1.12	2.57	1.19
Q6	3.47	.77	3.03	.97	3.26	.90
Q7	3.54	.75	2.99	1.01	3.27	.93
Q8	3.31	.92	2.69	1.03	3.01	1.02
Q9	3.02	.99	3.09	.94	3.05	.97
Q10	1.89	1.10	1.84	1.01	1.86	1.05
Q11	3.44	.81	3.17	.96	3.31	.90
Q12	3.52	.85	3.08	1.01	3.31	.96
Q13	2.88	1.10	2.83	1.03	2.86	1.07
Q14	2.71	1.17	2.49	1.09	2.61	1.14
Q15	2.87	1.19	2.57	1.19	2.73	1.20
Q16	2.90	1.20	2.54	1.14	2.72	1.18
Q17	3.41	.94	2.91	1.03	3.17	1.02
Q18	2.25	1.15	2.05	1.07	2.16	1.11
Q19	3.25	.95	2.80	1.06	3.03	1.03

Note: strongly agree = 4. agree = 3. disagree = 2. strongly disagree = 1.

Results

General Description

The total number of subjects in the present study was 345, 174 third and 171 sixth graders. The mean and SD of individual items in the questionnaire of the third, sixth, and third-and-sixth graders are indicated in Table 1.

Factor analysis was used for extracting underlying factors behind motivation of elementary school pupils. After varimax rotation, five factors with eigenvalues over 1.00 emerged. The five factors accounted for 66.27% of the total variance. The items loading highest on each factor are listed in Table 2.

Table 2. Factor Loadings for 19 Questionnaire Items

Item		Factor loading
	Factor 1: Interest in Foreign Countries (α = .86)	
2.	I would like to go to various foreign countries.	.82
4.	I would like to make a lot of foreign friends.	.77
12.	I would like to try and talk to foreigners when my English becomes proficient.	.73
15.	I would like to live abroad.	.77
17.	I would like to know more about foreign countries.	.67
	Factor 2: Intrinsic Motivation (α = .84)	
1.	English lessons are great fun. (I really enjoy learning English.)	.85
3.	I always look forward to the day when we have English class.	.87
6.	I would like to try to use the English which I have learned.	.57
8.	I hope that we have more English lessons.	.81
	Factor 3: Caregivers' Encouragement (α = .78)	
9.	In my family, we all feel that it is very important to learn English.	.86
13.	My parents hope that my English will be proficient.	.87
18.	My parents tell me to study English hard.	.71
	Factor 4: Instrumental Motivation (α = .72)	
7.	I study English in order to make English easier for me in junior high school.	.81
11.	I study English because I think English will be necessary for me when I am an adult.	.63
14.	I am studying English for a future job.	.45
19.	I am studying English in order to enter a high school or a university.	.82
	Factor 5: Anxiety (α = .64)	
5.	I get worried when I am doing worse than my classmates in English class.	.79
10.	I am somehow always anxious in the English class.	.75
16.	I get nervous when I answer or give a presentation in English class.	.75

Note. Item descriptions can be found in Appendix.

Factor 1 seems to address feelings towards foreign countries or foreigners and can be labeled Interest in Foreign Countries. The items loading on Factor 2 represent intrinsic motivation and can be labeled Intrinsic Motivation. The items loading on Factor 3 primarily ask how the caregivers feel about their children learning English and thus can be labeled Caregivers' Encouragement. All of the items that load on Factor 4 ask about the practical reasons for studying English. Factor 4 can be called Instrumental Motivation. Factor 5 clearly represents anxiety and can be called Anxiety.

Based on the results of factor analysis, the scores for the items within each factor were added up to create the five subscales. Cronbach alpha for each subscale ranged from .65 to .86. Descriptive statistics for the five subscales are presented in Table 3.

Table 3. Descriptive Statistics for Five Subscales

Factor	Min	Max	*M*	*SD*
Interest in Foreign countries	5.00	20.00	15.60	4.07
Intrinsic motivation	4.00	16.00	12.87	2.90
Caregivers' encouragement	3.00	12.00	8.08	2.64
Instrumental motivation	4.00	16.00	12.24	2.99
Anxiety	3.00	12.00	7.16	2.63

Table 4 shows the means and SD for the five subscales of the third and sixth graders.

Table 4. Means and SD for Subscales of Third- and Sixth-Graders

	Third-graders		Sixth-Graders	
Factor	*M*	*SD*	M	SD
Interest in foreign countries	16.46	3.75	14.72	4.21
Intrinsic motivation	13.82	2.48	11.91	2.99
Caregivers' encouragement	8.19	2.74	7.97	2.54
Instrumental motivation	12.98	2.77	11.48	3.02
Anxiety	7.30	2.79	7.02	2.46

An ANOVA (see Table 5) was run in order to reveal differences between the third and sixth graders on each subscale. The results of the ANOVA showed significant differences in interest in foreign counties, intrinsic motivation, and instrumental motivation between the third- and sixth-graders. There were no statistically significant differences between the third- and sixth-graders in caregivers' encouragement or anxiety.

Table 5. One-Way Analyses of Variance for Effects of Grades on Five Dependent Variables

Variable and source	*SS*	*MS*	*F* (1, 343)	η^2
Interest in foreign countries				
Between groups	261.25	261.25	16.47***	.046
Within groups	5441.75	15.87		
Intrinsic motivation				
Between groups	316.41	316.41	42.00***	.109
Within groups	2583.98	7.53		
Caregivers' encouragement				
Between groups	4.13	4.13	.59	.002
Within groups	2395.60	6.98		
Instrumental motivation				
Between groups	194.88	194.88	23.21***	.063
Within groups	2879.63	8.40		
Anxiety				
Between groups	6.54	6.54	.95	.003
Within groups	2376.37	6.93		

Note. η^2 = effect size.
***$p < .001$

Test of Hypothesis 1

The results of intrinsic motivation using ANOVA (see Table 5) showed that there was a statistically significant difference between the third and sixth graders, F (1, 343) = 42.00, $p < .001$, although the effect size was small (partial $\eta^2 = .109$). Table 4 shows that the mean of the scores of the third graders in intrinsic motivation (13.82) was higher than that of the sixth graders (11.91). Therefore, Hypothesis 1 has been supported (third graders have more intrinsic motivation for learning EFL than sixth graders).

Test of Hypothesis 2

As Schmidt et al. (1996) stated, interest in foreign countries and instrumental motivation can be considered as subtypes of extrinsic motivation. The results of interest in foreign countries using ANOVA (see Table 5) showed that there was a statistically significant difference between the third and sixth graders, F (1, 343) = 16.47, $p < .001$, although the effect size was small (partial $\eta^2 = .046$). Table 4 shows that the mean of the scores of the third graders in interest in foreign countries (16.46) was higher than that of the sixth graders (14.72). The results of instrumental motivation using ANOVA (see Table 5) showed that there was a statistically significant difference between the third and sixth graders, F (1, 343) = 23.21, $p < .001$, although the effect size was small (partial $\eta^2 = .063$). Table 4 shows that the mean of the scores of the third graders in instrumental motivation was higher (12.98) than that of the sixth graders (11.48). The third graders indicated more interest in foreign countries and greater instrumental motivation than the sixth graders. Contrary to Hypothesis 2, third graders have more extrinsic motivation for learning EFL than sixth graders.

Discussion

Hypothesis 1

Hypothesis 1, which stated that third graders have more intrinsic motivation for learning EFL than sixth graders, was supported. Just as Harter (1981), Lepper et al. (1997), and Sakurai and Takano (1985) found that intrinsic motivation for studying in general declines gradually with age, the present study on learning EFL also shows Japanese elementary school pupils' intrinsic motivation for learning English as well as for learning in general seems to decrease with age.

Why does pupils' intrinsic motivation decrease with age? When young children are given some interesting and exciting tasks by teachers and

parents, they often become absorbed in them. As pupils become more logical and have their own ideas as they get older, they may not enjoy activities set by others as much. Developmental decreases in intrinsic motivation may be inevitable to some degree.

Hypothesis 2

Hypothesis 2, which stated that sixth graders have more extrinsic motivation for learning EFL than third graders was not supported: instead, the opposite was revealed. In the present study, while there were significant differences between the third and sixth graders in extrinsic motivation (interest in foreign counties and instrumental motivation), it was the third graders who possessed higher extrinsic motivation. Based on these results, it could be said that not only intrinsic but also extrinsic motivation decreases with age. However, the effect sizes were small. There might be other factors which influence students. It is necessary to explore other potential factors in the future.

Nikolov (1999) revealed that instrumental motivation appeared in children 11 or 12 years old, and that the 11 to 14 year old group gave more utilitarian reasons than the younger groups. Here the younger groups may have had some latent instrumental motivation, but because they had much stronger classroom- and teacher-related motivation than instrumental motivation, instrumental motivation might not have been revealed in responses to the open-ended questionnaire. Moreover, as has already been suggested, there may well have been cultural and even political factors at work which do not directly pertain to the situation in Japan, so it is not unusual that the results were different from those of the present study.

Why does pupils' instrumental motivation decrease with age? This may be happening not only in English learning, but also in their general learning. It has often been said that Japanese pupils tend to lose their goals and become unmotivated with age. This might be a sort of general trend in contemporary Japanese elementary school pupils.

Also, why do pupils appear to lose interest in foreign countries with age? Separating the learning of academic skills from real-world contexts can entail motivational costs (Lepper & Henderlong, 2000). In order to enhance communicative skills, listening and speaking have been emphasized, but students have few opportunities to use English with foreigners outside the classroom. When they are in lower grades, they can be satisfied with exciting and fun tasks. As they grow, their motivation might

decrease when they cannot connect the English they learn in class to real communication.

General Discussion

The present study identified five affective factors that were labeled: interest in foreign counties, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety. The questionnaire appears to be a reliable and valid measure sensitive to individual differences in both intrinsic and extrinsic motivation. Masgoret et al. (2001) also found five factors: attitudes toward English, orientation to learning English, English proficiency, age, and parental encouragement. Some similar and different factors can be found in both studies, although it is necessary to be conservative when drawing comparisons because the questionnaires used and the ages of the participants were different. In both studies, parental or other caregiver encouragement emerged as one factor. This factor may be necessary for children.

In the present study, the factors of intrinsic motivation, instrumental motivation, interest in foreign countries, and anxiety were clustered into separate factors. On the other hand, Masgoret et al. (2001) did not find any clear clusters even though they have frequently been found in other studies using the AMTB. The AMTB and mini-AMTB were developed in Canada, where many need an L2 for their social life. As some researchers (e.g., Dörnyei, 1990; Schmidt et al., 1996) have argued, the different contexts of SLA and EFL is significant, and thus the mini-AMTB might not be suitable for EFL contexts such as Spain (Masgoret et al., 2001), or even Japan.

Harter (1981) assumes that intrinsic and extrinsic motivation may be negatively correlated. Lepper et al. (1997) found a decrease in intrinsic motivation with age, but no evidence of an increase in extrinsic motivation. The present study shows that there are some developmental declines in both intrinsic and extrinsic motivation. This suggests that extrinsic motivation is more susceptible to various factors than intrinsic motivation. Further, intrinsic and extrinsic motivation may not be two ends of a continuum but separate continua (Pintrich and Schunk, 2002).

The results of the present study have demonstrated a developmental decrease in motivation for learning EFL, which may be influenced by such external factors as education, teachers, parents, peers, and the classroom. These factors can enhance or lower pupils' motivation. In other words, for students in higher grades, motivation for learning EFL can

be enhanced by providing an appropriate environment and improving teaching methods and materials. How, then, can teachers create an intrinsically motivating climate in English lessons for the upper grades? Lepper and Henderlong (2000) suggest several potential responses to developmental decline in intrinsic motivation (e.g., "promote autonomy and self-determination" and "promote children's sense of curiosity by placing learning in meaningful and exciting contexts" [p. 289]).

How can we apply these suggestions to English classes for children in Japan? According to Paul (2003), in order to enhance English ability, pupils need to repeat patterns a number of times, but this should be done in a meaningful way, not as a dry classroom drill. Paul suggests, "the children first come across new targets inside an activity, and then later they may do some less game-like activities, such as writing sentences in their notebooks" (p. 51) and that inserting the new targets into games elicits a genuine and meaningful desire and need to learn, giving some space for pupils to think. He goes on say that pupils are likely to feel a sense of ownership of those new words and patterns. Ideas such as this one suggested by Paul might be part of the solution to combat developmental decline in motivation for learning EFL.

This study revealed a rather steady developmental decline in intrinsic and extrinsic motivation for learning EFL, which might be attributed to general development trends in contemporary Japanese elementary school pupils. There is, however, still considerable room for improvement in primary English education in Japan. Before English is formally established in elementary school education, more research about what sorts of activities and materials are appropriate for the upper grades should be conducted.

Conclusion

This study has revealed developmental declines in intrinsic and extrinsic motivation of pupils for learning EFL, which could be happening in other subjects, too. Factor analysis identified five underlying factors behind the motivation of pupils: interest in foreign countries, intrinsic motivation, caregivers' encouragement, instrumental motivation, and anxiety.

There are several limitations to the present study. First, motivation may be influenced by various context-specific factors. While the motivation of grade-schoolers was fairly accurately revealed, the present results may be applicable only to the pupils investigated here. Second, the data

was collected only by means of a questionnaire. Qualitative research, including interviews with students and teachers, assessments of actual performance, and classroom observations, may significantly provide further layers of analysis. Third, data collection was cross sectional. Cross-sectional studies are less effective in identifying individual variations in growth or establishing causal relationships (Cohen, Manion, & Morrison, 2000). Longitudinal studies are particularly appropriate in research on human growth and development (Cohen et al., 2000). In order to investigate more precisely the change in motivation with age, longitudinal data collection should be conducted in the future.

Notwithstanding its limitations, this study does make a contribution towards revealing and understanding the motivation of Japanese elementary pupils for learning EFL. The present study implies that the teaching method for higher grades should be improved. This study narrowed its focus to motivational studies, which will certainly be an area that will form the foundation of elementary school English teaching in Japan. Other areas such as cognitive and linguistic development, strategies, and sociocultural factors will have to be investigated in the future.

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Appendix

Motivation and Attitudes toward Learning English Scale for Children (MALESC)

次の質問は、あなたの英語学習にたいする今の気持ちをたずねるものです。例のように最もあてはまる番号に○をつけてください。例：本を読むことは好きです。

はい（　　）まあまあ（　○　）　あまり　（　　）いいえ　（　　）

1. 英語の授業はとてもたのしいです。
2. いろいろな外国にいってみたいです。
3. 英語の授業のある日は楽しみです。
4. 外国のお友達をたくさん作りたいです。
5. 英語の授業でみんなよりできないと心配です。
6. 習った英語をもっと使ってみたいです。
7. 中学校に入って英語の勉強で困らないように勉強します。
8. もっと英語の授業があったほうがいいです。
9. おうちの人は英語がとても大切だと思っています。
10. 英語の授業中はなんとなくいつも心配です。
11. 大人になったら自分にとって必要になると思うので、英語を勉強します。
12. 英語が上手になって外国の人と話してみたいです。
13. おうちの人は私が英語ができるようになることを望んでいます。
14. 将来なりたい仕事のために英語を勉強します。
15. 外国に住んでみたいです。
16. 英語の授業で答えたり、発表するときどきどきします。
17. 外国のことをもっと知りたいです。
18. おうちの人は英語を一生懸命勉強しなさいといいます。
19. 高校や大学に入るために必要なので英語を勉強します。

English Translation of MALESC

Q1. English lessons are great fun. (I really enjoy learning English.)

Q2. I would like to go to various foreign countries.

Q3. I always look forward to the day when we have English class.

Q4. I would like to make a lot of foreign friends.

Q5. I get worried when I am doing worse than my classmates in English class.

Q6. I would like to try to use the English which I have learned.

Q7. I study English in order to make English easier for me in junior high school.

Q8. I hope that we have more English lessons.

Q9. In my family, we all feel that it is very important to learn English.

Q10. I am somehow always anxious in the English class.

Q11. I study English because I think English will be necessary for me when I am an adult.

Q12. I would like to try and talk to foreigners when my English becomes proficient.

Q13. My parents hope that my English will be proficient.

Q14. I am studying English for a future job.

Q15. I would like to live abroad.

Q16. I get nervous when I answer or give a presentation in English class.

Q17. I would like to know more about foreign countries.

Q18. My parents tell me to study English hard.

Q19. I am studying English in order to enter a high school or a university.