

Exploring Student Motivation Toward English During Transition Periods in English Study

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The author investigated the motivational shifts among students when transitioning from elementary to junior high school (JHS) English education in Japan. In response to the 2017 revisions of the Course of Study by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), which introduced English education in the third grade of elementary school, this study explored its impact on first-generation students. Learners' responses were analyzed using the results of a questionnaire and semi-structured interviews conducted with the same cohorts of *eikaiwa* (English conversation) school students. The findings revealed that students perceived a difference between communication-based teaching methods used in elementary and more academically focused approaches used in JHSs. The study suggests a shift in elementary students' motivations for studying English as they transition to JHS, highlighting the need to align curricula and foster collaboration between elementary and JHS teaching practices.

本研究は、日本の小学校から中学校への英語教育の移行において生徒が直面する課題を調査した。文部科学省による2017年の学習指導要領改訂により、小学校3年生から英語教育が導入されたことを受け、本研究では同改訂の影響と、第一世代の生徒への影響を考察する。2024年3月と6月に、同じ20名の参加者を対象に実施した2回の事前・事後アンケート調査と、7名への半構造化フォローアップインタビューの結果を分析した。対象者はすべて英会話学校に通う生徒である。その結果、小学校ではコミュニケーション中心の指導法が用いられるのに対し、中学校ではより学問的なアプローチが取られるという違いを生徒が感じていることが明らかになった。さらに、小学生の英語学習に対する動機づけは中学校進学とともに変化することも示された。これらの結果は、小中学校間のカリキュラムの整合性を高めることと、指導法の連携が必要であることを強調している。

In 2017, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) revised the Course of Study, introducing Guidelines for English Education starting from third grade in elementary schools. This policy shift differs considerably from the previous 2008 Course of Study, which emphasized familiarizing students with English and introducing it in the fifth grade. The 2017 Course of Study reflects MEXT's recognition of the growing importance of English as Japan prepares for deeper engagement in a globalized society by 2050 (MEXT, 2014). However, a substantial challenge remains as students transition from elementary to junior high school (JHS) due to a lack of curricular continuity across these stages, particularly in terms of instruction content. Elementary schools emphasize communicative and engaging activities, whereas JHSs focus more on grammar and the development of other English skills (Tokeshi, 2024).

MEXT published guidelines and goals for teachers aimed at facilitating a smoother transition from elementary to JHS in 2017. Specifically, MEXT made benchmarks whereby English in the third and fourth grades is aimed primarily on developing students' speaking and listening skills and the ability to communicate with greater focus on teaching English sounds and phonetics. In the fifth and sixth grades, the emphasis shifts to acquiring reading and writing skills in preparation for JHS. Additionally, the learners should be able to understand the grammatical structure of sentences and express their opinions. The goal is for learners to acquire sufficient knowledge to understand more complex grammar, engage in simple everyday conversations, share their opinions, and understand social issues when students get to JHS.

However, the extent to which these guidelines have been implemented by elementary and JHS teachers needs further research (Matsumoto & Someya, 2021). This study adds to the literature by exploring young *eikaiwa* (English conversation) school learners' motivational shifts during the transition by using questionnaires and semi-structured interviews.

Literature Review

Studies on the transition from elementary to JHS reveal a considerable gap in students' perceptions of English learning. MEXT (2014) reported that while 70% of elementary students find English learning fun, by the time they get to JHS, 80% think elementary conversation lessons were helpful but wished they had more reading and writing lessons. Matsumoto and Someya (2021) found that students who enjoyed English in elementary school remained motivated in JHS. Their study also highlighted that while explicit grammar lessons in JHSs initially made learning enjoyable, motivation declined as vocabulary and grammar demands increased. This aligns with Inoi (2015), who found that 40% of JHS students in their study experienced a shift in emotions toward English based on their understanding of the lessons, and Benesse (2010), which reported that 80% of students found English difficult within six months due to grammar struggles, poor test performance, and writing difficulties. Considering the disparity in teaching priorities as a key factor, the results from Hasegawa (2023) and Benesse (2018) suggest that students feel that teachers emphasize listening and speaking abilities in elementary school, while teachers in JHS prioritize reading and writing, contributing to the adjustment challenges students face.

The literature also provides valuable insights into trends in English education and their impact on learners as they continue studying English from elementary school and thereafter. However, what makes this study significant is that it examined *eikaiwa* learners who, having learned English longer and having more English exposure were assumed to have more positive English learning experiences than other Japanese learners of English their age (Vaivrand, in press). The assumption is based on the fact that learners attending *eikaiwa* schools have more positive emotions towards learning English and experience less difficulties during the transition (e.g., Matsumoto & Someya, 2021). More importantly, the participants in this study were the first cohorts on the impact of the revised Course of Study. To examine the effects of the 2017 MEXT Guidelines through the perceptions of *eikaiwa* students, the following research questions were posed:

- RQ1. What are the feelings of students towards English in 2 points in time: when they were elementary school students, and when they are in JHS?
- RQ2. What are the expectations of students towards English in 2 points in time: when they were elementary school students, and when they are in JHS?

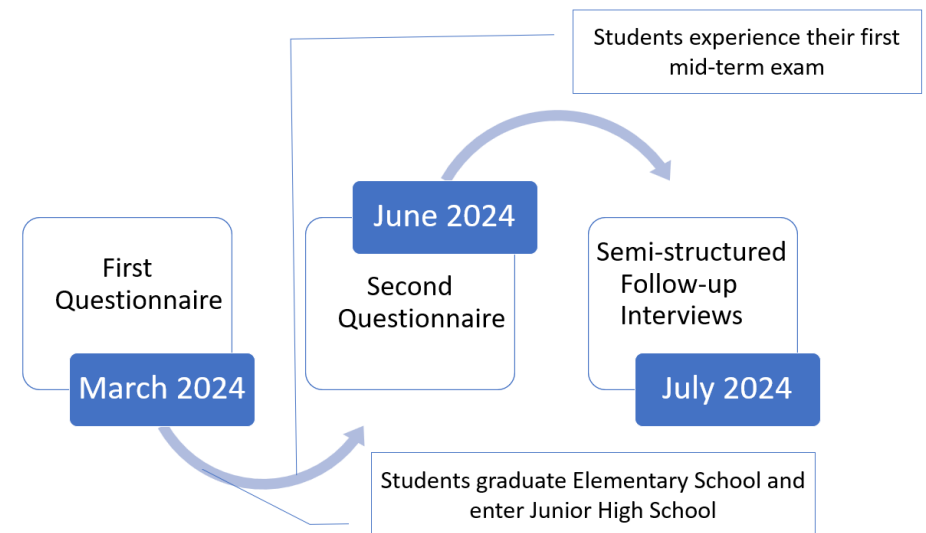
Methods

Participants

To address these research questions, this study surveyed the same group of students twice: first in elementary school in March 2024, and again three months later in June 2024 when they entered JHS. Semi-structured follow-up interviews were also conducted a month later in July. Twenty participants were sixth-graders (nine boys and 11 girls) attending *eikaiwa* schools: two located in the Kanto region and one in the Kansai region. The participants were selected through random sampling making sure to include a mix of English proficiency levels from *Eiken* fifth grade to *Eiken* third grade. Informed consent was obtained from the schools, participants, and their parents to ensure ethical compliance. As to length of English study, some participants started learning English in the public school in the third grade, whereas others started earlier at language learning schools such as *eikaiwa*; thus, the average duration of English study was 5.7 years at the time of the first survey, which resulted in a higher average. A visual representation of the study procedure is presented in Figure 1.

Research Procedure

Figure 1



Questionnaires

The questionnaires, adapted from Benesse (2019) and Inoi (2015), were administered to the same set of participants in two phases: the first questionnaire in March, just before the participants graduated from elementary school, and the second questionnaire in June, after completing their first mid-term exams in JHS. The questionnaire, consisting of 8 questions was administered in Japanese at the beginning of the *eikaiwa* lesson, ensuring it could be completed in under 10 minutes. The questionnaires in the Kanto area were administered by the researcher and in the Kansai area by an *eikaiwa* teacher in charge. The researcher provided specific instructions to the teacher to ensure consistency in survey administration.

The questionnaire consisted of six sections. The first section collected basic participant information such as name, gender, and age. The second section consisted of questions followed by an open-ended response. The first question asked whether students liked their elementary school English lessons, with response options of “yes,” “neither,” or “no.” Based on their answers, participants selected reasons from 15 to 20 multiple-choice options. The third section asked what students felt they had achieved through elementary school English lessons, offering 20 multiple-choice options. The fourth section asked students to assess their experiences in English lessons and their expectations of JHS English on a five-point Likert scale questionnaire (see Appendix A for details). The fifth section explored students’ reasons and motivations for studying English through 16 multiple-choice items. Finally, the sixth section included an open-ended section, allowing students to elaborate on their responses, share additional thoughts, and comment on their English education. Options used in the survey were adapted from Benesse (2010, 2018, 2019) and modified to match the learners’ levels.

The second questionnaire was administered in June and followed a similar structure to the first phase, maintaining the same criteria. The fourth section was replaced with a new five-point Likert scale questionnaire prompting students to reflect on their JHS English lessons experiences (see Appendix B for details). This consistency facilitated a direct comparison between responses. All participants’ comments from the open-ended sections were in Japanese and translated into English by the researcher. The questionnaire was intended to show the learners’ current attitudes toward liking English and their perceptions of English in school at the time the questionnaire was administered to examine shifts in their motivation for learning English. Questionnaire data were analyzed using Microsoft Excel to calculate and compare the responses across the two time points.

Semi-Structured Interviews

The follow-up semi-structured interviews were conducted with seven participants (three boys and four girls). The participants were from two *eikaiwa* schools in the Kanto region. The researcher taught these students personally, and convenience sampling was used to include students with diverse levels of English proficiency with some from *Eiken* grade five to *Eiken* grade three. On average, the interviewed participants had studied English for seven years.

The interviews, conducted in July, and lasting approximately 10 to 15 minutes each, aimed to achieve two main objectives: to explore how JHS students’ experiences studying English differed from their previous ones in elementary school, and to better understand the gaps identified in the questionnaire results. To further investigate potential gaps in the literature, two interview questions were formulated, designed to elicit insights into students’ experiences in JHS, specifically how their current English studies compared to elementary school and their reasons for continuing to study English. Seven participants were selected based on their diverse responses to the question, “Do you like English?” and their attendance at four public JHSs. All interviews were conducted in Japanese and translated into English by the author. The recorded data were transcribed by *Koerabo*, a transcribing company, and reconfirmed by the researcher. The responses were analyzed thematically to identify recurring patterns and key insights (for the interview questions, refer to Appendix C).

Results

Questionnaire Results

The questionnaire results are presented, focusing on selected sections that highlight learners’ feelings and expectations feelings and expectations during the transition period. Due to space constraints, not all the data are included. Table 1 summarizes students’ responses regarding whether they liked English in elementary and JHS.

Table 1

Q1. Do you like English?

	Elementary School Responses (ESR) (N=20)	JHS Responses (JHSR) (N=20)
Yes	12	11
Neither	8	7
No	0	2

In the March questionnaire, none of the students reported a dislike of English. The most frequently cited reason for liking English was the opportunity to study with friends and enjoy English classes (nine responses). The reasoning of students who selected “neither” or “no” was not related to a lack of enjoyment. Instead, they reported that the class content covered material with which they were already familiar (six responses). However, in the June questionnaire, two participants reported that they disliked English. The questionnaire also asked the learners why they gave a specific answer for Q1, and the reasons varied individually. Answers that had a 50% selection rate and over are summarized in Tables 2 and 3.

Table 2
Q2. Why Do You Like English? (elementary school responses)

Selected Responses	
Yes	1. Because English classes are fun (N9) 2. Because I can study with my friends. (N9) 3. Because I like the English class (N9) 4. Because we can sing and play a lot of games in class (N8) 5. Because we can communicate using English in class (N7) 6. Because the English lesson is easy (N6) 7. Because we can practice reading and writing in class (N6) 8. Because conversation and communicating in English is fun (N6)
Neither	1. Because there are times when the class is fun, but there are also times when the class is not fun (N6) 2. The class is too easy and it's only teaching me what I already know (N5) 3. Because I don't hate English, but I don't like it either (N4)

Table 3
Q2. Why Do You Like English? (JHS responses)

Selected Responses	
Yes	1. Because English classes are fun (N9) 2. Because I originally had an interest in English (N8) 3. Because I can do writing and reading practice in class (N7) 4. Because I can study vocabulary (N6)
Neither	1. Because there are times when the class is fun, but there are also times when the class is not fun (6 students) 2. Because I don't hate English, but I don't like it either (N5)
No	1. English classes are not fun (N2) 2. I don't like my English teacher (N1) 3. Because there are tests (N1)

The second section of the questionnaire explored the learners' perceptions of what they had achieved during their classes. Although the responses from the learners were diverse, similar to Q2, a noticeable trend emerged as the same response options were provided in both surveys. Table 4 summarizes the results showing the largest shift in the learners' perceptions of what they could learn from the school lessons. In sum, in elementary school, students predominantly selected options related to speaking and communication activities (numbers one to five). In contrast, in JHS, the responses slightly emphasized writing- and reading-focused activities (numbers six to nine). These findings suggest that although not significant, students perceive a shift in instructional focus as they transition from elementary school to JHS. While some students indicated that speaking and communicative activities were present in JHS classes, the percentage of such responses was notably lower than that in elementary school.

Table 4
Q3. What Can You Achieve from the English Classes in Elementary School?

Selected Answers	ESR N=20	JHSR N=20
1 Be able to listen to English	60% (N12)	30% (N6)
2 Be able to understand foreign culture and become interested	60% (N12)	25% (N5)
3 Be able to have simple conversations in English	60% (N12)	40% (N8)
4 Be able to communicate with many people in English	40% (N8)	25% (N5)
5 Be able to speak with friends in English	40% (N8)	30% (N6)
6 Be able to write the alphabet	35% (N7)	45% (N9)
7 Be able to read English words and spell them	35% (N7)	45% (N9)
8 Be able to read English passages and write them	30% (N6)	35% (N7)
9 Be able to pronounce English correctly	20% (N4)	30% (N6)

The third section focused on students' reflections on their elementary school English classes, expectations of JHS, and their experiences in JHS after entering JHS. A five-point Likert scale was used, with responses ranging from one (strongly disagree) to five (strongly agree). Table 5 summarizes the results.

Table 5
Distribution of Students' Responses to Two Questions Across Two Time Points

Time	Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
Statement 1: I think I can speak a lot of English in English class.					
Actual responses in elementary school	20% (N4)	35% (N7)	15% (N3)	25% (N5)	5% (N1)
Expectations of JHS English class	10% (N2)	50% (N10)	20% (N4)	20% (N4)	0% (N0)
Actual responses in JHS	15% (N3)	30% (N6)	30% (N6)	25% (N5)	0% (N0)
Statement 2: I think English class is easy.					
Actual responses in elementary school	45% (N9)	30% (N6)	25% (N5)	0% (N0)	0% (N0)
Expectations of JHS English class	0% (N0)	15% (N3)	25% (N5)	60% (N12)	0% (0)
Actual responses in JHS	20% (N4)	40% (N8)	30% (N6)	5% (N1)	5% (N1)

Two notable differences emerged between the students' expectations and reality in JHS. First, 12 elementary school students anticipated being able to speak English in JHS (responding with "agree" or "strongly agree") which is similar to what the learners were experiencing in elementary school. However, after they entered JHS, only nine students reported having sufficient opportunities to speak English. Second, students' perceptions of difficulty also showed a clear disparity. In elementary school, 15 students believed that English classes were easy but only three thought it would be easy in JHS as well. At the time of the second survey, 12 students said that English classes at JHS were easy. These findings suggest that preconceived notions regarding JHS English or English in general is difficult are instilled in learners during their elementary school years.

The fourth section explored the factors that motivated elementary and JHS students to study English. Table 6 summarizes the findings. In this section, a noticeable trend

emerged: in elementary school, students think English classes are focused more on communication or self-fulfillment purposes than academically oriented purposes (items 1 to 4). In contrast, JHS students think that English classes tend to place less emphasis on communication and focus more on academic purposes, such as preparing for tests (items 5 to 7). These findings suggest that students' perceptions and motivations for studying English change over time.

Table 6

Q4. What Motivates you to Study English in Elementary School?

Selected Answers	ESR	JHSR
1 Because I want to be able to speak English	60% (N12)	35% (N7)
2 Because I feel happy that I can speak English	55% (N11)	40% (N8)
3 Because I want to use it for my future job	70% (N14)	65% (N13)
4 Because I want to be able to talk with foreigners in English	65% (N13)	35% (N7)
5 Because I want to get an English certificate	50% (N10)	60% (N12)
6 Because I want to go to a good high school	45% (N9)	60% (N12)
7 Because I want to get good grades on the tests in JHS	50% (N10)	65% (N13)

Responses to Open-ended questions:

Finally, the open-ended responses from section five were analyzed. The participants provided multiple comments, and all of the names used below were anonymized using pseudonyms to ensure privacy. The comments, originally written in Japanese, were translated into English by the researcher.

Overall, the open-ended responses aligned with the questionnaire results, indicating that elementary school English was easy, whereas JHS posed greater challenges. In March 2024, students expressed enthusiasm for learning more grammar and engaging in more challenging content. Sakura noted, "Elementary school classes were simple, and I wanted to learn a bit more grammar." However, some had concerns about the transition, as Natsuki shared, "I think English will become much harder [in JHS]... so I think it would be good to learn basic grammar while still in elementary school."

By June 2024, students' perspectives shifted. While some students still found JHS English enjoyable as Hana remarked, "JHS English is easy. It's fun. I love the teacher ♥"; others struggled with test preparation and the fast-paced lessons. Aiko stated, "It's hard to understand the main points in JHS English classes, making it difficult to prepare for tests." Natsuki echoed this concern, saying, "The classes proceed on the assumption that we understand what we did in elementary school, so it's hard to adjust." Mei added, "The [teacher's] pace is increasing as we study grammar. I think in the future; English grades will start to differ between those who are good at it and those who aren't."

Additionally, students expressed a desire for more communicative activities. Haruto suggested, "Reading and listening to vocabulary is fine, but also adding time for us to practice writing the vocabulary words is necessary." Yuki expressed, "I want to have a lesson where we can talk and communicate with foreign people." These comments highlight key gaps in instructional approaches between elementary and JHS, particularly regarding lesson pace, assumed knowledge, and the lack of speaking opportunities.

Interview Results

The questionnaire results showed that students perceived a shift in teaching styles and expectations between elementary and JHS, leading to changes in their motivation. Interview findings revealed that students' reasons for learning English centered on aspirations. Some aimed for fluency to travel abroad, whereas others, like Ren, had career-related goals: "I want to become a teacher that teaches people who want to take the *Eiken* test". Meanwhile, Yui studied English primarily for academic success: "My parents told me that if I get a good grade in English, I can pull ahead from my peers, so I am just following what they say".

Students also highlighted two major factors shaping their English learning experience: classroom content and the teacher's role. In elementary school, lessons were interactive, featuring games, songs, and spoken English activities, whereas, JHS emphasized textbooks and test preparation. Haruto described this shift: "Elementary was more 'let's use English,' but JHS is 'let's memorize English'... The level difference is really drastic" (Haruto, July 7, 2024). Some students acknowledged this transition but found it demotivating. Yui noted, "In elementary school, the focus was enjoying English and communicating. But in JHS, the focus is on grammar... I don't want a speaking test, but I want my teacher to be clearer about what will be on the test" (Yui, July 9, 2024).

Additionally, students expressed concerns about the disconnect between elementary and JHS curricula. Kaito pointed out, "The way we were tested [in elementary school]

was completely different [to JHS]" (Kaito, July 7, 2024), while Haruto added, "The only thing that helped me [in JHS] was [the] vocabulary [that was taught in elementary school]. That's it" (Haruto, July 7, 2024). This suggests that many students felt unprepared to respond to JHS expectations.

The interviews also showed that the teachers played a crucial role in students' engagement. Recalling her elementary school experience, Aoi criticized rote memorization methods: "The tests weren't even speaking tests. The teacher just called on us one by one to say vocabulary words. I wasn't even sure if I remembered them correctly" (Aoi, July 4, 2024). In contrast, Rina appreciated her JHS teacher's structured approach: "He uses multiple colors on the blackboard and writes the meaning and pronunciation of words. It's easy to understand" (Rina, July 4, 2024).

However, not all students had positive experiences. Kaito expressed frustration, saying, "I don't understand anything the teacher is saying. I cannot take it anymore" (Kaito, July 10, 2024). Hana added, "The [English] class [now] is just really boring... If I had a teacher I liked, I would like English a lot more. I used to hate science, but my science teacher also coaches my *bukatsu*¹, and now I like science. I feel that the teacher is responsible for 80% of whether we like the subject or not" (Hana, July 4, 2024). Yui reinforced this, saying, "[When I was in elementary school] I didn't get along well with my elementary school teacher, so I didn't listen to any of his lessons" (Yui, July 4, 2024).

These findings highlight the crucial role of teachers in shaping students' motivation and attitudes. While active and engaging lessons, such as communicative activities and games, were generally well-received in both elementary and JHS, passive methods such as drills, translation, and grammar exercises often led to frustration and disengagement.

Discussion

This study outlines how *eikaiwa* learners' perceptions, expectations, and motivation for studying English shifted as they transitioned from elementary to JHS. The results show an emotional change. The identified transitional trends align with the ones noted in the previous studies (Matsumoto & Someya, 2021). Students' responses indicate that in elementary school, lessons were centered on communication-based activities, such as games and songs, making English enjoyable. In contrast, in JHS, English lessons focus on grammar, reading, and writing, primarily for test preparation. This is consistent with findings of Benesse (2018) and Hasegawa (2023). This shift led to frustration, as students

(e.g., Yui and Kaito) felt unprepared for the demands of JHS assessments. While MEXT aims for smooth progression between these educational stages, students reported that their elementary school experiences did not align with the academic expectations of JHS (e.g., Haruto). While the motivation and the learners' liking of English did not decrease in this study, the results imply that the disconnection in instructional methods, assessment styles, and learning objectives may contribute to the difficulty and demotivation learners experience when studying English after elementary school.

Additionally, the study revealed the strong influence of teachers and testing on student motivation. Learners frequently associated their enjoyment of English with their teacher's instructional approach, emphasizing the role of teacher-student relationships in shaping attitudes toward the subject. This is understandable, as teacher enthusiasm has been shown to be contagious in class, positively affecting student emotions and engagement (Dewaele & Li, 2021). The heavy reliance on high-stakes exams, which primarily focused on writing, reading, and listening skills, further widened the gap between elementary and JHS learning experiences.

The findings suggest that elementary school teachers should incorporate more writing and reading in their lessons that help scaffold the learners to facilitate a smoother transition for students entering JHS. Improving communication between elementary and JHS teachers could also help create a more connected curriculum, reducing inconsistencies in instruction and an emphasis on different skills used in the schools. The interview findings suggest that teachers should adopt varied teaching approaches to engage learners with different learning styles, moving beyond rote memorization.

If elementary school teachers do not increase the focus on teaching skills such as reading and writing, JHS teachers should consider integrating more interactive and communicative activities into their classes to better align with students' existing proficiency levels. Furthermore, assessment methods in JHS should be reconsidered to replicate what the learners have learned in elementary school, such as including smaller, targeted tests and speaking assessments that maintain the communicative aspects of English learning.

Conclusion

This study illustrated the shifts in students' perceptions as they transitioned from elementary school to JHS, focusing specifically on learners with extended exposure to English. The findings indicate that learners find very little continuity between these two stages of school. In elementary school, students view their English classes as

1 Bukatsu (i.e., bukatsudō) refers to voluntary extracurricular club activities.

“communication-based,” whereas JHS classes are more academically focused, with a greater emphasis on writing and reading and less on communication skills. Although the learners’ overall attitudes toward English remain relatively unchanged after transitioning to JHS, the influence of teachers continued to play a role in the learner’s motivation for learning. While the questionnaire did not reveal significant differences, the learners’ responses suggested that their reasons for studying English had shifted.

Additionally, the participants in this study had an advantage compared to the other Japanese EFL learners of their age, because of their opportunity to attend *juku* (private cram schools) giving them more exposure to English and likely a stronger interest in the language. This extra exposure, might have motivated students more, finding both elementary and JHS class content easier, thereby influencing their positive attitudes toward English. These findings may not apply to all students transitioning from elementary to JHS. Future studies should include students from various educational backgrounds to obtain more valid and reliable results.

Overall, this study suggests that English education in elementary schools in Japan should place less emphasis on communication and incorporate more reading and writing activities to better prepare students for JHS English. While developing speaking and communication skills is important, the reality in Japan is that high-stakes entrance exams in high school and university place a strong emphasis on skills, such as reading, listening, and writing. Until these high-stakes tests reduce their focus on these skills, it is recommended that classes in both elementary and JHS prioritize teaching reading, writing, and listening skills more to help students transition more smoothly between the two school levels.

Bio Data

Calvin Vincent Benet Vaivrand earned a master’s degree from the University of Tsukuba in March 2025 and will begin his PhD studies at Sophia University in April 2025. Starting the same month, he will work as a full-time English teacher in Chiba prefecture, teaching public JHS students. His research focuses on learners’ motivation, translanguaging, and pedagogical practices applicable to Japanese EFL classrooms, including both *eikaiwa* institutions and public schools. <vaivrand.calvin@gmail.com>

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Appendix A

Questionnaire Questions

1 = Strongly Disagree 2 = Disagree 3 = Neither 4 = Agree 5 = Strongly Agree

1. I think English lessons in elementary school are fun.
2. I think I can speak a lot of English because of English lessons in elementary school.
3. I read and write a lot of English in elementary school.
4. I listen to and speak a lot of English in elementary school.
5. I think if I work hard in elementary school, I will be able to speak English.
6. I think I like the atmosphere of English lessons in elementary school.
7. I think English lessons in elementary school are easy.
8. I think English lessons in elementary school are interesting.
9. I look forward to English lessons in JHS.
10. I think I will be able to speak a lot of English in JHS.
11. I think I will be able to read and write a lot of English in JHS.
12. I think I will be able to listen to and speak a lot of English in JHS.
13. I think the atmosphere of JHS English lessons will be the same as in elementary school.
14. I think if I work hard in JHS, I will be able to speak English.
15. I think JHS English lessons are easy.
16. I think JHS English lessons are interesting.

Appendix B

1. I think English lessons in JHS are fun.
2. I think I can speak a lot of English because of JHS English lessons.
3. I read and write a lot of English in JHS.
4. I listen to and speak a lot of English in JHS.
5. I think the atmosphere of JHS English lessons is the same as in elementary school.
6. I think if I work hard in JHS, I will be able to speak English.
7. I think JHS English lessons are easy.
8. I think JHS English lessons are interesting.

Appendix C

1. What motivates you to study English?
2. What are you doing in class and how elementary school classes differ from JHS English? What is different?