Factors that Influence the English Learning Motivation of Fifth and Sixth Grade Students in Japan*

Shin HAYASHIBARA*1

*1 Faculty of Welfare and Health Science, Fukuyama Heisei University, 117-1, Kamiwanari-Shoto, Miyuki-cho, Fukuyama, Hiroshima, 720-0001 Japan

Received for publication, May 1, 2014.

This research illuminates 1) factors that determine English learning motivation, 2) differences in English learning motivation among students with experience living and traveling abroad, gender and grade, and 3) factors that influence the English learning motivation of fifth and sixth grade students in Japan. A study of 816 fifth and sixth grade students showed that English learning motivation is composed of four factors: usefulness, intrinsic motivation, exchange desire and avoiding uneasiness. Comparison of experience living and traveling abroad showed that students with such experience were at a significantly higher level than students without such experience in avoiding uneasiness. Comparison of gender showed that girls were higher than boys at a significant level in usefulness, intrinsic motivation and avoiding uneasiness. Comparison of grade showed that fifth grade students were significantly higher than sixth grade students in intrinsic motivation and avoiding uneasiness. Furthermore, covariance structure analyses demonstrated that School factor influenced each of the four factors.

Key words: English learning motivation, covariance structure analysis, factor analysis, elementary education, foreign language activities

1. INTRODUCTION

Foreign Language Activities in Japan have been an extensive part of the curriculum in the higher grades at elementary schools since the 2011 school year. However, the annual number of classes in foreign language activities totals only 35 hours. This number of hours is insufficient for full mastery of linguistic skill. Met and Rhodes (1990) suggested that elementary English education be classified into three types: foreign language experience/exploratory (FLEX), foreign language in the elementary school (FLES), and immersion. Butler (2005) pointed out that the guidelines from the Ministry of Education, Culture, Sports, Science and Technology of Japan can be classified as FLEX. From the minutes of the 66th curriculum sectional meeting joint session in the 55th elementary and secondary education subcommittee of the Central Council for Education, we can confirm that foreign language activities aim not at FLES but at FLEX.

The purpose of FLEX is "to introduce foreign language study in a larger meaning, to motivate for the purpose of studying a foreign language, to instill the importance of communicating in the foreign language and for increased cultural and linguistic understanding of Japanese (MEXT, 2007)." Therefore, the acquisition of foreign language skill itself is not the purpose but increasing children's learning motivation is the important purpose in elementary school foreign language activities. Isoda (2009) indicated the correlation between foreign language learning motivation and learning achievement in her survey of language learning research in Japan. Researching learning motivation is useful to increase English learning achievement in that the acquisition of a second language would be the result. It becomes possible to consider the means that increase English learning motivation by clarifying the factors that affect English learning motivation. The questions are about the types of factor structures in English learning motivation that Japanese children have, and what the factors that influence children are.

Deci and Ryan (1985) advocated the self-determination theory, which regards factors as continuous rather than simply divided into two types of motivation, such as extrinsic and intrinsic motivation. Based on this theory, Ando (2000) developed an English learning motivation scale, which excluded motivation. Ando (2000) conducted a factor analysis with data derived from

204 Japanese undergraduates. In this research, three factors, integrated regulation, identified regulation and external regulation, were discovered. Introjected regulation, which was an assumed factor, was absorbed by identified regulation and external regulation. Hayashibara (2012) revised Ando’s (2000) scale for schoolchildren and investigated 884 upper grade elementary school students in Japan and South Korea. The results clarified that English learning motivation is composed of four factors: usefulness (6 items), intrinsic (5 items), avoiding uneasiness (4 items), and exchange desire (2 items). However, exchange desire, which was found in this research, had not been previously included and was composed of only 2 items. To elucidate a more precise factor structure, the need is a reexamination that further increases question items about exchange desire.

An examination about overseas experience and gender and grade difference also becomes important when investigating English learning motivation. In his research with 443 higher grade elementary school students in Japan, Hayashibara (2011) showed that correlation was found between interest in children’s cross-cultural experience and interest in foreign language and that children’s overseas length of stay affected interest in foreign language at a significant level. Children’s overseas experience had the possibility of definite influence on English learning motivation. Moreover, gender comparison in this research showed that girls are at a significantly higher level than boys in all four factors. Kareira (2006), Edasawa (2005), Suzuki et al. (2000), Koizumi and Matsuo (1993), and Iwata (1989) showed that girls’ scores were higher than boys in English proficiency, interest in English cross-cultural attitudes and acceptance of world solidarity. Therefore, the possibility that gender has affected children’s English learning motivation is high. Hayashibara’s (2011) research showed that sixth grade student language learning motivation is higher than fifth grade students at a significant level in interest of international exchange. Adachi (2009), however, showed the opposite in that sixth grade students’ English learning motivation is lower than fifth grade student motivation.

In the current research, the expectation is that grade differences exist in exchange desire and usefulness, which are required for entrance into school at the next educational level, future entrance examination or employment, in intrinsic motivation, which is relevant to adaptation, and in avoiding uneasiness, which is consciousness of parents and individuals in the surrounding environment.

Although comparatively many aspects investigated about the factors that affect learning achievement are seen in the research in English learning motivation in Japan, research into the factors that affect English learning motivation has been limited. Only Adachi (2009) investigated the factors affecting elementary school student English motivation, and showed the existence of individuals in the surrounding environment. This research showed strong correlation between motivation and a friend’s actions, atmosphere in the class, encouragement from a teacher or guardian, and weak correlation for motivation and the period and frequency of cram school. In contrast, the correlation of motivation with overseas experience of stay was low because experience abroad for the targeted children was minimal. Adachi (2009) investigated the correlation between motivation and influence factors, but did not investigate causal relations using path analysis.

Hayamizu (2007) analyzed previous studies that discussed the origins and nature of motivation. Those previous studies indicated that motivation was generated not only by relation to the factors in individuals, such as individual characteristics, but also by relations with others. The former typical research is the achievement motivation theory that Atkinson (1958) advocated and that individuals had achievement motivation as an individual difference. The research on relations with others is the self-determination theory that Ryan (1993) advocated. In this theory, motivation will be changed by the influence of the important individuals in the child’s sphere. These three studies showed that the individual factor and other factors are present in English learning motivation. When the research on the factors that influence English learning motivation is examined in detail, factors can be classified into the following: individual characteristics, learning in school, and family or friends.

Isoda (2008) analyzed in detail how the classroom approach to learning increased student motivation. This research clarified that motivation for junior high school students in an English class correlated with the content and method in the classroom, pleasure in the activity, and atmosphere in the class. The results of this research suggested that the factor of study in schools, such as the practical use of a textbook.
which determines the study content, activity in the classroom, classroom environment and the atmosphere in the class, and the relationship to the teacher, influenced English learning motivation. Pritchett and Filmer (1999) suggested that motivation has strong influence from home factors, such as parental expectations and educational background, and children’s academic achievement in advanced countries. Hayashibara (2011) showed that for fifth and sixth grade students foreign language classroom experience outside the school, the number of days abroad, and the number of international friends affect interest in foreign language. The results of this research suggested that family, friends, or familiar persons, such as parental expectations, cram school experience, friends’ internationalization, and friendship with foreign individuals, became factors that influenced English learning motivation. Kim (2004) suggested that student cultural consciousness influences the affective side of foreign language learning. Moreover, Ely (1989) suggested that tolerance toward ambiguity affects the learning strategies of English. Utsu (2008) indicated the relation between Japanese students’ tolerance toward ambiguity and English auditory comprehension. Csizer and Dörni (2005) suggested that the preference for movies, television programs, magazines, and music generate a favorable attitude toward the foreign language speaker. These researches suggested that the characteristics of individuals, such as favorable impression toward foreign culture, wish to travel abroad, tolerance toward different ideas and values, tolerance toward the ambiguity of English understanding, and preference for foreign movies and television programs, are the factors that increase English learning motivation.

Previous research has not investigated an integrative model for the factors that influence the English learning motivation of Japanese students. However, research on the factors that influence the participating attitude of English learning motivation of the South Korean students in the U.S. show that the factors of the individual student, school content, and family environment and others have affected motivation. All factors influenced the participating attitude toward English learning motivation, and at same time, these factors influenced each other (Park, 2010). According to this research, an individual student is based on the characteristics of the child, such as the child’s character and confidence, and school content is the comfortable environment of a classroom, learning activities using various approaches to learning, and confidential relations with the teacher. Family environment is the parental socioeconomic situation and parental expectations for English. Moreover, what is raised as other factors is connected to the community, which is the relationship with friends in the neighborhood, church, afterschool classroom, and home. That is, motivation is affected by the human relations in the non–school environment, which includes the home. Although it is a result of the qualitative research by Park (2010) who conducted analysis using grounded theory, if a hypothetical model is developed based on this, it will become a path figure showing the influence of English learning motivation from the individual factor, school factor, and family/friend factor. However, we could interpret that relationships with friends for Japanese students are an extension of human relations in school. In this situation, relationships may appear as a school and friend factor or an independent factor.

With the previous research as background, the current research has three aims. First, this research illuminates factors that determine English learning motivation shown in previous research. Second, this research examines the differences in English learning motivation among students with experience living and traveling abroad and gender and grade differences. Third, this study explains factors that influence the English learning motivation of fifth and sixth grade students in Japan. This research is expected to clarify the causal relationship of the factors that influence English learning motivation that until now have not been quantitatively addressed. Clarifying the causal relationships of the factors that influence English learning motivation will be useful to consider the means that increase student learning motivation.

2. RESEARCH METHOD

2.1. Participants
The participants in the investigation are 812 fifth and sixth grade students in Japan at seven elementary schools. All elementary schools are public, and each school is in a different prefecture. The total number is 82 students in Akita prefecture, 111 students in Tokyo Metropolis, 307 students in Aichi prefecture, 82 students in Tokushima prefecture, 173 students in Hiroshima prefecture, 37 students in Oita prefecture, and 37 students in Kagoshima prefecture. The seven
schools were selected on the basis of the variety of areas and school size. The gender composition was 406 girls (49.6%), 403 boys (50.3%), and 3 unknown (0.3%).

2.2. Investigation Procedure

The investigation was conducted through classroom teachers in June and July 2012. The investigation was anonymous and details show only the school name, grade, class, and gender on the face sheet of each questionnaire.

2.3. Content of Investigations

The questionnaire included questions about student overseas experience. To further evaluate the English learning motivation of students, three items, which newly assumed exchange desire, were added to the items used in the research of Hayashibara (2012). The total number was 20 question items, and before those 20 items was one question, “Why do you learn English? Please circle the applicable number.” The item investigated the factors that influence the English learning motivation, three factors, individual factor, school factor, and family/friend factor, were assumed based on research of Park (2010). In the individual factor, six items were asked based on Kim (2004), Ely (1989), Csizér and Dörnyei (2005), and Park (2010). These included favorable attitude toward foreign culture, preference toward movies, tolerance toward different ideas, wish to travel abroad, tolerance toward ambiguity, and favorable attitude toward foreign television programs. In the school factor, five items were asked based on the research of Adachi (2009), Isoda (2008), and Park (2010). These included the practical use of textbooks, impressions toward the English classroom, activities in the classroom, atmosphere in the classroom, and relationship with the teacher. In the family/friend factor, five items were asked based on the research of Adachi (2009), Hayashibara (2011), and Park (2010). These included frequency of family visits abroad, parental expectations, cram school, friendship with foreign individuals, and frequency of visits abroad of friends. Before these 16 items, was the question “The following questions are about you. Please circle the applicable number.” The textbook in a question item pointed out “English Note” and “Hi, Friends.” These were supplementary materials, not textbooks, but the students perceived the supplementary materials as textbooks. Hence, the note “textbooks (English Note, Hi, Friends)” was attached to the question item. All question items were followed by four response choices: (1) unsatisfactory, (2) okay, (3) good and (4) very good.

2.4. Method of Analysis

IBM SPSS Statistics Desktop Version 20.0 and IBM SPSS Amos Version 20.0, which is statistical software, were used for the data analysis. Analysis of the factor structure of English learning motivation conducted confirmatory factor analysis. Since comparison by category was possible, analysis of variance was conducted. For analysis of the factors that influence English learning motivation, covariance structure analysis, which showed a model about causal relationships, was conducted.

3. RESULTS

3.1. Factor Analysis

To clarify the factor structure of English learning motivation and confirm a four-factor structure as a prior assumption, factor analysis was conducted with approximately 20 items using Amos. The comparative fit index (CFI), root mean square error of approximation (RMSEA), and Akaike information criterion (AIC) were used to evaluate the whole model. CFI is generally determined a good fit if close to one, and 0.90 or more is desirable. Reliance is good if the RMSEA is 0.05 or less but not good if it is 0.10 or more. AIC is an index for evaluating the goodness fit of a model when two or more models are compared, and a model with the lowest AIC will be chosen (Oshio, 2004). The goodness of fit index of the model was set to CFI=0.914, RMSEA=0.068, and AIC=912.086 when the model which assumed each item is affected from four assumed factors, and covariance among all the factors analyzed. The goodness of hit indicates that the reliance is applicable was shown. Moreover, the path coefficient from an exchange desire factor to the question item of “Because I come to understand the larger world when I understand English” was low and not at a significant level. This question item was then excluded and analyzed again. The goodness of fit index of the model was set to CFI=0.924, RMSEA=0.064, and AIC=758.692. Goodness of hit indicates the reliance is applicable was shown. Goodness of fit improved, which resulted in a more accurate model than the first model. The final model is shown in Figure 1.

Factor 1 was named the usefulness factor since it consisted of “because I believe that it is
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important and should be studied” and “because I thought that it was needed for an entrance examination,” among others. Factor II was named the intrinsic motivation factor since it consisted of “because it was interesting for me to study English” and “because the textbook was interesting,” among others. Factor III was named the avoiding uneasiness factor since it consisted of “because I do not like to feel foolish because of my English” and “because I felt embarrassed if I could not speak English,” among others. Factor IV was named the exchange desire factor since it consisted of items about the exchange with foreigners such as “because I wanted to become friendly with foreign people” and “because I wanted to talk with foreign people.” Factors I, II, and IV were in complete agreement with the three factors that Ando (2000) found: identified regulation, integrated regulation, and external regulation. Exchange desire shown in Hayashibara (2012) was expressed as factor III. One of three items of the questions newly set up as exchange desire was excluded as a result of examining goodness of fit. However, two other items in the questions were the same as anticipated. In addition, the item number in Figure 1 is the order of the questions in the questionnaire. The only difference was it did not include the alphabetic letter in front of the number on the actual questionnaire.

Fig. 1. Path figure showing the result of confirmatory factor analysis of the English learning motivation
3.2. **Analysis of Variance**

Two-way analysis of variance (two-way ANOVA) was conducted by making each factor score of the English learning motivation into a dependent variable. The factor candidates were four factors: usefulness, intrinsic motivation, avoiding uneasiness, and exchange desire. The factor between candidates was student experience or inexperience living and traveling abroad, gender difference, and grade difference. Interactions in all categories were different at significant level such as overseas experience or inexperience \( F(3,2295)=5.27, p<.01 \), gender difference \( F(3,2286)=3.52, p<.05 \), and grade difference \( F(3,2292)=3.50, p<.05 \). The main effect of the English learning motivation was no significant difference in all the factor scores. The main effect of categories in gender difference \( F(1,762)=9.35, p<.01 \) and grade difference \( F(1,764)=12.90, p<.001 \) were different at significant level. Since interaction was significantly different, the simple main effect was checked. The result was that students with overseas experience were significantly higher than those without overseas experience in avoiding uneasiness \( F(1,765)=6.30, p<.05 \) (Table 1). Girls were significantly higher than boys in usefulness \( F(1,762)=6.39, p<.05 \), intrinsic motivation \( F(1,762)=14.11, p<.001 \), and avoiding uneasiness \( F(1,762)=7.22, p<.01 \) (Table 2). Fifth grade students were significantly higher than sixth grade students in intrinsic motivation \( F(1,764)=18.76, p<.001 \) and avoiding uneasiness \( F(1,764)=12.08, p<.01 \) (Table 3). Data with at least one missing response among the replies from the students were excluded from the analysis of variance.

### Table 1. Analysis of variance of each factor score by experience or inexperience living and traveling abroad

<table>
<thead>
<tr>
<th>Experience/Inexperience</th>
<th>Usefulness(SD)</th>
<th>Intrinsic(SD)</th>
<th>Avoiding Uneasiness(SD)</th>
<th>Exchange Desire(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inexperienced(626)</td>
<td>-0.03(0.94)</td>
<td>-0.05(0.94)</td>
<td>-0.04(0.92)</td>
<td>0.02(0.88)</td>
</tr>
<tr>
<td>Experienced(141)</td>
<td>0.13(0.92)</td>
<td>0.02(0.97)</td>
<td>0.18(1.03)</td>
<td>-0.07(0.92)</td>
</tr>
<tr>
<td>( F Value )</td>
<td>( F(1,765)=3.36ns )</td>
<td>( F(1,765)=0.09ns )</td>
<td>( F(1,765)=6.30* )</td>
<td>( F(1,765)=1.15ns )</td>
</tr>
</tbody>
</table>

\( *p<.05 \) ns: no significant difference

### Table 2. Analysis of variance of each factor score by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Usefulness(SD)</th>
<th>Intrinsic(SD)</th>
<th>Avoiding Uneasiness(SD)</th>
<th>Exchange Desire(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female(382)</td>
<td>0.08(0.91)</td>
<td>0.12(0.94)</td>
<td>0.09(0.95)</td>
<td>0.02(0.87)</td>
</tr>
<tr>
<td>Male(382)</td>
<td>-0.09(0.96)</td>
<td>-0.13(0.93)</td>
<td>-0.09(0.93)</td>
<td>-0.03(0.90)</td>
</tr>
<tr>
<td>( F Value )</td>
<td>( F(1,762)=6.39* )</td>
<td>( F(1,762)=14.11*** )</td>
<td>( F(1,762)=7.22** )</td>
<td>( F(1,762)=0.44ns )</td>
</tr>
</tbody>
</table>

\( ***p<.001 \) \( **p<.01 \) \( *p<.05 \) ns: no significant difference

### Table 3. Analysis of variance of each factor score by grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Usefulness(SD)</th>
<th>Intrinsic(SD)</th>
<th>Avoiding Uneasiness(SD)</th>
<th>Exchange Desire(SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th(374)</td>
<td>0.06(0.92)</td>
<td>0.15(0.94)</td>
<td>0.12(0.95)</td>
<td>0.52(0.92)</td>
</tr>
<tr>
<td>6th(392)</td>
<td>-0.06(0.96)</td>
<td>-0.14(0.93)</td>
<td>-0.12(0.92)</td>
<td>-0.06(0.86)</td>
</tr>
<tr>
<td>( F Value )</td>
<td>( F(1,764)=3.56ns )</td>
<td>( F(1,764)=18.76*** )</td>
<td>( F(1,764)=12.08** )</td>
<td>( F(1,764)=2.79ns )</td>
</tr>
</tbody>
</table>

\( ***p<.001 \) \( **p<.01 \) \( *p<.05 \) ns: no significant difference
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Table 4. Result of Factor Analysis on Items of Factors that Influence the English Learning Motivation (Maximum likelihood, Promax rotation)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Contents of Items</th>
<th>Factor I</th>
<th>Factor II</th>
<th>Factor III</th>
<th>Factor IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>I like the classroom which carries out English lessons.</td>
<td>.819</td>
<td>.047</td>
<td>-0.013</td>
<td>-0.040</td>
</tr>
<tr>
<td>15.</td>
<td>There are a lot of activities using English during English lessons.</td>
<td>.760</td>
<td>-0.062</td>
<td>-0.006</td>
<td>0.073</td>
</tr>
<tr>
<td>13.</td>
<td>English textbooks are used during lessons in many cases.</td>
<td>.790</td>
<td>-0.016</td>
<td>0.112</td>
<td>-0.107</td>
</tr>
<tr>
<td>10.</td>
<td>Everybody's excited during English lessons.</td>
<td>.592</td>
<td>0.037</td>
<td>-0.100</td>
<td>0.106</td>
</tr>
<tr>
<td>18.</td>
<td>I have a close friend who is a foreigner.</td>
<td>-0.063</td>
<td>0.644</td>
<td>-0.032</td>
<td>0.067</td>
</tr>
<tr>
<td>19.</td>
<td>My friend goes abroad often.</td>
<td>0.112</td>
<td>0.624</td>
<td>-0.024</td>
<td>-0.058</td>
</tr>
<tr>
<td>12.</td>
<td>My family goes abroad often.</td>
<td>-0.049</td>
<td>0.677</td>
<td>0.125</td>
<td>-0.008</td>
</tr>
<tr>
<td>16.</td>
<td>Parents expect me to study my English.</td>
<td>0.032</td>
<td>-0.014</td>
<td>0.821</td>
<td>0.041</td>
</tr>
<tr>
<td>17.</td>
<td>Except the school, I am doing my best in English study.</td>
<td>-0.037</td>
<td>0.051</td>
<td>0.593</td>
<td>-0.017</td>
</tr>
<tr>
<td>15.</td>
<td>I like foreign TV programs.</td>
<td>0.019</td>
<td>0.024</td>
<td>0.031</td>
<td>0.704</td>
</tr>
<tr>
<td>11.</td>
<td>I like foreign movies.</td>
<td>0.011</td>
<td>-0.022</td>
<td>-0.007</td>
<td>0.698</td>
</tr>
</tbody>
</table>

Correlation between factors

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>—</td>
<td>0.106</td>
<td>0.448</td>
<td>0.257</td>
</tr>
<tr>
<td>II</td>
<td>—</td>
<td>—</td>
<td>0.431</td>
<td>0.357</td>
</tr>
<tr>
<td>III</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>0.236</td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
<td></td>
<td>—</td>
</tr>
</tbody>
</table>

11.1 I like foreign culture.
11.2 I like talking with those whose view is different from mine.
11.3 If I travel, I think overseas is better than domestic.
11.4 It is not worrisome for me even if I cannot catch all English.
11.6 I can ask anything from my English teacher.

The possibility of the characteristic value (Table 4). Factor I was named the school factor since it consisted of "I like the classroom that has English lessons," and "There are a lot of activities using English during English lessons," among others. Factor II was named the family/friend international factor since it consisted of "I have a close friend who is a foreigner," "My friend often goes abroad," and "My family often goes abroad," among others. Factor III was named the parental expectation/cram school factor since it consisted of "Parents expect me to study my English, and "Other than at school, I am doing my best in English study," among others. Factor IV was named the visual media factor since it consisted of "I like foreign television programs," and "I like foreign movies, among others.

Next, a covariance structure model was developed to infer the four-factor model, based on the results of factor analysis that factors influence English learning motivation. First, the path from the English learning motivation that became a high order factor to usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness was pulled. Next, the path in which the correlation between four factors was pulled. Furthermore, the path from the potential factor that showed each of those factors to usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness was pulled.

In the comparative fit index (CFI), the root mean square error of approximation (RMSEA) and Akaike's Information Criterion (AIC) were used to evaluate the whole model, the same as in the section 3.1 factor analysis. The result of having selected and carefully looked for the path so that the goodness of fit of a model might be high, the fit index of the model was set to CFI=0.901 and RMSEA=0.056. The goodness of fit indicated the reliance was applicable as shown. The four-factor
model, which was the final version, is shown in Figure 2.

However, the four factors extracted using explanatory factor analysis were not in agreement with the three factors that assumed the individual factor, school factor, and family/friend factor. A three-factor model was then developed and compared to the four-factor model. The path from the English learning motivation that became a high order factor to usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness was pulled. Then, three factors were created according to the assumed item, and the path in which the correlation between each factor was pulled. The
path from three factors to usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness was pulled. The fit index was established at CFI=0.870 and RMSEA=0.057 to increase the goodness of fit. Although the RMSEA was a value in the range that can be acceptable, the value of CFI was somewhat low. The final version, the three-factor model, is shown in Figure 3. In comparison of AIC, it was set to AIC=2214.318 by the three-factor model and AIC =1562.441 by the four-factor model, and the four-factor model became a better model than the three-factor model. The four-factor model that had a value with a sufficient fit index in CFI, RMSEA, and AIC was adopted.

As shown in the path figure by the four-factor model in Figure 2, significant paths were seen from the school factor to usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness. The respectively significant paths were shown; one was from parental expectation/cram school factor to usefulness and avoiding uneasiness. The other was from the visual media factor to exchange desire. Weak influence was shown from the family/friend international factor to intrinsic motivation. The correlation in the latent variable was positive, which showed the four factors seen but did not show a relationship between the school factor and family/friend international factor. In addition, all numerical values are standardized point estimates, and show the significant path, p< 0.05. The display of the error variable relevant to each observed variable or a latent variable is omitted. Covariance structure analysis was computed by presuming average value and a section, and has become an analysis that includes the deficit value of data.

4. SUMMARY

This research reconfirmed the previous work that the factor structure of English learning motivation is a four-factor structure: usefulness, intrinsic motivation, exchange desire, and avoiding uneasiness. By comparing these four factors according to experience or inexperience living and traveling abroad, only in avoiding uneasiness, students with overseas experience was significantly higher than students without experience. The English learning motivation of avoiding uneasiness would most likely increase because of the pride that blossomed in those students who found they could speak English well as a result of their international experience, to which was joined their expectation that they should be able to speak fluent English. For gender, girls were significantly higher than boys in three factors. The results from this study are similar to previous studies, which suggest that effective means are needed to increase the boys' English learning motivation. Adachi (2009) investigated Japanese fifth and sixth grade students and indicated that learning motivation did not change from the fifth to the sixth grade. This research too clarified intrinsic motivation and avoiding uneasiness in English learning motivation would decrease at a significant level. For sixth grade students, intrinsic motivation and avoiding uneasiness may have decreased as a result of becoming second year students in a foreign language activity, and the students had become used to the language class. Moreover, in this research, a significant difference was not seen in exchange desire although sixth grade students were significantly higher than fifth grade students in their interest in international exchange in Hayashibara’s research (2011). In this research, English learning motivation and the reasons to learn English were the focus. Students were not asked about their interest in only international exchange. That is, if the question asked about interest in international exchange regardless of the purpose of speaking English, the motivation of sixth grade students increased as compared to that of fifth grade students. However, if the question asked about exchange desire as the motivation to learn English, the significant difference by grade disappears. This suggests that English learning motivation increases when an international exchange program and English study are integrated.

In covariance structure analysis, the significant path from school factor to all four English learning motivation factors was detected, and the path coefficient also had a comparatively high numerical value in intrinsic motivation, usefulness, and exchange desire. This shows that school plays a large role in student English learning motivation. Although the general belief is that it is desirable to provide intrinsic motivation toward study, this research of fifth and sixth grade students in Japan showed that the school factor is the factor that most strongly affects motivation. There are opinions on the advantages and disadvantages of elementary school foreign language activities in Japan. However, this research showed that the school factor contributes to the increase in student English learning motivation. Moreover,
the path from the family/friend international factor to intrinsic motivation was seen although the path was weak. In order for a student to increase intrinsic motivation about English learning, an important element is that society needs to further internationalize. Although the parental expectation/cram school factor has affected usefulness and avoiding uneasiness, it has not affected intrinsic motivation. The results showed that parental expectations or sending their child to a cram school or an English conversation school did not increase intrinsic motivation. Since the visual media factor increased exchange desire was shown, the possibility is was utilizing visual media, such as a foreign television programs or movies, will also become an effective means to increase student English learning motivation. To increase English learning motivation, developing effective visual media teaching materials and verifying the effect of the materials is required in future educational technology. Furthermore, it is necessary to inquire in detail which English learning motivation instructional method utilizes digital teaching materials, the use of which are spreading.

Last are the limitations and problems in this research. This research did not investigate change in student English learning motivation. What was investigated was one point in time for one student. It is necessary to investigate changes over time in student English learning motivation. Furthermore, it is also necessary to investigate how English learning motivation at elementary school changes at junior high and high school. The need now is a method for more effectively increasing student English learning motivation using various approaches to research.

ACKNOWLEDGEMENTS

I would like to thank the teachers and students in Japan and South Korea for their help in this research project.

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This work was supported by KAKENHI (24520721).