

Investigating the problems of Japanese elementary school English education —By means of class observation and a questionnaire on motivation—

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要 旨

小学校からの英語の必修化については未だ意見が分かれ、文部科学省としても明確な方向性を示し得ていない状況であるが、現実には殆どの小学校が何らかの形で英語教育を実施している。本論は日本より先に小学校に英語教育を導入した韓国の現状を参考にしつつ、現在行われている小学校における英語教育の問題点に焦点を当て、これからの日本の小学校英語教育について考察、提言するものである。まず背景として、韓国と日本の小学校での英語教育を比較し、改善されるべき日本の小学校英語教育の主な問題点を指摘する。その上で沖縄県内の小学校における英語の授業観察を通して、筆者自身が問題としてとらえた「高学年における文字導入なしの授業内容」の問題を含めた3つの仮説を立て、それらの仮説を実証するため県内の小学校2校と韓国の小学校2校の3年生、6年生を対象にアンケートを実施した。結果は英語の授業に関して、仮説①「3年生は6年生より内的動機が高い。」と仮説③「6年生は3年生より読み書きを学びたいという欲求が高い。」は立証され、仮説②「6年生は3年生より外的動機が高い。」は立証されなかった。又、韓国の生徒との比較においては、韓国の小学生は3年生、6年生ともに日本（沖縄）の小学生より外的動機がかなり高いことがわかった。それらの結果をもとに、日本の小学校英語教育における高学年での文字導入の必要性と、低学年、高学年でともに高められるべき外的動機の必要性を提言している。

キーワード：小学校英語教育の問題点、日本と韓国、低学年と高学年、内的動機、外的動機

Key words: problems of elementary school English education, Japan & South Korea, lower grades and higher grades, intrinsic motivation, extrinsic motivation

Introduction

As for making English a compulsory subject in elementary school, the opinion is divided, and the Japanese Ministry of Education has not yet issued its new guidelines or plans for it. According to the survey conducted by Venesse (2006), however, in 2006, the number of elementary schools conducting English classes in some form amounted to 94 %. In this paper, whether English education in elementary schools should be introduced or should be compulsory is not the focus. Rather, the purpose

of this paper is to discuss better English education in elementary school by pointing out the problem in English education currently carried out under the guidelines of the Ministry of Education, Culture, Sports, Science and Technology (henceforth, Ministry of Education). By way of introduction, through comparing elementary English education in South Korea and Japan, the main problems of elementary English education in Japan are pointed out. Next, three hypotheses are set up following class observations at an elementary school in Okinawa. In order to support the three hypotheses, the results of

questionnaires regarding motivation targeting both South Korean and Okinawan children are shown. Lastly, referring to the results of the questionnaires, the author advocates a review of the current 6th grade "no letter class" and also points out the need to cultivate children's extrinsic (instrumental) motivation.

1. Problems of English education in Japanese elementary schools

1.1 Comparison of Japan and South Korea

Before moving into the discussion of the problems of Japanese English education in elementary schools, it will be helpful to compare English education in Japanese elementary schools with that of South Korean elementary schools to clarify the problems. The reason South Korea is used for comparison is because it has 10 years' history of English education in elementary school, since 1997, and it is said to be successful. TOEFL scores are often cited as evidence of South Korea's success in English education. For example, according to Honna (2002), South Korea's average TOEFL score from 1964 to 1966 was 461 points compared to Japan's 482, and the number of examinees was 292 against 1,710 for Japan. However, from 2002 to 2003, its average score was 205 points against Japan's 186 and the number of examinees increased to 76,541, which was close to Japan's 83,357.

Another reason that South Korea should be compared is because it is Japan's nearest Asian

neighbor, and it is said to share many similarities with Japan in the learning of English. For example, it is said that since both the languages of Japanese and Korean are quite different from English, it is hard for both Japanese and Koreans to learn English. It also seems that both Korean and Japanese students are shy and tend to run away from foreigners when they have to speak English. In the homepage of Gyeonggi English Village (2007), Jeffrey D. Jones, the executive director of English village Paju camp in Korea, comments that Korean students tend to run away when they see foreigners, fearing to communicate with them although they spend much time studying English. Based on 20 years' experience teaching English to Japanese students, the author thinks that they also have that tendency. The differences between South Korea and Japan in elementary school English education are summarized as follows in table ① referring to Gotoh (2005), Kawazoe (2005), Kimura (2006), and Kawai (2004).

1.2 Main problems to be considered

The following problems seem to be the major problems of English education in Japan. First, absence of a uniform textbook or concrete curriculum by the Ministry of Education: Because of these absences, English education in Japanese elementary schools is varied in its methods and content according to each local government or school. In South Korea, English was introduced into elementary school by the Elementary English Education Advisory Committee, and it played the role of liaison

Table 1 Elementary English education in Japan & South Korea

South Korea	Japan
national government control	local government or school control
compulsory	not compulsory
implemented in 1997	implemented in 2002
34 hours/year for 3 rd & 4 th grades 68 hours/year for 5 th & 6 th grades	5~15 hours/year in the period for integrated study for each grade
only one authorized textbook	no authorized textbook
homeroom teacher centered	mainly team-teaching
compulsory training for 120 hours	no compulsory training for teachers
not many assistant language teachers	many assistant language teachers
English-only class once a week	no such obligation
listening- & speaking-centered, but reading and writing should be taught in less than 10% of contact Hours (in reality more than that)	listening- & speaking-centered, basically no teaching of reading and writing (in reality, more schools started teaching reading & writing recently)

between the government and public elementary schools. As for instructional content, since South Korea has one authorized textbook for each grade, there should not be much difference among schools.

Secondly, lack of consistency between elementary schools and junior high schools: Since there is no required textbook or concrete curriculum in Japan, each school has different teaching materials and curricula as claimed in *Shogakko eigo gakusyu shido shishin* (Itoh, 2004). As a result, junior high school teachers tend to have new students who have different levels of English where students start junior high school English regardless what they learned in elementary schools. In South Korea, the government set out the 7th English education curriculum in 1997, which insists on coordination of classes from elementary school to senior high school (Gotoh, 2005).

And, thirdly, lack of teachers who can teach English in elementary schools: This was the first worry often heard from elementary school teachers when English was introduced into elementary schools with the new course of study in 2002. Since there were no English classes in elementary schools, it is natural that there were no English teachers in these schools. Therefore, it was necessary to train elementary school teachers enough to be able to teach English to elementary school children. One of the Korean elementary school teachers that the author visited in Seoul commented that at the time English was introduced as a subject in elementary schools in South Korea, elementary school teachers were almost in a state of panic. The South Korean government obliged all elementary teachers to have a 120-hour training in teaching English as a subject in elementary school. At present, this training consists of 70 % English conversation and 30 % English teaching training, which is carried out in 12 training centers in South Korea. After finishing this 120-hour training course, some teachers have another 120-hour training for English teaching (Kawazoe, 2005). A lack of training in Japan leads to a different way of teaching English. While, in South Korea, English classes are carried out mostly by homeroom teachers or teachers trained in teaching English, a popular way in Japan is to have a homeroom teacher and an ALT or volunteer English teacher team-teach (Matsukawa, 2006). And it was an ALT or a volunteer teacher that mainly leads the class in the

classes observed by the author.

2. English class observation and three hypotheses

2.1 English class observation

In the previous section, the main problems in Japan's English education in elementary schools were discussed. In order to investigate how English classes are actually conducted with her own eyes, and to find out if there are any other classroom problems, the author observed English classes at a public elementary school in Naha, Okinawa. Observations were made in three classes: 2nd grade, 4th grade, and 6th grade. The following is the teaching procedure for each grade and its analysis.

Data 1: 2nd grade teaching procedure

- (1) greetings ("What is today?")
- (2) warm-up activity (hello song)
- (3) review of the previous lesson
- (4) action game ① (some verbs taught through actions)
- (5) action game ② (children act to demonstrate the meaning of verbs taught)
- (6) action game ③ (children act to demonstrate the meaning of more difficult words including some simple commands)
- (7) "Simon says" game
- (8) closing

Procedures (4) to (7) above made up 90 % of the class in which children learned English verbs and verb phrases through actions. The class was conducted by a homeroom teacher and a volunteer English teacher (a member of the PTA), with the homeroom teacher carrying out a subordinate role. The team-teaching went very smoothly with the teaching procedure written on the blackboard, and the children looked very active and seemed to be enjoying their English class. The verbs that they learned were, for example, "run," "walk," "touch," "stop," "cry," "skip," and "jump." The verb phrases learned were "make a circle," "clap your hands," "raise your hands," and "shake your hands," etc. It was a surprise that 2nd graders already were learning verbs and verb phrases which are taught at the beginning of junior high school.

Data 2: 4th grade teaching procedure

- (1) greetings ("What is today?")
- (2) warm-up activity (gymnastics in English)
- (3) practice of a conversation between a clerk & a shopper
- (4) classification of goods (classifying goods into three categories)
- (5) shopping game ("How much is it?" "It's ~")
- (6) closing (child with most stamps was praised and applauded)

This class, which went very smoothly, was also conducted by a homeroom teacher and a volunteer English teacher team; and it was volunteer teacher centered, supported by a homeroom teacher. These 4th graders were very active and enjoyed the game very much. The children spoke English enthusiastically and the class seemed successful. Compared to the 2nd grade class, the level of the game was higher, and not only English words but also sentences such as "How much is it?" or "It is 380 yen" were taught.

Data 3: 6th grade teaching procedure

- (1) greetings ("How are you today?")
- (2) listening to a song (listening comprehension quiz)
- (3) conversation practice ① ("Where do you want to go?" & "I want to go to ~")
② ("How long will you stay?" & "I will stay ~days.)
- (4) international trade game
Children were divided into two groups: tourists & immigration officers from ten different countries. They used previously learned conversations ① and ②, and tourists got stamps for doing so.
- (5) consolidation
(children commented on the class activity and evaluated themselves)

The class was conducted by a team consisting of an ALT, who was a native speaker of English, and a homeroom teacher; and it was an ALT-centered class, supported by the homeroom teacher. An aural comprehension quiz using a song in the beginning of the class was a new teaching method which appeared only in the 6th grade class, and it

seemed helpful for improving students' listening ability. However, as for the game, compared to the 2nd and 4th graders, 6th graders looked less enthusiastic giving the impression that they were tiring of doing games. And despite the objective of the game, which was to learn and use sentences such as "Where do you want to go?" or "How long will you stay?", 6th graders had difficulty saying or failed to say these phrases in the game. They often asked each other, "What should I say?" in Japanese; and some of the students failed to speak altogether.

2.2 A problem in the 6th grade class

Before the game started, an ALT taught students how to say key sentences, and they repeated the sentences after the ALT. However, it seemed that some students were not able to remember these sentences. Since these key sentences were written on the blackboard, if learners forgot how to say them, they could look at them on the board. But they were not able to read them since they had not learned how to read. In the case of 2nd and 4th graders, they succeeded in using words or sentences because it may have been easier for them to memorize words, and short sentences, or a more familiar sentence such as "How much is it?" which consists of at most four words. When the sentences became a little longer or were not well known as in the case of 6th graders, it was harder for children to memorize and use them in the game. Upper grade students seemed to be less interested in the games, and they failed to use the English sentences in the game because they could not read them on the board when they had forgotten how to say them. Perhaps the students did not practice orally and aurally enough before doing the activity. Maybe they did not participate effectively because the activity was not interesting enough or was not age appropriate. There may be many reasons why they failed to use the sentences in the game. However, if they could have read the sentences written on the blackboard, they could have used them in the game even if they were at first not able to remember them. It was similar to not getting the answers even though the answers were on the blackboard. If English education starts from the lower grade such as 3rd grade, higher grades should not be a "no letter class."

In English education in elementary school, it is suggested that teachers should not teach how to read or write English in the *Practical handbook for elementary school English activities* issued by the Ministry of Education (2001). The below is an excerpt from chapter 2 entitled "What kind of English should instructors teach?":

At the elementary school level, simultaneously introducing English sounds, letters grammar, and syntax (all of which differ from those of Japanese) would be to demand too much of students, becoming a major cause for students to develop a dislike for English. Consequently, at the elementary school stage, it is important to separate spoken and written English and focus instruction only on spoken English (p. 126).

This guideline may be appropriate for lower grades, in which English is introduced for the first time to focus on speaking and not to introduce letters. However, should it be applied to the upper grades which have had two or three years of experience in learning English? The curriculum for the higher grades should be different from that of the lower grades due to the difference in physical and mental maturity according to *Shogakko katudo jissen no tebiki* (2007). The present game-centered content, however, is limited by students' inability to read in the higher grades as discovered in the class observation. Those in higher grades should have the opportunity to learn at least how to read if English language education is to start in lower grades such as 3rd or 4th. Introducing reading and writing in higher grades may be a way to decrease the number of elementary children who do not like English. According to a survey conducted in 2004 by the Ministry of Education (Tajiri, 2006), among the children who do not like English, 54 % of them gave as the reason "because they can't read English." Therefore, it can be said that understanding letters may influence their preference for English. It may also be a way to increase intrinsic motivation since reading and writing as new content involve learning or discovering. Vallerand (1997) explains intrinsic motivation consists of three factors: the demand for new knowledge, the demand for accomplishment,

and the demand for stimuli or findings. As for changing the curriculum for the upper grades, Kimura (2006) goes so far as to state that grammar should be introduced in grades five and six where children start to get interested in language code. It is here recommended at least that the first stage of reading and writing be taught, so that they can read such sentences as "How long will you stay?" a key sentence used in the game.

2.3 Three hypotheses

Based on what was observed in classes, the author set up the following three hypotheses. (1) 3rd graders have higher intrinsic motivation than 6th graders. (2) 6th graders have higher extrinsic (instrumental) motivation than 3rd graders. (3) 6th graders have the desire to learn a more advanced level of English such as reading and writing than 3rd graders. Motivation was incorporated into hypotheses (1) and (2) because motivation is a key factor in language learning as claimed by Ellis (1994). Secondly, the objective of English education in elementary schools is to cultivate the motivation to learn English. The Ministry of Education's handbook (2001) states, "Their (English activities) primary purpose is to foster interest and desire - not to teach a language" (p.123). Thirdly, based on classroom observation, lower graders seemed to be more interested in English class than 6th graders. Therefore, the author thought that students in lower grades might have higher intrinsic motivation in learning English than students in higher grades. Intrinsic motivation is defined by Pintrich & Schunk (2002) as the motivation to engage in an activity for its own sake.

Even though 3rd graders seem to be higher in intrinsic motivation, since 6th graders should be more mature and are closer to junior high school students, it is supposed that their extrinsic motivation is higher than that of students in lower grades. This is the reason for the second. Extrinsic motivation is defined as the motivation to engage in an activity as a means to an end (Pintrich & Schunk, 2002; Cook, 1991). Here in this paper, the author considers extrinsic motivation the same as instrumental motivation which reflects targeted pragmatic purposes for learning a language, such as for career advancement, to study in another country, to pass an important exam, and so on (Gardner & Lambert,

1972). Though Muranoi (2006) states that teachers should value intrinsic motivation more than extrinsic motivation, the author learned from her more than 20 years' of experience as an English teacher that extrinsic motivation or instrumental motivation such as "study English to pass STEP" or "study English to be a flight attendant" enabled students to improve their English remarkably. English teachers should make an effort to give students opportunities to acquire extrinsic (instrumental) motivation as well as intrinsic motivation.

The third hypothesis was advanced in order to find support for the recommendation that reading and writing should be introduced into the upper grades. As already noted above, due to not knowing how to read, 6th graders could not make effective use of their English class. Tajiri (2006) also states that introducing letters in upper grades seem to be more effective in teaching English mentioning that students in upper grades started to show their demand to learn letters. As for motivation-related studies, Matsuzaki (2006) investigated how 345 Japanese elementary school students' intrinsic and extrinsic motivation for learning changed with age. Her study revealed that for both intrinsic and extrinsic motivation, students in 6th grade show less motivation than those in 3rd grade. This findings will be compared with the results of the author's survey under "concluding remarks."

3. Implementation of questionnaire & results

3.1 Questionnaire

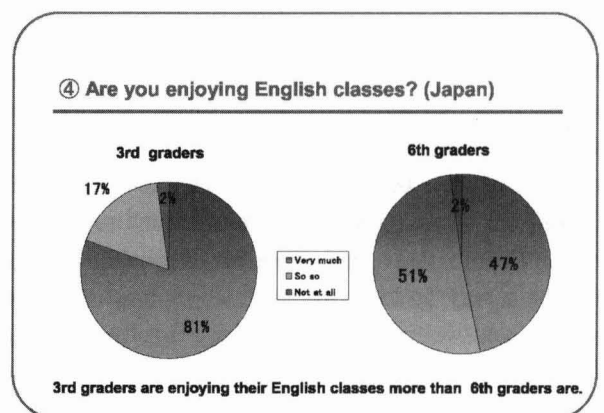
In order to find support for the three hypotheses, a questionnaire was conducted targeting 3rd and 6th graders in elementary schools: public elementary school A in Naha, which was designated as a school for studying English education by the Ministry of Education in 2004 and 2005; elementary school B in Nago, which is an ordinary public school; public elementary school C in South Korea, which is an experimental school in English education (similar to school A in Okinawa); and public school D in South Korea, also an ordinary public school. The questionnaire was conducted in the classrooms by the home-room teachers by using after-school time both in Okinawa and South Korea.

South Korean schools were targeted for the

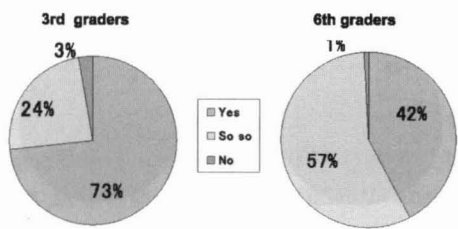
questionnaire to check if there are any noticeable differences between schools in South Korea and Japan, between the country which introduced elementary English Education 10 years ago and the country which introduced English as "English activities" recently. It was expected that the questionnaire results may have implications for the future of English education in Japan. A sample of the questionnaire is attached as Appendix A on page 21. The questionnaire is designed after Matsuzaki (2006) and the study report issued by school A (Heisei, 2006). Questions 1, 2 and 3 are concerned with the interest in foreign countries. Questions 4, 6, and 7 are concerned with intrinsic motivation. Questions 8, 9 and 10 deal with extrinsic (instrumental) motivation, and Question 15 addresses students' desire for English class by having them write freely to check the demand for learning reading and writing.

3.2 Results of the questionnaires

As mentioned above, questions 4, 6, 7 are concerned with intrinsic motivation. As for question 4, "Are you enjoying English classes?", 81 % of Okinawan 3rd graders (133 students as 100 %) answered "very much" while 47 % of the 6th graders answered so. In other words Okinawan 3rd graders are enjoying their English classes more than 6th graders (133 students as 100 %) are. For the same question, 73 % of South Korean 3rd graders (150 students as 100 %) answered "very much" while 42 % of the 6th graders (142 students as 100 %) answered so. Therefore, results suggest that 3rd graders are enjoying their English classes more than 6th graders in both countries.



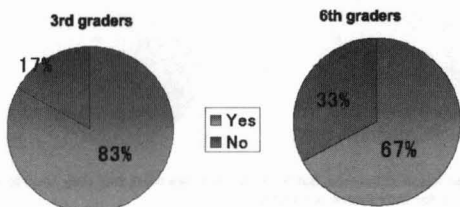
④ Are you enjoying English classes? (Korea)



3rd graders are enjoying their English classes more than 6th graders are.

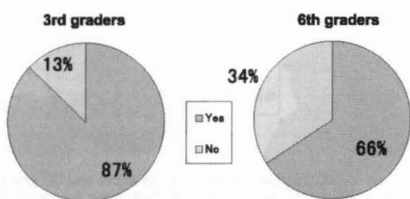
As for question 6, "Are you looking forward to having English classes?", 83 % of Okinawan 3rd graders responded "yes" while 67 % of the 6th graders said so; and 87 % of South Korean 3rd graders responded "yes" while 66 % of 6th graders did so. Therefore, fairly similar results were obtained from both Japan and South Korea; namely, 3rd graders were looking forward to having English classes more than 6th graders were.

⑤ Are you looking forward to having English classes? (Japan)



3rd graders are looking forward to having English classes more than 6th graders are.

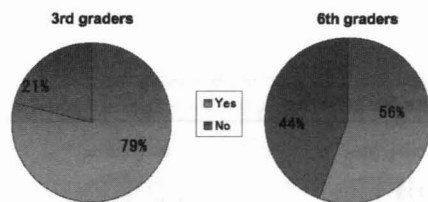
⑥ Are you looking forward to having English classes? (Korea)



3rd graders are looking forward to having English classes more than 6th graders are.

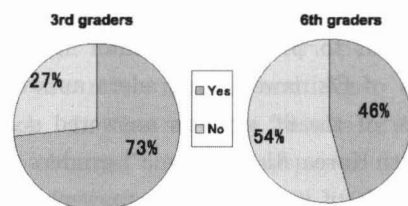
As for question 7, "Do you want to have more English classes?", 79 % of Okinawan 3rd graders answered "yes" while 56 % of the 6th graders answered so; 73 % of South Korean 3rd graders responded "yes" while 46 % of the 6th graders did so. Therefore, it is assumed that 3rd graders wanted to have more English classes than 6th graders in both countries.

⑦ Do you want to have more English classes? (Japan)



3rd graders want to have more English classes than 6th graders.

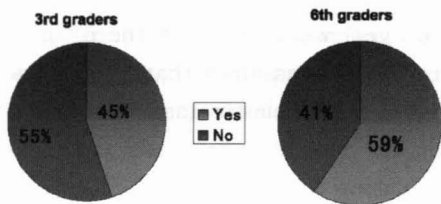
⑦ Do you want to have more English classes? (Korea)



3rd graders want to have more English classes than 6th graders.

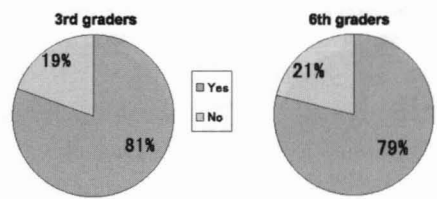
Questions 8, 9, and 10 are concerned with extrinsic (instrumental) motivation. As can be seen in graph 8, about question 8, "Do you think English is necessary for your future life?", 45 % of Okinawan 3rd graders answered "yes" and 59 % of the 6th graders answered so. In other words 14 % more of 6th graders thought they need English for their future. The result for South Korean children, in which 89 % of 3rd graders answered "yes" while 78 % of 6th graders did so, was opposite that of Okinawan children. Thus only 11 % more of 3rd graders thought they needed English for their future.

⑧ Do you think English is necessary for your future life? (Japan)



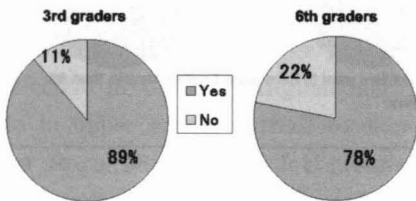
Not so much difference, but a few more 6th graders think they need English for their future than 3rd graders.

⑨ Do you think you need to study English to prepare for junior high school? (Korea)



Not so much difference, but fewer 6th graders think that they need to study English to prepare for junior high school.

⑧ Do you think English is necessary for your future life? (Korea)

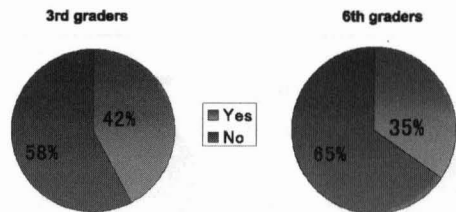


Not so much difference, but fewer 6th graders think that they need English for their future life.

Question 9 asks, "Do you think you need to study English to prepare for junior high school?" Here 41 % of Okinawan 3rd graders answered "yes" while 50 % of the 6th graders answered so. In the case of South Korea, 81 % of the 3rd graders answered "yes," and 79 % of its 6th graders answered so. Here, there was not so much difference between 3rd and 6th grades, but more 3rd graders considered they needed to study English to prepare for junior high school, which is opposite the finding for Okinawan children.

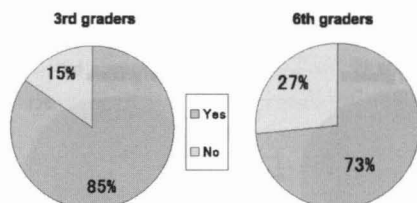
Question 10 asks, "Do you think you need to study English for your future occupation?" Replying, 42 % of Okinawan 3rd graders answered "yes," and 35 % of 6th graders did so while 85 % of South Korean 3rd graders answered "yes," and 73 % of 6th graders did so. Thus fewer 6th graders than 3rd graders considered they needed to study English for their future in both countries.

⑩ Do you think you need to study English for your future occupation? (Japan)



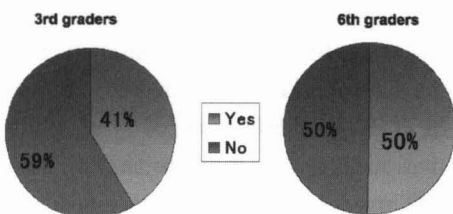
Not so much difference, but fewer 6th graders think that they need to study English for their future occupation.

⑩ Do you think you need to study English for your future occupation? (Korea)



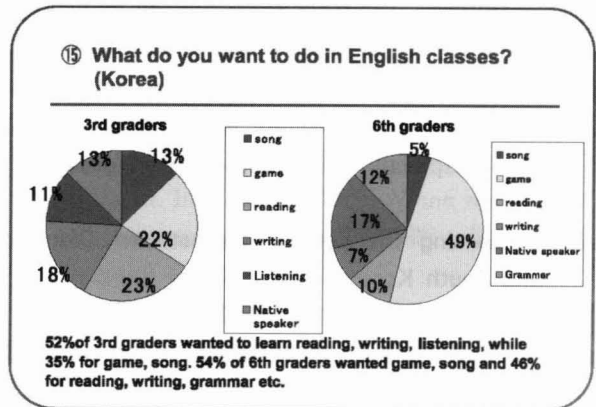
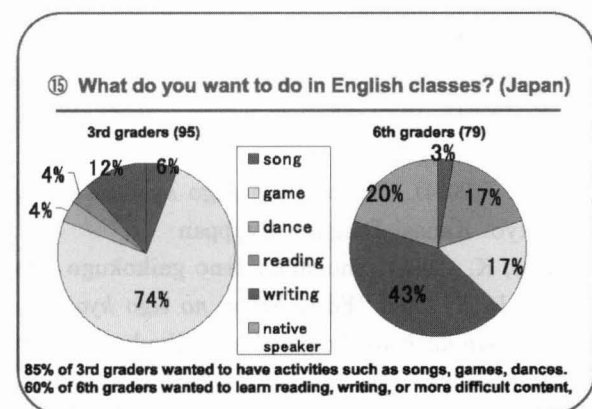
There is not so much difference between 3rd graders and 6th graders. But fewer 6th graders think they need to study English for their jobs.

⑨ Do you think you need to study English to prepare for junior high school? (Japan)



Not so much difference, but a few more 6th graders think that they need to study English for junior high school than 3rd graders.

Question 15 asks about the desire for English classes using freely written responses. Among the Okinawan 3rd graders who answered, which was 95 out of 133, 74 % of them want more games, but among the 6th graders who answered the question, which was 79 out of 133, only 17 % of them want more games. And 60 % of 6th graders showed their desire for learning reading or writing. However, here, it should be noted that not all students answered the question. The author should have used a multiple choice format for this question in stead of an open-ended format, so that more answers and more clarified answers would have been obtained. In South Korea, even though the desires were more varied than those of Okinawan students, 22 % of 3rd graders wanted more games and 52 % of them wanted reading or writing or listening. While 49 % of South Korean 6th graders wanted more games, 29 % called for reading or writing or grammar. This result shows that among the Okinawan students who were not satisfied with the present English classes, 6th graders had more desire for learning reading and writing than 3rd graders did. South Korean 6th graders' desire for games being greater than 3rd graders' desire for games may reflect the 6th grade situation, in which students did not have much time for games because their lessons included reading and writing already. Thus, presumably, they missed their game time. The fact that South Korean 3rd graders had more desire for learning reading and writing than Okinawan 3rd graders may show the difference in maturity or eagerness to study English. In summary, it is assumed that Korean 3rd graders, who had many games in class, wanted to learn reading and writing more; and Korean 6th graders, who did not have much time for games and had more time for reading and writing, missed their games.



4. Concluding remarks

4.1 Concerning the three hypotheses

The first hypothesis that Okinawan 3rd graders have higher intrinsic motivation than 6th graders, is supported by the results shown in questions ④, ⑥, and ⑦ (pp.10-12). As for the second hypothesis, that Okinawan 6th graders have higher extrinsic (instrumental) motivation than 3rd graders, it is supported by the results from questions ⑧ and ⑨, but it was not supported by the results of questions ⑩ (pp.15-16.). Therefore, the latter results ran against the expectation that higher graders should have higher extrinsic motivation since they are more mature and closer to junior high school. In the end, the results of the first hypothesis obtained in this paper were similar to the results obtained by Matsuzaki (2006) showing lower graders are stronger than higher graders in intrinsic motivation. The results from question ⑩ also support the idea that learner's motivation tends to decrease with age (Anderman & Maehr, 1994). Renninger and Hidi (2002) attribute that to the higher graders' flagging interest in subjects themselves. However, as Matsuzaki states, the results suggest that the area of motivation can shed light on how teaching methods for elementary school students in the higher grades can be improved. The third hypothesis, that 6th graders want to learn a more advanced level of English, which would include reading and writing, than 3rd graders is supported by the results of question ⑮ (pp. 17-18). Accordingly age-appropriate content for upper-graders should be considered in order to increase the motivation of 6th graders. It is suggested that the present guidelines

by the Ministry of Education (which state that elementary school English should not be viewed as preparation for junior high school English and recommends not to teach reading and writing) should be reviewed especially with respect to 6th grades.

4.2 Concerning the comparison between Okinawa and South Korea

It was found that South Korean 3rd and 6th graders showed higher extrinsic (instrumental) motivation than Okinawan 3rd and 6th graders. Concerning question ⑧, "Do you think English is necessary for your future life?", South Korean 3rd and 6th graders were higher by a 44 % and 19 % difference respectively. As for question ⑨, "Do you think you need to study English to prepare for your junior high school?", the South Koreans were higher by a 40 % and 29 % difference respectively. About question ⑩, "Do you think you need to study English for your future occupation?", the South Koreans were higher by 43 % and 38 % respectively. These results suggest South Korean 3rd and 6th graders consider English important for their future and career more than their Okinawan counterparts. Possibly there is a stronger demand for learning English, or there is a greater eagerness to study English in Korean society as evidenced by the "English village" concept (Yonaha, 2007). It is also supposed that the South Korean government's attitude toward English may be affecting South Korean society. Ex-Korean president Kim Dae Jung stated that without mastering English, the international language in the age of the Internet, Koreans cannot win in global competition (Kawazoe, 2005). And such an attitude seems to be mirrored by his successors. While in Japan, former Education Minister Takeo Kawamura was positive about elementary school English education; but his successor, Bunmei Ibuki, demonstrated a negative attitude toward introducing English in elementary school in 2006. And in 2007, the new Education Minister, Kisaburo Takeo, showed an attitude quite the opposite from Ibuki toward English education in elementary school (NPO, 2004 *Eigo kyoiku news*, 2008). Yoshida (2004) claims that leaders should have clearer objectives in elementary school English education to make it more effective. The author also considers a consistent attitude among leaders to be important.

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Questionnaire on motivations (Japanese version)

あたっているものに○をつけて下さい。

小学校 (3 (6)) 年生

((1) 男子 2 女子)

1. いろいろな外国に行ってみたいです。

(1) はい 2 いいえ

2. 外国の友達を沢山作りたいです。

(1) はい 2 いいえ

3. 外国のことをもっと知りたいです。

(1) はい 2 いいえ

4. 英語の授業は楽しいですか。

(1) 楽しい 2 ふつう

3 楽しくない

5. 英語を使って外国の人と話したいです。

(1) はい 2 いいえ

6. 英語の授業のある日は楽しみです。

(1) はい 2 いいえ

7. 英語の授業がもっとあったらなあと思います。

(1) はい 2 いいえ

8. 大人になったら必要になると思うので英語を勉強しています。

(1) はい 2 いいえ

9. 中学に入って英語の勉強でこまらないために勉強しています。

(1) はい 2 いいえ

10. 将来なりたい仕事のために英語を勉強しています。

1 はい (2) いいえ

11. 英語を読めるようになりたいです。

(1) はい 2 いいえ

12. 英語を書けるようになりたいです。

(1) はい 2 いいえ

13. 学校以外に塾などで、英語を勉強しています。 (1) はい 2 いいえ

14. 英語の授業で、こまっていることやいやなことがあったら書いて下さい。

はつあん

15. 英語の授業でもっとやりたいことがあったら書いて下さい。

むずかしいのをやってみたい