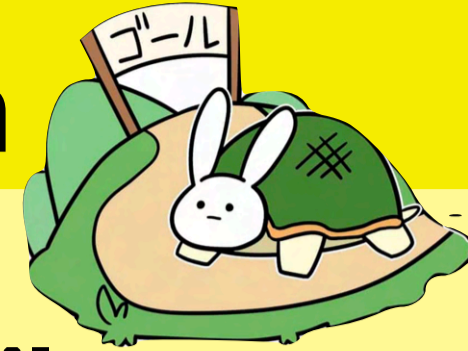


# Fostering Young Learners' Confidence and Love Toward Learning English



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## Introduction

- English became required from third grades as “Foreign Language Activities” in Japan. (MEXT, 2014)
- Positive attitudes are significant and influential factor of students’ successful language learning. (Shin, 2014)
- The real challenge is to be able to sustain the initial positive attitudes. (Tragant, 2006)

There is a need to reveal young learners’ initial positive motivation.

## Results and Discussion

### Confidence

<Table 1> The result of Likert scale item “Are you good at English?”

	1 N (%)	2 N (%)	3 N (%)	4 N (%)
3 <sup>rd</sup> graders (N=107)	11 (10.2)	20 (18.7)	39 (36.4)	37 (34.6)
4 <sup>th</sup> graders (N=88)	12 (13.6)	20 (22.7)	29 (33.0)	27 (30.7)

<Table 2> Descriptive statistics of their confidence

	N	Mean	Median	Mode	SD
3 <sup>rd</sup> graders	107	2.96	3	3	0.98
4 <sup>th</sup> graders	88	2.81	3	3	1.03

About 71% of the 3<sup>rd</sup> graders, and 64% of the 4<sup>th</sup> graders evaluated that they are good at English.

## Results and Discussion

### Love

<Table 4> The result of Likert scale item “Do you like English?”

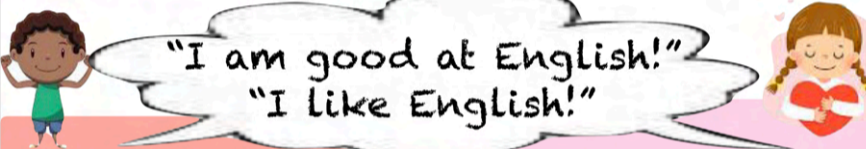
	1 N (%)	2 N (%)	3 N (%)	4 N (%)
3 <sup>rd</sup> graders (N=107)	3 (2.8)	10 (9.3)	29 (27.1)	65 (60.7)
4 <sup>th</sup> graders (N=88)	6 (6.8)	12 (13.6)	30 (34.1)	40 (45.5)

<Table 5> Descriptive statistics of their liking

	N	Mean	Median	Mode	SD
3 <sup>rd</sup> graders	107	3.46	4	4	0.78
4 <sup>th</sup> graders	88	3.18	3	4	0.92

About 88% of the 3<sup>rd</sup> graders, and 80% of the 4<sup>th</sup> graders evaluated that they are good at English.

- Confidence and love can be one of the most influential factors for students’ motivation.



The development of self confidence seems to play a major role for why students learn English. (Nikolov, 1999)

The study focuses on questioning “Do you like learning English, and why?” to obtain information about type of motivation. (Tragant, 2006)

### Actual comments

<Table 3> Source of their confidence in 3<sup>rd</sup> and 4<sup>th</sup> graders

category	The 3 <sup>rd</sup> graders (N=114; Positive:83 Negative:31)	
	positive	negative
Affective reaction	2% (N=2)	1% (N=1)
Assessment of their proficiency	20% (N=23)	19% (N=22)
Interaction with English outside the classroom	54% (N=61)	7% (N=8)
Interaction with English in the classroom	4% (N=4)	0% (N=0)
category	The 4 <sup>th</sup> graders (N=100; Positive:68 Negative:32)	
	positive	negative
Affective reaction	0% (N=0)	3% (N=3)
Assessment of their proficiency	30% (N=30)	21% (N=21)
Interaction with English outside the classroom	34% (N=36)	8% (N=8)
Interaction with English in the classroom	1% (N=1)	0% (N=0)
others	1% (N=1)	0% (N=0)

「しゃべるのがすきだから。」  
 「私は家族や友達に発音が良いと言われるから。」  
 「小さい頃からずっと英語を習っているから。」  
 「学校でやっているからちょっととくい。」

「英語を口で自分で言うのはちょっと恥ずかしいから。」  
 「ABCなどを発音よく言えるから。」  
 「家でおしえてもらっておぼえているから。」  
 「学校で英語をならうから。」  
 「タイ語の発音が英語と似ているから。」

### Actual comments

<Table 6> Type of motivation in 3<sup>rd</sup> and 4<sup>th</sup> graders

category	The 3 <sup>rd</sup> graders (N=114; Positive:101 Negative:13)	
	positive	negative
Affective reaction	49% (N=57)	4% (N=5)
Assessment of their proficiency	16% (N=18)	5% (N=6)
Interaction with English outside the classroom	9% (N=10)	2% (N=2)
Utilitarian reasons	14% (N=16)	0% (N=0)
category	The 4 <sup>th</sup> graders (N=94; Positive:75 Negative:19)	
	positive	negative
Affective reaction	43% (N=40)	5% (N=5)
Assessment of their proficiency	10% (N=9)	13% (N=12)
Interaction with English outside the classroom	10% (N=9)	0% (N=0)
Utilitarian reasons	18% (N=17)	2% (N=2)

「いろいろなたん語が分かってたのしいから。」  
 「とくいだから。」  
 「おかあさんとおとうさんもえいごがかんべきで、スクールとかにいれられたりしてすきになりました。」  
 「未来に役立つかもしれないから。」

「英語を言えると、とてもかっこいいからすき。」  
 「何いているかわかって、みんなで楽しめるから。」  
 「3さいからやっているから。」  
 「しょうらい、色々な国でかつようできるから。」

## Subjects and Method

- 3<sup>rd</sup> (N=107) and 4<sup>th</sup> (N=88) graders

### Data collection

- During English class, 8-10 minutes
- JTE of the class read the question item
- HRT was also in classrooms for watching students

### Research question

- Do they think that they are good at English, and why they think so?
- Do they like English, and why they think so?

## I am good at English because ...

- English is fun/ enjoyable or makes me happy.
- I am good at it or I was praised by parents, friends or teachers.
- We learn English at school.
- I learn or use English outside of the school. (Juku, English camp, travel, being taught from their grandparents/ parents)

## I like English because...

- English is fun or interesting, or it gives me good feeling.
- I am good at it. / I can understand. / It is good learning.
- I used to learn /have learned English outside the classroom.
- It will be useful in the future. / It will be useful to make my dream (ex. speaking English fluently, making friends all over the world, playing soccer using English) come true.

## Discussion Questions

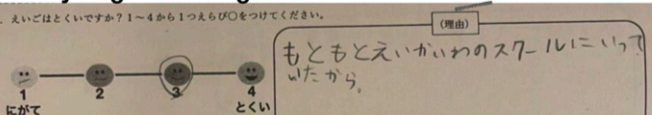
- How do you build confidence among students?
- How do you foster love toward learning English among students?
- What factors do you think influence students’ motivation?

## References

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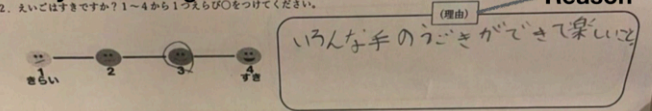
Are you good at English?

Reason



Do you like English?

Reason



- On the four point Likert scale, 1 and 2 were categorized as negative group and 3 and 4 were categorized as positive group.
- To find out sources of “confidence in English” and “liking English”, the reasons were classified into broad categories.