

Differences in Children's Motivation for Learning English at Elementary School and Cram School and Effective Learning Methods

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1. Outline

In this research, we will study the impact of cram school attendance on elementary school students' English learning from the perspective of motivation. For this purpose, it is necessary to investigate previous research on motivation for learning and on the relationship between cramming and motivation.

2. Background

The revision of the elementary school curriculum

The introduction of Common Test for University Admissions



In line with these educational reforms, we need to fundamentally rethink the way we study. Cram schools are also required to respond to these changes.

3. Children's motivation to learn

○Extrinsic motivation

- by external pressure
- goal is to learn for a reward or test or qualification



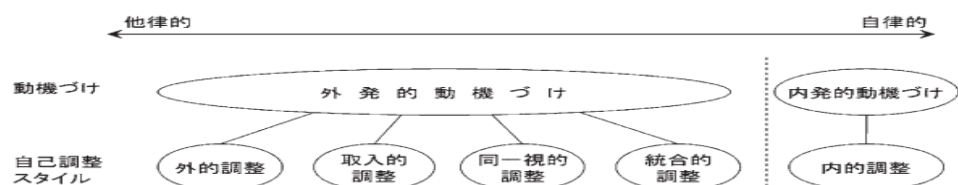
○Intrinsic motivation

- the interest in learning English itself
- the desire to communicate in English with English speakers



○Self-determination theory

- extrinsic motivation and intrinsic motivation as a one-dimensional continuum



○Achievement goal theory

- focus on the “why” of why people do a certain task.

↓
the achievement goal

4. Previous research on motivation for learning in cram schools

| | Nozaki and Ishii | Sayanagi |
|--------|---|---|
| Target | Junior high school students | Elementary school students |
| Theory | Achievement goal theory | Self-determination theory |
| result | <ul style="list-style-type: none"> • attending the cram school enhances altruistic motivation. • autonomous motivation is not reduced by the presence or absence of cram school attendance. | <ul style="list-style-type: none"> • the more days they attended the cram school, the more autonomous their motivation to learn was, and their altruistic motivation was not enhanced. |

※The results of research on cramming and motivation are few, and no general conclusions can be drawn.

5. Research plan

I will interview university students using Google Forms.

6. References ※There are not all my references.

Nobuo, S. (2009). Effects of attending cram school on motivation to study among elementary school students. *Education and research*, (51), 55-63.