

Motivational and Attitudinal Factors Influencing English Study of Japanese Tertiary Level Students

—Needs Analysis for Curriculum improvement—

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1. Introduction

Curriculum improvement is a complex process where standards, stakeholders' needs and values, language learning factors, socio-political factors, available resources including time allocation, staff size, staff capacity, class size, and budgets, all interplay (Watanabe, 2006). In seeking potential areas for program improvement, an on-going evaluation and reflection of pedagogy and management is required. Deciding on where to start, who to involve, the information required, and how to systematically improve the curriculum are all areas that need careful consideration (Watanabe, 2006). Needs Analyses which are "concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in a language program" are often a part of this process (Richards & Rodgers 1986: 156). This paper will discuss the interim findings of such a needs analysis currently being undertaken in the Economics, Contemporary Law, and Business Administration Faculties at Tokyo Keizai University (TKU).

Nunan (1988) states that:

Information will need to be collected, not only on why learners want to learn the target language, but also about such things as societal expectations and constraints and the resources available for implementing the syllabus (p. 14).

Brown (1995) discusses both 'situational' and 'language' needs. He defines 'situational needs' as the "program's human aspects, that is, the physical, social, and psychological contexts in which learning takes place," (p. 40) and 'language needs' as "the target linguistic behaviors that the learners must ultimately acquire" (p. 40). Brindley (1984) discussed needs in a different manner all together. Specifically he discusses 'objective' and 'subjective' needs. Objective needs are observable factual information about the learners, including personal backgrounds,

proficiency, and where or how often students use the target language in real life. Subjective needs, on the other hand reflect learners' perceptions of language learning. Learners' goals, priorities, wants, expectations, preference for learning strategies and participation are some components of subjective needs (Brindley, 1984). These distinctions interrelate with each other and provide a framework for what types of question should be asked in a Needs analysis. This study, while only in its initial stages will continue to use the above frameworks to ask students and teachers about the subjective needs and objective needs on English learning.

Many use needs analysis for program evaluation as a means to collect requisite information for curriculum improvement, to provide accountability to stakeholders (Alderson & Scott, 1992) and for specifying new content. Despite the wide-spread notion of using needs analysis as a tool for foundation-building and on-going improvement of language curriculums, we have not seen many studies in Japan, especially in the tertiary context (Watanabe, 2006). As a result Japan's national curriculum guidelines for junior and senior high schools, and internally designed tertiary English curriculums reflect the beliefs, attitudes, and perceptions of language education held by teachers, parents, and policy makers, but not students themselves (Watanabe, 2006). As student fees are the primary means of funding in the turbulent private tertiary sector in Japan, and as students are thus our primary consumers, their opinions and insights should be taken more seriously. Only once the needs and wants of different stakeholders, particularly students, are extracted, and the specific tasks the target population wants to or is expected to (or should) be able to perform in the future are clarified, curriculum and program improvement can follow.

2. Goals and present conditions of Japanese English language education

There are a number of different reasons why Japanese students study second languages. For the most part, however, adolescents study English because they are required to do so under the Japanese education system. Despite the growing number of courses offered exclusively in English at Japanese Universities, English is taught mainly at high schools and colleges as a foreign language, with the vast majority of students taking it as a required subject. It has been said for a long time, however, that Japanese people who have learned English at schools do not have a good command of English (Burden, 2002).

To combat this, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has developed various strategies for teaching English at schools. In 1994 MEXT introduced what they perceived as "Oral Communication" to the senior high school curriculum

as part of MEXT's 2003 'Action Plan' to improve the general ability level of Japanese students within a 5-year timeframe (Doyon, 2000). Given these changes in language education policy, it is obvious that Japanese curriculum designers now consider students' needs to develop their English language proficiency, specifically their communication ability in a more practical way. This demands a critical look at current classroom English language instruction, including an examination of dominant use of "focus-on-form," and what changes should be carried out, if necessary, in this EFL context. Before we can make informed changes to the three faculties curriculum at TKU, we first need to look at the student body. As part of a comprehensive needs analysis this study is but a small first step towards understanding our students, their needs, wants, strengths and weaknesses, how these compare to other university students in Japan and how English should fit in as part of the overall curriculum.

3. Methodology

The aim of this study is to gain enough information on the current Three Faculties (Economics, Contemporary Law, and Business Administration) English curriculum at TKU to make informed decisions for further improvement. To initiate this curriculum improvement process the authors distributed a survey consisting of 79 questions in Japanese to 1037 first year students during regular class time in July 2008 (Appendix A). This initial step was designed to provide necessary student perceptions of the current English curriculum. As a result information pertaining not only to first year TKU students' attitudes, anxieties and motivation in English classes, but also their perceptions of their English studies as part of the overall curriculum was collected. The findings are only preliminary with comprehensive interviews with students, staff and other stakeholders in subsequent studies to be used for triangulation purposes in subsequent studies. It is important to note that as this is an interim paper, and results reflect students' first semester experiences only, with further data required for triangulation and confirmation.

4. Student Participation and Motivation in the Japanese Context and TKU

(1) Feeling towards English Learning

Despite the eagerness to promote English education in Japan, many previous studies have discussed students' "apathetic attitude" which presents itself as an immediate "loss of academic interest" when students enter the English language classroom (McVeigh, 2001: 29). English

education is valued and in many circumstances popular in Japan, especially with parents, who invest a great deal of time, money and effort encouraging/forcing their children to take additional English courses especially in the early years (Burden, 2002). Students, however, have been described previously as simply not wanting to study English:

Overall, it seems there is an attitudinal problem that manifests itself in classroom apathy which perhaps has been somehow ignored in the rush towards internationalization (Burden, 2002: 4).

In a language conversation class it is generally assumed that “in order for students to make gains in the spoken language they need to actually communicate in the target language” (Doyon, 2000: 3). In many classes in Japan, however, students are often unwilling to participate in conversations, or even satisfactorily attempt class activities. In researching native English speaking teachers in Japan, Anderson (1993) discovered that the several characteristics particularly troubled teachers. Specifically he mentions that Japanese students rarely initiated discussion, avoided adding anything new to discussions, never challenge the teacher, rarely asked for clarification for class activities or other aspects of the class, and especially frustrating to instructor, students don't volunteer answers. Most Japanese students will only talk if individually called out, and even then only reply if there is a definite, straight forward answer. Even if the answer is blatantly obvious, it is often preceded by;

A pause so long that the instructor is tempted to supply the answer first. This type of pause – or even true silence – does not necessarily signify an unwillingness to comply, but may simply indicate that the student is too nervous to respond, or too uncertain of the answer to risk public embarrassment (Anderson, 1993: 102).

Despite this phenomena being common knowledge among teaching professionals in Japan, and an abundance of articles in popular academic journals such as “The Language Teacher”, “JALT Journal”, and “EigoKyoiku”, the problem seems not only to continue, but to magnify each year. Students are often afraid of making mistakes in class, as McVeigh (2001) suggests, the more specific fear being the negative evaluation in the form of the real or imaged ridicule of their peers. It is important to note that students do not seem to mind quite as much for being negatively evaluated for other types of classroom performance, for example, poor attendance (McVeigh, 2001).

Our findings seem to, however, contradict many those of previous studies, especially as only 29% of students reported disliking English classes (Table 1.1).

Table 1.1 Do you like English?

	Frequency	Percent
Like	235	23.0
Neutral	492	48.0
Dislike	297	29.0
Total	1024	100.0

Other studies suggest that many students are specifically concerned with “standing out” and appearing to show off their abilities. As McVeigh (2001) commented, wanting to avoid standing out cannot be the sole reason students refuse to speak in class when asked to, because by remaining silent, they stand out just as much as if they had spoken.

“It should also be observed however, that a student's silence will be evaluated differently by his or her peers than their mistakes, and, additionally, silence requires no effort, while speaking does... Students are caught in a double bind: if they make a mistake, they risk ridicule; if they answer correctly, they risk social rejection. No wonder many prefer to remain silent” (Brown, 2004: 15–16).

Teachers, then need to remove themselves as far as possible from the traditional teacher role, perceived by students as being strict, boring and generally unapproachable. While things are changing quite rapidly in Japan, and students are becoming more and more outspoken, teachers can do much more to reduce students' performance stress in the EFL classroom. As communication is the ultimate objective for many students, we need to investigate alternative teaching methodologies appropriate and supportive of Japanese learners. We also need to look for teaching and learning materials that promote participation and autonomy in and outside of the classroom.

Other indicators of motivation analysed in this study also seem to contradict previous findings. 29% of TKU students, for example, indicated that they would continue studying English even if it was not longer compulsory, while 45% would continue to study English if interesting electives were available (Table 1.2).

With only 93 students, or roughly 7%, electing to take English in their second year, these findings show that while students are motivated to learn English, the electives being offering

Table 1.2 If English was not a compulsory class would you still take it?

	Frequency	Valid Percent
Yes	298	28.8
Yes, only if interesting options available	462	44.7
No	273	26.4
Total	1033	100.0

might be inadequate and unappealing to students. These figures may actually be lower, as they do not separate students who take multiple electives. Students also have clear English study goals, another key indicator for success with 77% knowing not only why they are studying English but also having specific English learning goals (Table 1.3).

Table 1.3 I do not know why I am studying English and I do not have any goals

	Frequency	Percent
Strongly Agree	91	10.0
Somewhat Agree	118	12.9
Somewhat Disagree	342	37.4
Strongly Disagree	363	39.7
Total	914	100.0

73% have found the teaching style to be above par, while 55% of students also have found the classes to be fun (Table 1.4) and above all consider them to be necessary (77%) (Table

Table 1.4 English classes are not fun

	Frequency	Percent
Strongly Agree	168	17.6
Somewhat Agree	256	26.9
Somewhat Disagree	394	41.4
Strongly Disagree	134	14.1
Total	952	100.0

1.5). Nearly 80% of respondents described their overall attitude and effort toward their studies as either very serious, or serious (Table 1.6).

76% of students also agreed or strongly agreed with the statement “I attempted English class assignments seriously” (Table 1.7). These results show that TKU students’ attitudes, motivation and learning goals are all conducive to positive language acquisition. There must then be other reasons why students’ English proficiency has not been drastically improved.

Learning a second or third language is essentially different from studying other subjects,

Table 1.5 I do not feel that English study is necessary.

	Frequency	Percent
Strongly Agree	84	8.9
Somewhat Agree	138	14.5
Somewhat Disagree	400	42.1
Strongly Disagree	327	34.5
Total	949	100.0

Table 1.6 How would you describe your overall attitude/effort toward your studies ?

	Frequency	Percent
Very Serious	305	29.5
Somewhat Serious	602	58.2
Not Very Serious	91	8.8
Not Serious at all	37	3.6
Total	1035	100.0

Table 1.7 I attempted English Class assignments seriously.

		Frequency	Percent
Valid	Strongly Agree	279	27.2
	Slightly Agree	502	49.0
	Slightly Disagree	201	19.6
	Strongly Disagree	43	4.2
	Total	1025	100.0

“as it involves more than learning skills, a system of rules, or a grammar; it involves an alteration in self-image and a person's whole social being” (Burden 2002: 5). Naiman, et al (cited in Burden, 2002) discovered that attitude and motivation were the best overall predictors of success, in what determine an effective language learner. In the case of English study in Japan, students must want to not only speak English, but be willing to communicate with non-Japanese people, and have a desire to change their often closed world view.

Our survey found that 41% and 38% of students felt either anxious or very anxious respectively when speaking to a native English speaker (Table 1.8). In contrast a large number of students consider reaching the point where they can use English to make foreign friends to be important (38%) or very important (28%) (Table 1.9).

61% of students also consider learning the culture of English speaking countries to be important, while 85% see increasing their general knowledge of English speaking countries as either important (40%) or very important (45%) (Table 1.10). These results indicate that TKU students, enrolled in the 3 faculties, not only want to communicate with non-Japanese peo-

Table 1.8 How anxious do you feel when you speak English with a native speaker?

	Frequency	Percent
Very	383	38.0
Somewhat	415	41.1
Not Very	58	15.7
Not at all	53	5.3
Total	1009	100.0

Table 1.9 Reaching the point where I can use English to become friends with foreigners

	Frequency	Percent
Very Important	286	28.0
Somewhat Important	388	37.9
Not Very Important	264	25.8
Not Important	85	8.3
Total	1023	100.0

Table 1.10 Increasing my knowledge about English speaking countries

	Frequency	Percent
Very Important	411	40.2
Somewhat Important	458	44.8
Not Very Important	129	12.6
Not Important	25	2.4
Total	1023	100.0

ple, but are generally open-minded and considerate of other cultures and societies, both of which are positive predictors of successful language learning. The compulsory English classes in TKU's 3 faculties do not explicitly teach students about English speaking communities or their cultures, however, demonstrating that there is a gap between what students want to learn, and what we are currently teaching. As language and culture are implicitly linked, it might be worthwhile for curriculum planners to allow for more time to be spent on teaching about English speaking communities and their cultures.

(2) Effort

Despite TKU students demonstrating many traits of successful language learners, this study also found that students spend very little time studying. Interestingly students not only tend to neglect English study, but also all other subjects as well. The overwhelming majority of students, approximately 58%, reported studying for less than 30 minutes each weekday during the semester in total (all subjects), with 28% of those students not studying at all (Table 1.11).

These figures increase when students are on holidays, with roughly 36% of respondent not studying at all (Table 1.12).

Table 1.11 How many hours on average do you study each weekday during the semester? (Excluding class time. Please do not limit to only English study)

	Frequency	Percent
NONE	291	28.1
~30 MIN	308	29.7
30 MIN~1 HR	254	24.5
1 HR~1.5 HR	103	9.9
1.5 HR~2 HR	42	4.1
2 HR~	39	3.8
Total	1037	100.0

Table 1.12 How many hours do you study each day during the holidays and other times when there are no classes? (Do not limit to English study) ?

	Frequency	Percent
NONE	373	36.0
~30 MIN	248	23.9
30 MIN~1 HR	211	20.3
1 HR~1.5 HR	103	9.9
1.5 HR~2 HR	59	5.7
2 HR~	43	4.1
Total	1037	100.0

It is possible then, that students' perceived negativity extends beyond the English classroom, and as such academic discussion needs to view English as only part of the overall curriculum, and that students' lack of participation and motivation in English, may in fact be part of a much larger educational issue.

Another indicator for student effort used in this study is related to the number of non-prescribed texts read by students since entering university. The assumption for this being that in order for students to master the content covered in class, and/or as a sign of appropriate self-study habits for tertiary students, it is expected that students would need to seek information from sources other than those given directly by the teacher. The results were interesting with 68% of students reporting only having read one or two non prescribed texts since entering university, while 29% of those not having read a single non-prescribed text (Table 1.13).

While it is not uncommon for students to blame their fatigue and lack of participation or enthusiasm in class on work or extracurricular activities, our findings seem not to support

Table 1.13 Approximately how many books, other than prescribed texts, have you read since entering university?

	Frequency	Percent
None	301	29.0
1~2 Volumes	402	38.8
3~5 Volumes	210	20.3
6~9 Volumes	63	6.1
More Than 10	61	5.9
Total	1037	100.0

Table 1.14 How often do you work part-time each week?

	Frequency	Valid Percent
Nil	443	42.8
1~2times/week	182	17.6
3 times/week	250	24.1
4 times/week	130	12.5
5 times or more	31	3.0
Total	1036	100.0

these claims. In fact 61% of students work less than twice a week with nearly 43% of students not working at all (Figure 1.14). The majority of students only participate in club activities infrequently (24%), rarely (11%) or never (23%). Students, however, sleep 4 to 5 hours per night on average.

(3) Metacognitive Ability

The most significant findings of this study as demonstrated below, not only contradict results described in previous studies, but may also call for significant changes to the current TKU 3 faculties' curriculum, if confirmed by further investigation. Specifically the results of the survey show that while students have adequate motivation, effort, positive attitudes toward and clear goals for their English learning, they lack autonomy and specifically the metacognitive tools required to study English or other subjects effectively. In short students enrolled in any of the 3 faculties at TKU, while dedicated to their studies simply do not know how, or what is required to improve their English proficiency. Furthermore, this lack of autonomy and know how results in students' lack of improvement in compulsory English classes and in turn negatively influences their interest in English study overall. This can also be seen in a decline in elective English intakes as mentioned above.

The lack of metacognitive ability of our students and ineffectiveness of the current curriculum to stimulate students, improve proficiency and encourage autonomy were measured through multiple questions. Of these, 57% of students reported feeling that their proficiency had not improved as a result of studying the first component of the 3 faculties' compulsory English subjects at TKU (Table 1.15).

Table 1.15 I feel that my English proficiency has increased as a result of studying Tokyo Keizai University' s compulsory English subjects

	Frequency	Percent
Strongly Agree	81	7.9
Slightly Agree	360	35.1
Slightly Disagree	407	39.7
Strongly Disagree	178	17.3
Total	1026	100.0

While only 35% only slightly felt that their proficiency had improved. Meanwhile more than 70% of students reported not attempting to study English independently in anyway (Table 1.16). This is made even more significant when associated with the 61% of students who claimed that they have never learnt effectively in the past through self study (Table 1.17).

Table 1.16 Are you attempting to study English independently in any way other than what is covered in class?

	Frequency	Percent
yes	302	29.7
no	716	70.3
Total	1018	100.0

Table 1.17 Have you ever learned methods of self-study?

	Frequency	Percent
Yes	401	39.4
No	617	60.6
Total	1018	100.0

These findings are not, as previous studies have found, indicative of students who don't want to study, especially independently as we also found that more than 75% considered advancing their English ability through independent study as either important or very important. This begs the question if students want to study English, and they want to study independently, then why don't they? While this cannot be answered fully without further investigation, our initial study found that 61% of respondents do not know how or what to study (Table 1.18), while 59% of students feel that there are too many things to remember, and thus do not know where, or

how to begin studying (Table 1.19). Furthermore, 73% of students described themselves as unable to maintain focus and continued effort.

Table 1.18 I do not know what or how to study.

	Frequency	Percent
Strongly Agree	221	23.3
Somewhat Agree	354	37.3
Somewhat Disagree	252	26.6
Strongly Disagree	122	12.9
Total	949	100.0

Table 1.19 There are too many things to remember and I don' t know where to begin

	Frequency	Percent
Strongly Agree	229	24.1
Somewhat Agree	331	34.8
Somewhat Disagree	277	29.2
Strongly Disagree	113	11.9
Total	950	100.0

Language instructors have long acknowledged that second and foreign language learners bring to the language classroom a complex set of characteristics such as learning styles and strategies, attitudes, experiences, and expectations. Among various individual variables that influence and maybe condition learners' approach to the learning process are theories or beliefs they hold about the nature of language and language learning. There is a growing body of literature suggesting that understanding learners' beliefs plays a crucial role in understanding learner strategies and designing appropriate language instruction (Bernat & Gvozdenko, 2005).

In the contexts of foreign/second language learning, it seems plausible to assert that metacognitive knowledge refers to the common assumptions that learners hold about themselves as learners, about the nature of language learning, the learning process, and variables influencing their learning. Wenden (1998) refers to this as the "specialized portion of a learner's acquired knowledge base" and asserts that it is:

a prerequisite for the self-regulation of learning: it informs planning decisions taken at the outset of learning and the monitoring processes that regulate the completion of a learning task, such as self-observation, assessment of problems and progress, and decisions to remedy it; it also provides the criteria for evaluation made once a learning task is completed. (Wenden, 1998: 528)

Undoubtedly, an investigation into language learners' metacognitive knowledge can produce important pedagogical implications. These can in turn enable learners to have a good understanding of their unique language learning needs. Furthermore, there is also a growing body of evidence that points to the essential role of learners' cognition in designing effective language instruction for formal as well as autonomous contexts (Wenden, 1999). It is useful to investigate learners' metacognitive knowledge so that language teachers can be provided with an awareness of differing types of learners in the teaching process and a better understanding of their students' expectations of, commitment to, success in, and satisfaction with their language classes (Horwitz, 1988: 283). Victori and Lockhart (1995) concluded that "enhanced metacognition presumably leads to more autonomy through improved self-knowledge, use of more efficient strategies and a wider variety of resources and increased contact with the language (p. 232). Thus if autonomy seems to be a primary cause of concern with TKU students, then more explicit teaching of study and metacognitive skills may greatly enhance their language acquisition and in turn their motivation to learn English.

5. Conclusion

While the findings of this study present only an early picture of the underlying causes of students' limited English progress, it seems that TKU students seem to mirror those of previous studies in some ways. On the other hand, while previous studies have focused on English motivation as an isolated issue, our findings point towards a far more complex multidisciplinary problem, that is closely related to students' inability to study autonomously. While in other contexts one would assume that tertiary students would already possess appropriate study habits and be aware of their unique learning styles, this is obviously not the case for our students. With similar results beginning to emerge in various EFL contexts, it is advisable then that teachers spend ample time teaching students positive study and metacognitive skills especially in the first year of university.

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Appendix A

英語学習実態調査

このアンケートは、学生の皆さんの様子や意見を把握し、本学の英語教育を改善する目的で実施します。英語学習とは直接関係のない質問も含まれていますが、英語教育を改善するのに必要な情報ですので回答へ協力をお願いします。

このアンケートは成績評価とは一切関係ありませんので、皆さんの素直な意見を聞かせてください。

なお、データ処理上の理由で学籍番号を記入してもらいますが、**あくまでも匿名の情報として扱い、個人の名前が表面化することは一切ありません。**

【回答方法】

1. 配布した「解答用紙（学生用）」に自分の学籍番号を正しく記入してください。
2. 質問への回答としてあてはまるものをマークしてください。「複数回答可」とある質問についてはいくつ選んでも構いません。

●日常生活に関する質問

1. 性別を教えてください。
 - ① 女 ② 男
2. 現在一人暮らしですか。或いは家族と一緒に暮らしていますか。
 - ① 自宅 ② 下宿 ③ 寮 ④ 知人・親類宅 ⑤ その他
3. 授業期間中、平日にどのくらい勉強に取り組んでいますか。授業時間外の勉強時間を、英語学習に限定せずトータルの勉強時間で教えてください。
 - ① 全くしない ② 30分以内 ③ 30分～1時間 ④ 1時間～1時間半 ⑤ 1時間半～2時間
 - ⑥ 2時間以上
4. 授業のない日や休日の勉強時間（英語学習に限らず）は平均でどの程度ですか。
 - ① 全くしない ② 30分以内 ③ 30分～1時間 ④ 1時間～1時間半 ⑤ 1時間半～2時間
 - ⑥ 2時間以上
5. アルバイトをしていますか。
 - ① していない ② 週1回～2回 ③ 週3回 ④ 週4回 ⑤ 週5回以上
6. 通学時間はどのくらいですか。

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- ① 30分未満 ② 30分～1時間 ③ 1時間～1時間半 ④ 1時間半～2時間 ⑤ 2時間以上
7. 授業期間中、平日の睡眠時間は平均でどのくらいですか。
① 5時間未満 ② 6時間未満 ③ 7時間未満 ④ 8時間未満 ⑤ 8時間以上
8. 大学入学後から昨日までに、教科書や授業の参考図書以外の本（マンガ本や雑誌は除く）をおよそ何冊読みましたか。
① 全く読んでいない ② 1冊～2冊 ③ 3冊～5冊 ④ 6冊～9冊 ⑤ 10冊以上
9. 新聞は読みますか。
① ほぼ毎日読む ② 時々読む ③ あまり読まない ④ 全く読まない
10. 授業期間中、平日にどのくらいテレビを見ますか。
① 30分未満 ② 1時間未満 ③ 2時間未満 ④ 3時間未満 ⑤ 3時間以上
11. 授業期間中、平日にゲームや携帯電話に費やす時間はどの位ですか。
① 30分未満 ② 1時間未満 ③ 2時間未満 ④ 3時間未満 ⑤ 3時間以上
12. 部活やサークル活動、もしくは学外での社会活動などに参加していますか。
① 毎日参加している ② 頻繁に参加している ③ たまに参加している
④ あまり参加していない ⑤ 全く参加していない
13. 学校の勉強には（英語に限らず）全体的にまじめに取り組んでいると思いますか。
① まじめに取り組んでいる ② 少しはまじめに取り組んでいる
③ あまりまじめに取り組んでいない ④ 全くまじめに取り組んでいない
14. 大学の図書館を利用していますか。
① よく利用する ② たまに利用する ③ 利用しない
15. <Q14で「よく利用する」「たまに利用する」と答えた人に>
図書館をどのように活用していますか（複数回答可）。
① 授業に関する学習をしに行く ② 個人的に興味のあることについて調べに行く
③ 雑誌・新聞を読みに行く ④ 本を読みに行く ⑤ 本を借りに行く
16. あなたは海外に行ったことがありますか。
① ある ② ない
17. Q16で「ある」と答えた人に聞きます。渡航の目的は何でしたか（複数回答可）。
① 観光旅行 ② 長期留学（6か月以上） ③ 短期留学（語学研修など）
④ 保護者の仕事の関係で海外に居住した ⑤ 自分の仕事で ⑥ その他

●英語学習に関する質問

18. 英語が好きですか？
① 好き ② 普通 ③ 嫌い
19. <Q18で「好き」と答えた人に>
その理由は次の内のどれですか（複数回答可）。
① 成績が良い ② 英語の勉強は楽しい ③ 授業が楽しい ④ 先生の教え方が自分にあっている
⑤ 英語ができると世界が広がったような気持ちになれる
⑥ 英語圏や外国のことに興味がある ⑦ その他
20. <Q18で「嫌い」と答えた人に>
その理由は次の内のどれですか（複数回答可）。
① 成績が悪い ② 英語の勉強は楽しくない ③ 授業がつまらない

- ④ 先生の教え方が自分に合わない ⑤ 興味がない ⑥ 勉強の進め方がわからない
- 2 1. 高校生のときに英語は好きでしたか。
① はい ② 普通 ③ いいえ
- 2 2. 中学生のときに英語は好きでしたか。
① はい ② 普通 ③ いいえ
- 2 3. 自分の英語力はどの程度だと考えていますか。
① 日常的な読み書きや会話が流ちょうにできる ② 流ちょうではないが何とかコミュニケーションがとれる ③ 基本的なことがよく理解できていない ④ 英語はもうお手上げだ
- 2 4. 英語学習は面白いと思いますか。
① 面白い ② 少し面白い ③ 普通 ④ あまり面白くない ⑤ 面白くない
- 2 5. 努力すれば英語をある程度マスターできると思いますか。
① 必ずマスターできると思う ② 少しはできるようになると思う ③ 無理だと思う
- 2 6. 努力すれば英語の授業などでよい成績をとれると思いますか。
① そう思う ② 少しはそう思う ③ あまりそう思わない ④ 全くそう思わない
- 2 7. 高校までの英語学習はうまくいっていたと思いますか。
① そう思う ② 少しはそう思う ③ あまりそう思わない ④ 全くそう思わない
- 2 8. <Q27で「そう思う」「少しはそう思う」と答えた人に>
うまくいっていたのはなぜだと思いますか(複数回答可)。
① 努力した ② もともと英語の勉強が得意だった ③ 内容が簡単だった
④ 先生の教え方が自分に合っていた ⑤ 授業が楽しかった ⑥ 運がよくテストで山が当たることが多かった ⑦ 目標があった ⑧ その他
- 2 9. <Q27で「あまりそう思わない」「全くそう思わない」と答えた人に>
うまくいかなかったのはなぜだと思いますか(複数回答可)。
① 努力が足りなかった ② もともと英語の勉強は苦手だった
③ レベルの高すぎる内容だった ④ 先生の教え方が自分に合っていなかった ⑤ 授業がおもしろくなかった ⑥ 勉強したことがテストに出なかった ⑦ 部活など授業外のことで忙しすぎた ⑧ 目標がなかった ⑨ その他
- 3 0. もし英語が必修科目でなく、授業を履修するかしないか自分で決めることができたなら、英語の授業を履修しますか。
① 履修する ② おもしろそうな授業があれば履修する ③ 履修しない
- 3 1. 英語 E ラーニング I a の授業には熱心に取り組みましたか。
① とても熱心に取り組んだ ② ある程度は熱心に取り組んだ
③ あまり熱心に取り組んでいない ④ 全く熱心に取り組んでいない
- 3 2. <Q31で「とても熱心に取り組んだ」「ある程度は熱心に取り組んだ」と答えた人に>
英語 E ラーニングの授業に熱心に取り組めた理由は次の内どれですか(複数回答可)。
① コンピュータを使った授業が楽しい ② 英語力を高めるのに役立つ
② TOEIC の準備として効果的だ ④ 教材(ネットアカデミー)がよい
⑤ 自分のペースで学習に取り組める ⑥ 先生の教え方が自分にあった

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- ⑦ 自分はどの授業でもまじめに取り組むので特に理由はない
33. <Q31 で「あまり熱心に取り組んでいない」「全く熱心に取り組んでいない」と答えた人に>
英語 E ラーニングの授業に熱心に取り組めなかった理由は次の内どれですか (複数回答可)。
- ① コンピュータは苦手だ (もしくは好きではない) ② コンピュータを使った授業はつまらない ③ 英語力を高めるのに役に立たない ④ 教材 (ネットアカデミー) がよくない ⑤ TOEIC 対策が不十分だ ⑥ 先生の教え方が自分に合っていない ⑦ 内容が難しすぎる
34. 課題学習 (教員のいない E ラーニングの授業) には熱心に取り組んでいますか。
- ① とても熱心に取り組んでいる ② ある程度は熱心に取り組んでいる ③ あまり熱心に取り組んでいない ④ 全く熱心に取り組んでいない
35. <Q34 で「とても熱心に取り組んでいる」「ある程度は熱心に取り組んでいる」と答えた人に>課題学習に熱心に取り組めた理由は次の内どれですか (複数回答可)。
- ① 自分のペースで取り組める ② コンピュータを使った授業が楽しい ③ 英語力を高めるのに役立つ ④ 教材 (ネットアカデミー) がよい ⑤ 一人で勉強するよりも他の人たちと一緒に勉強した方がやる気になる ⑥ 頻繁にテストがある ⑦ 課題がたくさんで ⑧ 自分はどの授業でもまじめに取り組むので特に理由はない
36. <Q34 で「あまり熱心に取り組んでいない」「全く熱心に取り組んでいない」と答えた人に>
英語 E ラーニングの授業に熱心に取り組めなかった理由は次の内どれですか (複数回答可)。
- ① 何をしたらいいのかわからない ② コンピュータを使った授業はつまらない ③ 英語力を高めるのに役に立たない ④ 教材 (ネットアカデミー) がよくない ⑤ コンピュータは苦手だ (もしくは好きではない) ⑥ 周囲がうるさいので集中できない ⑦ 課題学習の目的がよくわからない ⑧ 長時間パソコンと向き合っていると目が疲れる ⑨ 黒板が見づらい
37. コンピュータを使った英語学習は効果的だと思いますか。
- ① 非常に効果的である ② 少しは効果的である ③ あまり効果的ではない ④ まったく効果は出ないと思う
38. ネットアカデミー (E ラーニングの授業で使っているコンピュータ教材) を使った英語学習は効果的だと思いますか。
- ① 非常に効果的である ② 少しは効果的である ③ あまり効果的ではない ④ まったく効果は出ないと思う
39. <ネットアカデミーのワークブックを購入した人に>
ワークブックを活用することによりネットアカデミーの内容の理解が深まりましたか。
- ① 深まった ② 少しは深まった ③ あまり深まらなかった ④ 全く深まらなかった
40. 東経大の必修の英語クラスで学び、英語に対して以前より興味が湧いてきたと思います

か。

- ① そう思う ② 少しはそう思う ③ あまりそう思わない ④ 全くそう思わない
- 4 1. 東経大の必修の英語クラス学び、高校生のときよりも英語力が高まりましたか。
① そう思う ② 少しはそう思う ③ あまりそう思わない ④ 全くそう思わない
- 4 2. 英語の授業の宿題にまじめに取り組んでいると思いますか。
① そう思う ② 少しはそう思う ③ あまりそう思わない ④ 全くそう思わない
- 4 3. 授業以外で自主的に英語学習に取り組んでいますか？
① はい ② いいえ
- 4 4. <Q43で「はい」と答えた人に>
英語自主学習の主な目的を選んでください(複数回答可)。
① TOEICや英検などの資格試験でよい結果を出したい ② 留学したい
③ 学部での専門の学習に必要な ④ 英語を使って交流したい ⑤ 就職のため ⑥ 特に目的はないが英語が好きだから
- 4 5. <Q43で「はい」と答えた人に>
具体的にどのような方法で学習をしていますか(複数回答可)。
① ラジオ講座やテレビ講座 ② コンピュータ教材 ③ 問題集や参考書、単語集
④ 映画や洋楽 ⑤ 英字新聞や英語雑誌 ⑥ 英語学校に通って ⑦ 知り合いと英語での交流しながら ⑧ その他
- 4 6. 自主的・自律的に英語学習を進める方法を学んだことがありますか。
① ある ② ない
- 4 7. 英語のネイティブスピーカーと英語で会話をする場面でどんな気持ちになりますか。
① 緊張する ② 少し緊張する ③ あまり緊張しない ④ 全く緊張せずリラックスしている
- 4 8. 授業中に英語で質問に答えなければならないときにどんな気持ちになりますか。
① 緊張する ② 少し緊張する ③ あまり緊張しない ④ 全く緊張せずリラックスしている
- 4 9. クラスメートに比べてあなたは英語力が高い方だと思いますか。
① 高いと思う ② 少し高いと思う ③ 同じ位だと思う
④ 自分の方が少し低いと思う ⑤ 自分の方がかなり低いと思う

●英語学習に関する以下の項目についてあなた自身にとっての重要度を答えてください。すべての回答は下記のスケールを用いてください。

- ①重要 ②少しは重要 ③あまり重要ではない ④全く重要ではない



- 5 0. 卒業に必要な単位をとること
5 1. 英語圏に関する知識を増やすこと
5 2. 英語で話せるようになること
5 3. 英語に本や新聞などを理解できるようになること
5 4. 英語をよく使う仕事に就くこと

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55. 英語圏の文化を学ぶこと
56. TOEICなどの資格試験でよい成績をとること
57. 英語の先生に認められること
58. 個人的に英語学習を進めて英語力を高めること
59. 英語を使えるようになって外国人の人たちと友達になること
60. 英語を学ぶことによって日本語を見つめ直すこと
61. 英語力を上げて、就職活動を有利に進めること
62. 手紙や履歴書などを英語で書けるようになること
63. 英語圏に留学すること
64. 将来外国に住む、もしくは就職すること
65. 所属する学部の英語の専門書を理解できるようになること
66. 英語の歌や映画を理解できるようになること
67. 授業で他の人たちにおいていかれないようにすること
68. 将来海外旅行に行く時困らないような英語力をつけておくこと
69. 社会に出て英語が必要になった時困らないレベルの英語力を身につけること

●以下の英語学習上の障害は、今現在のあなた自身にはどの程度当てはまるか答えてください。
すべての回答は

下記のスケールを用いてください。

- ①当てはまる ②少しは当てはまる ③あまり当てはまらない ④全く当てはまらない



70. 英語に興味がない
71. 英語学習の必要性を感じない
72. 何を勉強したらよいかわからない
73. 授業がおもしろくない
74. 先生が自分に合わない
75. 覚えることが多すぎてどこから手をつけていいかわからない
76. なかなか努力を継続することができない
77. 忙しすぎて勉強する時間がない
78. 英語の基本が理解できない
79. 英語を学ぶ目的がわからない