

Measuring Japanese Internationalization: A Survey Of English Education And Attitudes¹.

—Comparison Of Data From Three Pretests—

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Introduction

English has become the lingua franca of the scientific and professional communities all over the world. If a professional hopes to succeed in the international arena, he or she must communicate in English. It therefore is incumbent on all professionals, regardless of their specialty, to be able to communicate in the chosen language of the professional field, i. e., English.

In Japan, the government has called on the Japanese people to become more internationalized so the country can be accepted as a member of the world community. Thus, it is important for all Japanese, including professionals, to improve their personal standards of English speaking, listening, reading, and writing. However, it is one thing to call on the people to do something, and quite another matter to put it into practice. And once you have improved the curriculum or learning environment to facilitate this call, how do you measure the level, feelings, and quality of the new, better, or improved methods of study?

The authors offer one way to look at this situation. We have begun a study of a way to measure Japanese professionals level of improvement and their feelings towards their English language education from high school to the time they come back from overseas research, if they are fortunate enough to undertake. We have developed a questionnaire that we feel helps in evaluating professionals' attitudes and feelings regarding their English education. This questionnaire has been devised to investigate how well the Japanese professional person has prepared himself for participation in today's international English speaking environment, how much support the Japanese government has supplied in providing access to gaining the necessary knowledge and preparation required to successfully participate, and their own attitudes regarding whether or not this preparation was adequate for working or participating at the international level.

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To obtain our objectives, we decided to use a mail questionnaire survey method rather than doing interviews for the following reasons. The number of respondents from the various professions needed for our investigation were too large, precluding enough time to conduct detailed interviews. Also, if we conducted interviews, there would be a strong chance of bias if we, who are both foreigners, confronted Japanese professionals. In addition, a self-administered questionnaire takes less time to complete than an interview, and the type of information being sought can be adequately collected via this method.

This questionnaire was designed to elicit certain objectives or issues we have seen based on our cumulative total of more than 25 years of experience teaching and living in Japan. Some of the major issues we investigated, include:

1.) A lack of self-confidence among Japanese for speaking English. Even though most university-educated professionals have had at least eight years of English, we have found their conversational skills to be rather weak. We predict that, overall, Japanese who go overseas for research feel unprepared when considering their English ability.

2.) In order to gain the self-confidence and skills necessary to speak English, we have noted that many university-educated Japanese have studied outside of the regular school curriculum. We are not positive that this issue applies to all age groups or professions, but we have seen an increase in the number of students studying outside the normal school curriculum among junior and senior high school and university students during the past ten years. It is our belief that most Japanese who have done overseas research have also done outside English studies to some extent before leaving Japan.

3.) In connection with No.2 above, it is thought that doing such outside studies has strong effects on attitudes towards fluency of one's English, satisfaction of English classes one takes, and prepared feelings for the overseas research itself. More specifically, those who have done such studies should feel they are more fluent and more satisfied with their English classes and more prepared to do overseas research.

This papers discusses the evolution of the three pretests, compares their results, where applicable, and discusses how these results differ or are similar, and finally discusses the results according to our stated objectives.

Methods

Procedure

Pretest #1.

Thirty medical doctors from a national university in Gifu Prefecture, who could be personally contacted by one of the authors, were selected. Each respondent was given a packet containing the questionnaire and a self-addressed, stamped envelope to return the completed form.

Pretest #2.

As with the first pretest, respondents were personally contacted and asked to fill out the questionnaire. In addition, they were asked to pass along copies to other colleagues or acquaintances. A self-addressed, stamped envelope was provided to facilitate their return.

One hundred twenty-eight questionnaires were distributed in this manner.

The respondents consisted of Japanese university educators and researchers who had had overseas studies/research experience of at least one month.

Pretest #3.

As this trial was assumed to be our last trial run, we conducted it in as realistic manner as possible. Five hundred questionnaires with a self-addressed, stamped return envelope were mailed to English educators who were members of the Japan Association of College English Teachers (JACET). Permission was granted to use the association's membership directory.

Changes in Survey Design

Pretest #1. (See Appendix)

Table 1. The Six Main Attitude Scales

Speaking Ability	Satisfaction With Classes
A. Fluently	A. Extremely Satisfied
B. Better Than Average	B. Very Satisfied
C. Average	C. Satisfied
D. Less Than Average	D. Very Dissatisfied
E. Poorly	E. Extremely Dissatisfied
Feelings Of Preparation	Satisfaction With Speaking Ability
A. Completely Prepared	A. Extremely Satisfied
B. Well Prepared	B. Very Satisfied
C. Prepared	C. Satisfied
D. Slightly Prepared	D. Very Dissatisfied
E. Didn't Prepare	E. Extremely Dissatisfied
Sufficiency Of Preparation	Importance Of English
A. Completely Sufficient	A. Extremely Important
B. Very Sufficient	B. Very Important
C. Sufficient	C. Important
D. Slightly Sufficient	D. Of Little Importance
E. Not Sufficient	E. Not Important

The original questionnaire was designed based on the research objectives that were defined before starting the investigation. It consisted of 29 main questions, composed mostly of multiple choice items, and 3 fill-in items. Except for two yes/no answers and two checklists (10 choices each, multiple choice scales), a five point rating scale was utilized. These were attitudinal-related scales with 6 different rankings, as shown in Table 1. These scales were used in all three pretests.

Although the design of our self-administered questionnaire proved to be effective in eliciting valid and statistically significant responses to our questions, weak points in design were detected.

First, the sequence of the questions was arranged in what proved to be a confusing manner for many respondents, as evidenced by their answers. It was decided to reorganize some sections by arranging all vital and affective items related to high school as one series and all items related to college as another, separate series, and then arrange them in a natural time sequence.

Secondly, responses to some questions required us to reexamine the statements to make them more concise and easier to understand.

Finally, it was felt necessary to include an item regarding the type of high school, public or private, the respondent attended in the second questionnaire.

Pretest #2. (See Appendix)

This second survey was divided into six sections as follows:

Part 1: Personal Information

Part 2: High School

Part 3: Undergraduate School

Part 4: Graduate school

Part 5: Overseas Research

Part 6: Importance Of English Education

In all, over 55 items were included, with 34 multiple choice and the rest fill in items.

The results demonstrated this instrument was more effective than the previous one. However, it still required some modifications. Problems occurred in interpreting data that had negative correlations. While this was unavoidable in some cases, all that was required was a simple reordering of items, particularly yes/no ones. Finally, it was decided to include more items in Part 6 related to native English teachers and their impact on both English education and students.

Pretest #3. (See Appendix)

The third survey followed the same format as the second, but it also included a new category, English Studies Outside of Regular School Curriculum, and it was inserted between the Graduate School and Overseas Research categories, for a total of seven sections. In all, there were 52

items, including 37 multiple choice, 6 multiple answer, and the rest fill-in items. The final instrument, after being professionally printed on B5 stock, consisted of eight pages.

This redesigned format created a credible instrument to build a database to test our hypotheses as stated at the beginning of our research. It was decided to use this format as our standardized text to conduct investigations into the attitudes and feelings of English education among Japanese professionals.

Results

Comparison of Raw Analysis Data from All Pretests

Only those items listed in at least two of the pretests were included, as shown in Tables 2 - 22.

Table 2. Period Born.

Period	Frequency (%)		
	P.T.1*	P.T.2	P.T.3
Before 1930	(4.35)	4 (5.7)	28(21.4)
1930-34		1 (1.4)	28(21.4)
1935-39	(4.35)	5 (7.1)	24(18.3)
1940-44		21(30.0)	13(9.9)
1945-49	(34.8)	18(25.7)	19(14.5)
1950-54		15(21.4)	13(9.9)
1955-59	(56.5)	6 (8.6)	5 (3.8)
After 1960		0	1 (0.8)

*Period Born was divided into Decades in Pretest 1.

1940-49, 1950-59, etc.

Table 3. Type Of High School Attended.

Type	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Public		51(73.9)	70(53.5)
Private		18(26.1)	50(38.2)

Table 4. Type Of Instruction In High School.(Multiple Answer)

Type	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Calligraphy		39(55.7)	37(28.2)
Conversation		5(7.1)	18(13.7)
Dictation		26(37.1)	44(33.6)
Drama		1(1.4)	4(3.1)
Grammar		68(97.1)	128(97.7)
Hearing		13(18.6)	20(15.3)
Pronunciation		31(44.3)	42(42.1)
Reading		50(71.4)	92(70.2)
Recitation		20(28.6)	23(17.6)
Speech/Debate		3(4.3)	4(3.1)
Translation		66(94.3)	123(93.9)
Vocabulary		38(54.3)	51(38.9)
Writing		61(87.1)	112(85.5)

Table 5. Satisfaction With High School English Classes.

Level	Frequency (%)		
	P.T.1	P.T.2	P.T.3*
Extremely Satisfied	0	2(3.0)	8(6.1)
Very Satisfied	0	2(3.0)	22(16.8)
Satisfied	9(30.4)	32(48.5)	73(55.7)
Very Dissatisfied	18(60.9)	25(37.9)	21(16.0)
Extremely Dissatisfied	3(8.7)	5(7.6)	5(3.8)

*In Pretest 3, Extremely was changed to Completely.

Table 6. Outside English Study in High School.

	P.T.1	P.T.2	P.T.3
Yes	4(17.4)	20(28.6)	29(32.6)
No	26(82.6)	50(71.4)	60(67.4)

Table 7. Type of Outside English Study In High School.

Type	Frequency		
	P.T.1	P.T.2	P.T.3
Overseas	0	0	
Cram School	1(25.0)	6(30.0)	
Private Lessons	2(50.0)	6(30.0)	
Self-study	1(25.0)	4(20.0)	
English Language School	0	4(20.0)	

Table 8. Fluency Of English Speaking In High School.

Level	Frequency		
	P.T.1	P.T.2	P.T.3
Fluently	1(4.4)	0	7(5.3)
Better Than Average	9(30.4)	7(10.0)	25(22.1)
Average	4(13.0)	18(25.7)	29(22.1)
Less Than Average	3(8.7)	14(20.0)	20(15.3)
Poorly	13(43.5)	31(44.3)	47(35.9)

Table 9. Type Of University Attended.

Type	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Public		51(73.9)	70(53.5)
Private		18(26.1)	50(38.2)

Table 10. Type Of Instruction In College. (Multiple Answer)

Type	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Calligraphy		11(15.9)	19(14.5)
Conversation		20(29.0)	101(77.1)
Dictation		12(17.4)	46(35.1)
Drama		2(2.9)	7(5.3)
Grammar		25(36.2)	104(79.4)
Hearing		16(23.2)	57(43.5)
Pronunciation		13(18.8)	70(53.4)
Reading		48(69.6)	88(67.2)
Recitation		4(5.8)	20(15.3)
Speech/Debate		3(4.3)	20(15.3)
Translation		59(85.5)	118(90.1)
Vocabulary		11(15.9)	35(26.7)
Writing		19(27.5)	109(83.2)

Table 11. Satisfaction With College English Classes.

Level	Frequency (%)		
	P.T.1	P.T.2	P.T.3*
Extremely Satisfied	1(4.3)	2(3.0)	10(7.6)
Very Satisfied	0	6(9.0)	25(19.1)
Satisfied	5(17.4)	24(35.8)	76(58.0)
Very Dissatisfied	16(52.2)	22(32.8)	27(12.2)
Extremely Dissatisfied	8(26.1)	13(19.4)	2(1.5)

*In Pretest 3, Extremely was changed to Completely.

Table 12. Outside English Study in College.

	P.T.1	P.T.2	P.T.3
Yes	17(56.5)	17(24.3)	39(43.8)
No	13(43.5)	63(75.7)	50(56.2)

Table 13. Type of Outside English Study In College.

Type	Frequency		
	P.T.1	P.T.2	P.T.3
Overseas	0	2(11.1)	
Cram School	0	3(16.7)	
Private Lessons	1(25.0)	1(5.5)	
Self-study	2(33.3)	8(44.4)	
English Language School	3(41.7)	4(22.3)	

Table 14. Fluency Of English Speaking In College.

Level	Frequency		
	P.T.1	P.T.2	P.T.3
Fluently	1(4.4)	2(2.9)	14(10.7)
Better Than Average	9(30.4)	11(15.7)	49(37.4)
Average	1(4.4)	16(22.9)	34(26.0)
Less Than Average	12(39.1)	21(30.0)	15(11.5)
Poorly	7(21.7)	20(28.6)	17(13.0)

Table 15. English Used In Graduate School.

	P.T.1	P.T.2	P.T.3
Yes		14(27.3)	41(72.1)
No		89(88.1)	12(11.9)

Table 16. Fluency Of English Speaking After Graduate School.

Level	Frequency		
	P.T.1	P.T.2	P.T.3
Fluently		1(2.2)	26(25.7)
Better Than Average		11(23.9)	45(44.5)
Average		11(23.9)	19(18.8)
Less Than Average		13(28.3)	4(4.0)
Poorly		10(21.7)	2(2.0)

Table 17. English Study After Finishing School.

	P.T.1	P.T.2	P.T.3
Yes		38(54.5)	12(13.5)
No		32(45.5)	77(86.5)

Table 18. Type Of Instruction For Preparation For Overseas Research.
(Multiple Answer)

Type	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Calligraphy	12(14.6)	9(13.2)	10(10.6)
Conversation	5(6.1)	15(22.1)	43(45.7)
Dictation	0	6(8.8)	17(18.1)
Drama	0	3(4.4)	3(2.3)
Grammar	15(18.3)	22(32.4)	50(53.2)
Hearing	0	13(19.1)	43(45.7)
Pronunciation	5(6.1)	11(16.2)	32(34.0)
Reading	8(9.7)	22(32.4)	51(54.3)
Recitation	1(1.3)	2(2.9)	6(6.4)
Speech/Debate	0	6(8.8)	18(19.1)
Translation	10(12.2)	28(41.2)	34(36.2)
Vocabulary	12(14.6)	18(26.5)	19(20.2)
Writing	14(17.1)	23(33.8)	60(63.8)

Table 19. Preparation For Research-All Schools.

Level	Frequency		
	P.T.1	P.T.2	P.T.3
Completely Prepared	2(8.3)	0	4(4.3)
Well Prepared	0	7(11.2)	34(36.2)
Prepared	8(25.0)	8(12.7)	33(35.1)
Slightly Prepared	8(25.0)	30(47.6)	15(16.0)
Didn't Prepare	10(33.3)	18(28.6)	4(4.3)

Table 20. Satisfaction With Speaking At Beginning Of Research

Level	Frequency (%)		
	P.T.1	P.T.2	P.T.3*
Extremely Satisfied	1(4.3)	2(3.0)	8(8.5)
Very Satisfied	0	3(4.5)	18(19.1)
Satisfied	8(26.1)	21(31.3)	36(38.3)
Very Dissatisfied	16(52.2)	33(49.3)	24(25.5)
Extremely Dissatisfied	5(17.4)	8(11.9)	3(3.2)

*In Pretest 3, Question asked level of speaking ability.

Table 21. Satisfaction With Speaking At End Of Research

Level	Frequency (%)		
	P.T.1	P.T.2	P.T.3
Extremely Satisfied	1(4.3)	4(6.1)	12(18.1)
Very Satisfied	8(26.1)	13(19.7)	36(38.3)
Satisfied	15(47.8)	36(54.5)	26(27.7)
Very Dissatisfied	5(17.4)	12(18.2)	10(10.6)
Extremely Dissatisfied	1(4.3)	1(1.5)	3(3.2)

*In Pretest 3, Question asked level of speaking ability.

Table 22. Sufficiency Of English Studies To Live And Study Abroad.

Level	Frequency		
	P.T.1	P.T.2	P.T.3
Completely Sufficient	1 (4.3)	3 (4.7)	
Very Sufficient	4 (13.0)	3 (4.7)	
Sufficient	7 (21.7)	22 (34.4)	
Slightly Sufficient	10 (34.8)	26 (40.6)	
Not Sufficient	8 (26.1)	10 (15.6)	

Comparison of Correlation Analysis Data of All Pretests

All significant, moderate, and strong correlations are listed for each pretest as trends. No analysis of the weights of each type of correlation was carried out.

Pretest #1.

Younger respondents tended towards selecting dissatisfied responses regarding their feelings about their English speaking ability at the beginning of overseas research. Older respondents were more satisfied.

Younger doctors felt their schooling (excluding outside studies) prepared them less for studies overseas than their older colleagues.

The younger the respondent, the less sufficient English studies (both inside and outside school) were felt to be to live and study in a foreign country.

Younger respondents with Ph.D.s replied they had studied less outside of the regular high school curriculum.

Longer periods of education are significantly related to a more prepared feeling for research overseas from English classes in high school, medical school, and graduate school.

Respondents who had English studies outside of regular high school classes had more years of English studies in medical school.

Respondents who did outside studies in high school were more satisfied with their college classes.

Doctors who stated they were more fluent in speaking English after high school tended to do English studies outside of regular English classes.

Respondents who did outside English studies in college felt increased feelings of fluency for speaking English after college.

Respondents who did outside English studies in college were more satisfied with their English classes (inside and outside school) after returning from overseas research. They also felt more prepared for living and studying in a foreign country.

Doctors feeling more fluent about speaking English after high school felt it was more important to increase English classes in medical and graduate school.

The more satisfied the respondent felt with high school English classes, the more prepared he felt for overseas research.

Doctors who felt more fluent in their English speaking ability after college were more satisfied with that ability after returning from overseas research.

Respondents who were satisfied with their English classes in college also thought it was important to increase English classes in medical and graduate school.

Doctors who felt more prepared for overseas research were more satisfied with their English speaking ability at the start of overseas research.

Respondents who were satisfied with their English speaking ability at the beginning of overseas research were also more satisfied at the end. They also felt more prepared to live and study overseas. Those who felt more prepared for overseas research also felt it was more important to increase English classes in medical and graduate school.

Pretest #2.

Liberal arts majors were more satisfied with the college English courses they took than their applied arts colleagues.

Liberal arts majors felt they were more fluent than their applied arts colleagues at the end of college.

Liberal arts majors tended to say they were still studying English after finishing school more so than their applied arts colleagues.

Liberal arts majors felt their English education more prepared them for overseas research than their applied arts colleagues.

Liberal arts majors felt their English was more fluent after high school than applied arts majors.

There is a tendency for applied arts majors to spend more time overseas.

Liberal arts majors studied more English/week in high school and college and studied more years outside of college than their applied arts colleagues.

Older respondents tended to graduate from public high school and the younger ones from private high school.

Younger respondents did more outside studies in college and felt more fluent after high school than their older colleagues.

Respondents with more experience overseas were more satisfied with their college English classes and their speaking ability at both the beginning and end of overseas research.

Those who had gone overseas fewer times felt English outside studies were more important.

The longer one spends overseas, the less important increasing English in school becomes.

Private high school graduates chose more instruction types they learned English under than

their public school mates.

Those who took less high school English/week were less satisfied with their English classes than those who took more in high school.

Those taking fewer instruction types in high school were less apt to go overseas regularly in a professional capacity.

Those who felt more satisfied with their high school English classes tended to become liberal arts majors in college.

The more satisfied one is with his high school English classes, the more satisfied he felt with his English speaking ability both at the beginning and end of overseas research.

The more satisfied one is with his college English classes, the more satisfied he felt with his English speaking ability at both the beginning and the end of overseas research.

Those who did outside English studies in high school tended to continue them in college.

Respondents who studied outside English in high school felt their English education in school helped to prepare them for overseas research, while those that didn't tended to reply their English classes in school did not prepare them.

Those who did outside studies chose more school instruction types that prepared them for overseas research than those who didn't.

Those with less outside study years tended to feel their English was not sufficient to live and study overseas, but those with more years felt more sufficient.

Respondents who had more years of outside studies in high school felt that outside studies were more important than those who studied outside less.

The older the respondent, the poorer he felt his fluency for speaking English was.

Those who felt their English speaking ability was more fluent after high school chose more instruction types that helped prepare them for overseas research than those who felt their English was poor.

Applied arts majors studied less years of English in college than liberal arts majors and also were taught fewer instruction types.

Liberal arts majors studied outside English in college more than their applied arts colleagues.

Applied arts majors were less satisfied with their English classes and felt less fluent after college than their liberal arts majors.

Liberal arts majors tended to feel their school English studies prepared them for overseas research.

Liberal arts majors tended to continue outside English studies after finishing school, while their applied arts colleagues were not.

The more recent the degree earned, the greater the number of instruction types studied in

college. They also had more years of outside study. They also felt their school English better prepared them for overseas research than their older degree-receiving colleagues.

Respondents with more years of English study in college were more likely to have done outside English study and more years of it.

Those with more years of English study were more satisfied with college English courses.

Those with more years of study felt more fluent in their English speaking ability. They were also more satisfied with their speaking ability at the beginning of overseas research.

The more time English was taken per week, the stronger the feeling of fluency.

The more times English was studied per week made respondents feel more prepared for overseas research, and they also had more instruction types.

The more instruction types studied, the more prepared feeling for overseas research.

Those with fewer instruction types were more dissatisfied with their English speaking ability both at the beginning and end of overseas research.

Those dissatisfied with their English speaking ability after college also felt less fluent.

Those who studied English outside the regular school curriculum felt more fluent than those who did not.

Those who felt more fluent in their English speaking ability after college also felt more prepared for overseas research, and they studied more instruction types.

The higher the fluency of speaking English, the more prepared one felt for living and studying abroad. They also chose more instruction types that helped prepare them.

The stronger the feeling of preparedness, the higher the satisfaction of English studies.

Those with strong feelings about being prepared for overseas research also felt outside English studies were more important.

Respondents who stated they studied English after school and before going overseas also said they were continuing English studies at the time of this survey.

Respondents who were satisfied with their English speaking ability at the beginning of overseas research also felt their English was sufficient to live and study overseas.

Those more satisfied with their English speaking ability at the beginning of overseas research tended to go overseas more in a professional capacity.

Those who felt more satisfied with their English speaking ability at the beginning of research tended to continue their English studies upon returning.

Those who spent more times overseas tended to feel that increasing English in high school, college, and somewhat in graduate school, was not so important.

Pretest #3.

Respondents working in public institutions had a slightly greater tendency to go overseas

regularly for research than their colleagues in private institutions.

Younger respondents were more likely to have received some type of ability certificate (ex., STEP, TOEIC, TOEFL, tour guide, etc.) than their older colleagues.

Older professionals had a slight tendency to feel less prepared for overseas research than their younger colleagues.

Those with English ability certificates had a tendency to feel more fluent in their English speaking ability, especially those who had done overseas research, than those without such certification.

Those who went overseas tended to feel more satisfied with their English lessons in graduate school than those who did not go overseas.

Respondents who attended graduate school overseas tend to go overseas more so than their domestically-educated colleagues.

Those who have been overseas numerous times tend to keep going overseas on a regular basis.

Respondents who felt their English speaking level was towards the fluent end of the scale tended to have gone overseas a greater number of times.

Private high school students indicated they had studied English with a native English speaker more so than their public high school colleagues.

There was a slightly increased tendency for public high school students to become ESS members more so than their private high school colleagues.

Respondents who had more English classes per week in high school tended to be more satisfied with their English classes in graduate school than those with fewer English classes in high school.

Those having a higher frequency of English classes in high school also tended to have had native English instructors.

Those with more English classes per week tended to reply they had more years of instruction by a native English instructor in college.

ESS members in high school felt more fluent in their listening, speaking and writing abilities than non-members. This attitude extended after college for listening and speaking abilities at the beginning of overseas research.

ESS members in high school tended to become ESS members in college.

Respondents who went to public colleges felt less prepared for doing research overseas from all English education in regular school than those attending private colleges.

Applied English majors tended to have gone to graduate school overseas more often than their theoretical English majors.

Applied English majors were more satisfied with their English classes in graduate school than their theoretical English major colleagues.

The more English was studied in school per week, the more satisfied the respondents indicated being.

The higher the frequency of different English instruction types studied in college, the more satisfied the respondents were with those English classes. This was also true for graduate school.

Those more satisfied with their college English classes felt more prepared for overseas research.

Respondents taught by native English teachers were more satisfied with their English classes than those without. They were also more satisfied with their listening ability than those without.

ESS members in college who go overseas regularly tend to go more frequently than non-members.

Those who were taught by a native English teacher in college and went overseas felt more prepared than those without.

The more years a respondent replied having studied with a native English teacher in college, the more fluent he felt his listening and speaking abilities. This trend continued after college.

The greater the number of years studying with a native English instructor, the greater the satisfaction of studying English.

Respondents who felt more fluent in their listening ability tended to feel more prepared for overseas research.

Those who did both outside English studies and overseas research felt more fluent with their writing ability at the beginning of overseas research and with their reading and writing abilities at the end of overseas research.

Those who felt more fluent in their English speaking abilities at the end of overseas research tended to go overseas regularly in a professional capacity.

Discussion

An important conclusion that can be drawn from this study is the more one studies a particular subject, the more confident one feels about it. In this case, the more English one studies, the more satisfied one becomes about one's speaking ability, the more prepared he feels about using his English skills, and the more self-confidence one develops to use them as often as required or whenever the opportunity presents itself.

Older respondents, in general, feel less satisfied and less prepared to speak and use their English skills than their younger colleagues. This could be due to the changes in the English

curriculum after WWII, with the government gradually putting more emphasis on developing English skills. However, this is no cause for complacency on the part of the Ministry of Education, as the raw analysis data from the 3 pretests show that a majority of respondents are still not comfortable using their English skills.

Private schools appear to be emphasizing English education more than public schools. The data reveal that private school students tend to be more satisfied with their English classes, have more instruction types to learn from, and appear to have more opportunities to study with a native English speaker. On the other hand, public school students appear to participate in ESS club activities more than their private school classmates.

A few years ago, the Ministry of Education decreased the required number of English classes per week, while some of the other governmental ministries were encouraging the Japanese people to be more internationalized. This flies against what this study's results show, students feel a need to have the opportunity to acquire better English skills if they wish to successfully compete in the global community. It seems that rather than decreasing the number of classes, private schools appear to be expanding English study opportunities.

Another issue concerned English studies outside of the regular school curriculum, e.g., cram school, private lessons, English language school, and so on. One surprising result was how few respondents did outside English studies in high school. We hypothesized the numbers would be higher, but this could have been explained by the fact that the outside study trend in high school was a rather recent phenomenon, excluding most of the respondents in this study. On the other hand, the number of respondents doing outside English studies in college was much closer to our predictions. A note of caution could be raised on this point as we primarily sought respondents who had done research overseas, and they would have been aware of what they were planning after graduation, so they would have begun to prepare for overseas research by seeking alternative methods of improving their English skills. In fact, only 24% of the respondents in Pretest #2 responded doing outside English studies in college.

This study corroborated another issue we raised at the beginning of our investigations, i.e., doing outside English studies increases one's satisfaction with English speaking ability, increases one's feelings of being more fluent, and prepares one more for doing overseas research. The trend continued further, with respondents who had outside English studies traveling more frequently overseas than their colleagues who did not do such extracurricular work.

An interesting issue that developed during the course of our investigations had to do with differences in the type of major, i.e., applied and liberal arts. This distinction was also used in Pretest #3 with English educators being divided into applied arts and theoretical arts majors. It transpired that applied arts majors were more apt to do overseas research than their liberal or

theoretical arts majors, but they tended to be less satisfied with their speaking ability and less prepared for such an undertaking. It appeared that English needed to be emphasized, or at the least, the opportunity for improving English skills needed to be provided to these professionals.

In conclusion, the results of the comparison of the three pretests show our research objectives are valid and further investigation among other professional groups, such as lawyers, engineers, chemists, mathematicians, biologists, and so on, should be carried out. As stated in our objectives, based on the results of this study: Japanese professionals do feel their English conversation skills are weak, and they feel unprepared to go overseas and use their conversational skills; at least in college, a large number of Japanese professionals do outside English studies; and, these outside English studies do increase their self-confidence and satisfaction for speaking English, resulting in their feeling more prepared to use their English skills in the world community.

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Notes

1. Both authors share equal responsibility for the contents of this paper.

Appendix

Copy of Pretests 1, 2, and 3.

Questionnaire

We are conducting this survey to discern how Japanese medical professionals who have done postdoctoral studies in foreign countries view their English education. If you have done such studies overseas, it would be very much appreciated if you would take the time to fill out this questionnaire and send it back to us in the self-addressed, return envelope, as soon as possible.

Please include your name and other personal data. All information will be kept strictly confidential.

Thank you for your cooperation,
 Gary B. White, Shotoku Gakuen Women's Jr. College
 Steve K. Clark, Chukyo University

Name: _____ Age: _____

Please circle the appropriate letter.

1. What decade were you born in?

A. <1930 (昭和 5)	D. 1950-59 (昭和25~34)
B. 1930-39 (昭和5~14)	E. >1959 (>昭和34)
C. 1940-49 (昭和15~24)	

2. What decade did you receive your Ph. D. in?

A. <1960 (昭和 35)	D. 1980-89 (昭和55~平成元年)
B. 1960-69 (昭和35~44)	E. >1989 (>平成元年)
C. 1970-79 (昭和45~54)	

3. Department and University where Ph. D. was received.

4. How many years did you spend overseas doing postdoctoral studies?

A. <1 YEAR	D. 3 YEARS
B. 1 YEAR	E. >3 YEARS
C. 2 YEARS	

5. How many years did you study English in your school years (from elementary school through graduate school)?

A. <1 YEAR	D. 7-9 YEARS
B. 1-3 YEARS	E. >10 YEARS
C. 4-6 YEARS	

6. How many years did you study English in elementary school?

A. NONE	D. 2 YEARS
B. <1 YEAR	E. >2 YEARS
C. 1 YEAR	

7. How many years did you study English in junior school?
- A. NONE
B. <1 YEAR
C. 1 YEAR
D. 2 YEARS
E. >2 YEARS
8. How many years did you study English in high school?
- A. NONE
B. <1 YEAR
C. 1 YEAR
D. 2 YEARS
E. >2 YEARS
9. How many years did you study English in medical (undergraduate school)?
- A. NONE
B. <1 YEAR
C. 1 YEAR
D. 2 YEARS
E. >2 YEARS
10. How many years did you study English in graduate school?
- A. NONE
B. <1 YEAR
C. 1 YEAR
D. 2 YEARS
E. >2 YEARS
11. Did you study English outside of high school?
- A. YES
B. NO
12. If you answered YES to question 11, Please answer the following three sub-questions.
- a) Where did you study English outside of high school?
- A. Overseas
B. Cram School (塾)
C. Private Lessons
D. Self-study
E. English Language School (英会話学校)
- b) How many years did you study English outside of high school?
- A. <1 YEAR
B. 1 YEAR
C. 2 YEARS
D. 3 YEARS
- c) How much did your English study outside of high school cost (per year)?
- A. <200,000/yr.
B. 200,000-399,000/yr.
C. 400,000-599,000/yr.
D. 600,000/799,000/yr.
E. >800,000/yr.
13. Did you study English outside of medical (undergraduate) or graduate school?
- A. YES
B. NO
14. If you answered YES to question 13, Please answer the following three sub-questions.
- a) Where did you study English outside of medical (undergraduate) or graduate school?
- A. Overseas
D. Self-study

B. Cram School (塾)

E. English Language School

C. Private Lessons

(英会話学校)

b) How many years did you study English outside of medical (undergraduate) or graduate school?

A. <1 YEAR

C. 2 YEARS

B. 1 YEAR

D. 3 YEARS

c) How much did your English study outside of medical (undergraduate) or graduate school cost (per year)?

A. <200,000/yr.

D. 600,000/799,000/yr.

B. 200,000-399,000/yr.

E. >800,000/yr.

C. 400,000-599,000/yr.

15. How well could you speak English after finishing high school?

A. FLUENTLY

D. LESS THAN AVERAGE

B. BETTER THAN AVERAGE

E. POORLY

C. AVERAGE

16. How satisfied were you with your English classes during high school?

A. EXTREMELY SATISFIED

D. VERY DISSATISFIED

B. VERY SATISFIED

E. EXTREMELY DISSATISFIED

C. SATISFIED

17. How well could you speak English after finishing your medical (undergraduate) and graduate school?

A. FLUENTLY

D. LESS THAN AVERAGE

B. BETTER THAN AVERAGE

E. POORLY

C. AVERAGE

18. How satisfied were you with your English classes during medical (undergraduate) and graduate school?

A. EXTREMELY SATISFIED

D. VERY DISSATISFIED

B. VERY SATISFIED

E. EXTREMELY DISSATISFIED

C. SATISFIED

19. How well did your English classes in high school, medical school (undergraduate school) and graduate school prepare you for your postdoctoral studies overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

20. What type of English instruction in high school, medical school (undergraduate school) and

graduate school prepared you the most for studies overseas? Check () as many as necessary.

- | | | |
|-----|------------------------|----------|
| ___ | Calligraphy practice | (書き方の授業) |
| ___ | Conversation Practice | (会話の授業) |
| ___ | Grammar Instruction | (文法の授業) |
| ___ | Pronunciation Practice | (発音の授業) |
| ___ | Reading Practice | (読み方の授業) |
| ___ | Recitation Practice | (復唱の授業) |
| ___ | Translation Practice | (解釈の授業) |
| ___ | Vocabulary Instruction | (語彙の授業) |
| ___ | Writing Practice | (作文の授業) |
| ___ | Other: _____ | |

21. If you took English classes outside of high school, medical school (undergraduate school), or graduate school, please answer the following three sub-questions.

a) How well did your English classes prepare you for postdoctoral overseas research?

- | | |
|------------------------|----------------------|
| A. COMPLETELY PREPARED | D. SLIGHTLY PREPARED |
| B. WELL PREPARED | E. DIDN'T PREPARE |
| C. PREPARED | |

b) How well did the combination of English classes in and outside of high school, medical school (undergraduate school), and graduate school prepare you for postdoctoral studies overseas?

- | | |
|------------------------|----------------------|
| A. COMPLETELY PREPARED | D. SLIGHTLY PREPARED |
| B. WELL PREPARED | E. DIDN'T PREPARE |
| C. PREPARED | |

c) What type of English instruction outside of high school, medical school (undergraduate school), and graduate school prepared you the most for studies overseas? Check () as many as necessary.

- | | | |
|-----|------------------------|----------|
| ___ | Calligraphy Practice | (書き方の授業) |
| ___ | Conversation Practice | (会話の授業) |
| ___ | Grammar Instruction | (文法の授業) |
| ___ | Pronunciation Practice | (発音の授業) |
| ___ | Reading Practice | (読み方の授業) |
| ___ | Recitation Practice | (復唱の授業) |
| ___ | Translation Practice | (翻訳の授業) |
| ___ | Vocabulary Instruction | (語彙の授業) |

___ Writing Practice

(作文の授業)

Other: _____

22. At the beginning of your postdoctoral studies overseas, how satisfied were you with your English speaking ability?
- A. EXTREMELY SATISFIED D. VERY DISSATISFIED
 B. VERY SATISFIED E. EXTREMELY DISSATISFIED
 C. SATISFIED
23. At the end of your postdoctoral studies overseas, how satisfied were you with your English speaking ability?
- A. EXTREMELY SATISFIED D. VERY DISSATISFIED
 B. VERY SATISFIED E. EXTREMELY DISSATISFIED
 C. SATISFIED
24. After returning from your postdoctoral studies overseas, how sufficient did you think your English studies (both in and outside of school) prepared you to live and study in a foreign country?
- A. COMPLETELY SUFFICIENT D. SLIGHTLY SUFFICIENT
 B. VERY SUFFICIENT E. NOT SUFFICIENT
 C. SUFFICIENT
25. How important is it for medical schools (undergraduate schools) and graduate schools to offer more English courses (both required and elective)?
- A. EXTREMELY IMPORTANT D. OF LITTLE IMPORTANCE
 B. VERY IMPORTANT E. NOT IMPORTANT
 C. IMPORTANT
26. If you chose A, B, or C in question 25, what type of English courses should be included (write as many as you wish)?

Please comment freely on your English education and its relation to your studies overseas.

Thank you very much for your cooperation in this survey. If you have any questions or comments about it, feel free to write them below or contact us directly.

Questionnaire

Chukyo University
Faculty of Liberal Arts

Steve K. Clark, Chukyo University

Gary B. White, Shotoku Gakuen Women's Jr. College

Instructions: Please fill in or circle the appropriate letter.

★ Part One: Personal Information (confidential):

Full Name: _____
(last, first)

Work Place: _____
(Name of school or company)

Specialty: _____

1. What decade were you born in?

A. <1930 (<昭和5)

E. 1945-49(昭和20~24)

B. 1930-34(昭和5~9)

F. 1950-54(昭和25~29)

C. 1935-39(昭和10~14)

G. 1955-59(昭和30~34)

D. 1940-44(昭和15~19)

H. >1960 (>昭和35)

2. How many times have you done research overseas?

A. ONCE

D. 4 TIMES

B. TWICE

E. MORE THAN 4(____ times)

C. 3 TIMES

3. What country(s) and institution(s) did you do research in overseas?

4. When did you leave Japan? _____

(ex. 1回目: month, year; 2回目: month, year)

When did you return? _____

(ex. 1回目: month, year; 2回目: month, year)

5. Did you use English in your research? (If NO, what language was used?)

A. YES

B. NO(_____)

★ Part Two: High school

1. How many years did you study English before high school?

A. <1 YEAR

D. 3 YEARS

B. 1 YEAR

E. >3 YEARS (_____ years)

C. 2 YEARS

2. What type of high school did you attend?

A. Public

B. Private

C. International

D. Overseas

3. How many years did you study English in high school?

A. NONE

D. 2 YEARS

B. <1 YEAR

E. 3 YEARS

C. 1 YEAR

4. How many times a week did you study English in high school?

_____ times

5. How many minutes was one class period? _____ minutes

6. What type of English instruction did you receive in high school?

Check (✓) as many as necessary.

- | | |
|----------------------------|--------------|
| ___ Calligraphy Practice | (書き方の授業) |
| ___ Conversation Practice | (会話の授業) |
| ___ Dictation Practice | (書き取りの授業) |
| ___ Drama Practice | (演劇の授業) |
| ___ Grammar Instruction | (文法の授業) |
| ___ Hearing Practice | (聞き取りの授業) |
| ___ Pronunciation Practice | (発音の授業) |
| ___ Reading Practice | (読み方の授業) |
| ___ Recitation Practice | (復唱の授業) |
| ___ Speech/Debate Practice | (スピーチ・討論の授業) |
| ___ Translation Practice | (解釈の授業) |
| ___ Vocabulary Instruction | (語彙の授業) |
| ___ Writing Practice | (作文の授業) |
| ___ Other: _____ | |

7. Were you a member of E. S. S. or other English club? (If YES, how long?)

A. YES (___ years)

B. NO

8. How satisfied were you with your English classes during high school?
- A. EXTREMELY SATISFIED D. VERY DISSATISFIED
 B. VERY SATISFIED E. EXTREMELY DISSATISFIED
 C. SATISFIED
9. What were some good and bad points concerning the classes?
 (Use the last page if you need more space.)
 Good points: _____
 Bad points: _____
10. Did you study English outside of high school? (If YES, how long?)
 A. YES (____ Years) B. NO
11. If you answered YES to question 10, where did you study English outside of high school?
 (More than one answer is allowed.)
 A. Overseas D. Self-study (英検/STEP 等)
 B. Cram School (塾) E. English Language School
 C. Private Lessons (英会話学校)
12. How well could you speak English after finishing high school?
 A. FLUENTLY D. LESS THAN AVERAGE
 B. BETTER THAN AVERAGE E. POORLY
 C. AVERAGE

★ Part Three: Undergraduate School (four year degree)

1. What type of undergraduate school (college) did you attend?
 A. Public B. Private C. International D. Overseas
2. What was your degree in? _____

3. What year did you obtain your degree? 19____ (昭和____年)
4. How many years did you study English in college?
 A. <1 YEAR D. 3 YEARS
 B. 1 YEAR E. 4 YEARS
 C. 2 YEARS
5. How many times a week did you study English in college? ____ times
6. How many minutes was one English class period? ____ minutes
7. What type of English instruction did you receive in college?
 Check (✓) as many as necessary.
 ____ Calligraphy Practice (書き方の授業)

___ Hearing Practice	(聞き取りの授業)
___ Pronunciation Practice	(発音の授業)
___ Reading Practice	(読書の授業)
___ Recitation Practice	(復唱の授業)
___ Speech/Debate Practice	(スピーチ・討論の授業)
___ Translation Practice	(解釈の授業)
___ Vocabulary Instruction	(語彙の授業)
___ Writing Practice	(作文の授業)
___ Other: _____	

3. Did you study English after finishing your higher level education but before you went overseas? (If YES, how long?)

A. YES (___ years)

B. NO

4. What type of studies did you do? (More than one answer is allowed.)

A. Overseas

D. Self-study (英検/STEP 等)

B. Cram School (塾)

E. English Language School

C. Private Lessons

(英会話学校)

5. If you took English classes outside of high school, undergraduate school, graduate school or before going overseas, please answer the following three questions.

a) How well did those classes prepare you for research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

b) What type of English instruction in those classes prepared you the most for studies overseas? Check (✓) as many as necessary.

___ Calligraphy Practice (書き方の授業)

___ Conversation Practice (会話の授業)

___ Dictation Practice (書き取りの授業)

___ Drama Practice (演劇の授業)

___ Grammar Instruction (文法の授業)

___ Hearing Practice (聞き取りの授業)

___ Pronunciation Practice (発音の授業)

___ Reading Practice (読書の授業)

___ Recitation Practice (復唱の授業)

___ Speech/Debate Practice (スピーチ・討論の授業)

___ Translation Practice (解釈の授業)

2. How important is it for undergraduate schools (colleges) to offer more English courses (both required and/or elective) than now?
- A. EXTREMELY IMPORTANT D. OF LITTLE IMPORTANCE
 B. VERY IMPORTANT E. NOT IMPORTANT
 C. IMPORTANT
3. How important is it for graduate schools to offer more English courses (both required and elective) than now?
- A. EXTREMELY IMPORTANT D. OF LITTLE IMPORTANCE
 B. VERY IMPORTANT E. NOT IMPORTANT
 C. IMPORTANT
4. If you chose A, B, or C in questions 1, 2 or 3, what type of English courses should be included? (Write as many as you wish.)
- High sch.: _____

 College: _____

 Grad. sch.: _____

5. How important are outside English classes for English education?
- A. EXTREMELY IMPORTANT D. OF LITTLE IMPORTANCE
 B. VERY IMPORTANT E. NOT IMPORTANT
 C. IMPORTANT
6. If you chose A, B, or C in question 5, what type of outside English instruction do you consider to be important?
- _____
- _____
7. Are you continuing your English studies now?
- A. YES B. NO
8. If you answered YES in question 7, how are you studying?
 (More than one answer is allowed.)
- A. Overseas D. Self-study (英検/STEP 等)
 B. Cram School (塾) E. English Language School
 C. Private Lessons (英会話学校)
9. If you answered No to question 7, would you like to continue studying English?
- A. YES B. NO

Please comment freely on your English education and its relation to your studies overseas or concerning English education in general.

Thank you very much for your cooperation in this survey. If you need extra space to answer a question, please use the space below. Or, if you have any questions or comments about this survey, feel free to write them below or contact us directly.

DON'T forget the question number, if you are answering a previous question below!

Mailing address:

豊田市貝津町床立 101

郵便番号470-03

中京大学豊田学舎

教養部

Steve K. Clark

3rd questionnaire

MEASURING JAPANESE INTERNATIONALIZATION A Survey of English Education and Attitudes
--

★QUESTIONNAIRE★

—Chukyo University Faculty of Liberal Arts, English Department—

Please fill in or circle the appropriate letter.

★Part One: PERSONAL INFORMATION (confidential)

Full Name: _____
(first, last)

Work Place: _____
(Name of school, company, etc.)

Specialty: _____
(ex.: English Literature, Organic Chemistry, Corporate Law, etc.)

1. What period were you born in?

A. <1930 (昭和 5)	E. 1945-49 (昭和20~24)
B. 1930-34 (昭和5~9)	F. 1950-54 (昭和25~29)
C. 1935-39 (昭和10~14)	G. 1955-59 (昭和30~34)
D. 1940-44 (昭和15~19)	H. >1960 (>昭和35)

2. Have you done research for two months or longer overseas?

A. NO (go to Part Two)	B. YES
------------------------	--------

- | | | | | | | |
|---|----------------------------|------------|----------|----------------------------|------------|--|
| <ol style="list-style-type: none"> 3. How many times have you done research for 2 months or longer overseas? <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. ONCE</td> <td style="width: 50%;">D. 4 TIMES</td> </tr> <tr> <td>B. TWICE</td> <td>E. MORE THAN 4(____ times)</td> </tr> <tr> <td>C. 3 TIMES</td> <td></td> </tr> </table>
 4. What country(s) did you do overseas research in? | A. ONCE | D. 4 TIMES | B. TWICE | E. MORE THAN 4(____ times) | C. 3 TIMES | |
| A. ONCE | D. 4 TIMES | | | | | |
| B. TWICE | E. MORE THAN 4(____ times) | | | | | |
| C. 3 TIMES | | | | | | |

5. How much total time have you spent doing research overseas?

_____ months

★Part Two: HIGH SCHOOL

1. How many years did you study English through senior high school?

A. <3 YEAR

D. 5 YEARS

B. 3 YEARS

E. 6 YEARS

C. 4 YEARS

F. >6 YEARS(____ years)

2. What type of high school did you attend?

A. Public

B. Private

C. Other(_____)

3. How many times a week did you study English in high school? ____ times

4. How many minutes was one English class period? ____ minutes

5. What type of English instruction did you receive in high school?

Check (×) as many as necessary.

___ Calligraphy Practice

(書き方の授業)

___ Conversation Practice

(会話の授業)

___ Dictation Practice

(書き取りの授業)

___ Drama Practice

(演劇の授業)

___ Grammar Instruction

(文法の授業)

___ Hearing Practice

(聞き取りの授業)

___ Pronunciation Practice

(発音の授業)

___ Reading Practice

(読み方の授業)

___ Recitation Practice

(復唱の授業)

___ Speech/Debate Practice

(スピーチ・討論の授業)

___ Translation Practice

(解釈の授業)

___ Vocabulary Instruction

(語彙の授業)

___ Writing Practice

(作文の授業)

6. How satisfied were you with your English classes during high school?

A. COMPLETELY SATISFIED

D. VERY DISSATISFIED

B. VERY SATISFIED
C. SATISFIED

E. COMPLETELY DISSATISFIED

7. What were some good and bad points concerning the classes?

Good points: _____

Bad points: _____

8. Were you a member of E. S. S. or other English club (if YES, how long)?

A. NO

B. YES(____ years)

9. Were you taught by a native English speaker (if YES, how long)?

A. NO

B. YES(____ years)

10. If you answered YES to question 9, how effective was that teacher?

A. EXTREMELY EFFECTIVE

D. VERY INEFFECTIVE

B. VERY EFFECTIVE

E. EXTREMELY INEFFECTIVE

C. EFFECTIVE

11. At what levels were your English listening, speaking, reading and writing abilities when you completed high school?

(Select a letter from below (A~E) for each ability.)

LISTENING ____

READING ____

SPEAKING ____

WRITING ____

A. FLUENT

B. BETTER THAN AVERAGE

C. AVERAGE

D. LESS THAN AVERAGE

E. POOR

12. How well did your English classes in high school prepare you for your research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

Part Three: UNDERGRADUATE SCHOOL (four year degree)

1. What type of undergraduate school (college) did you attend?
A. Public B. Private C. Other(_____)
2. What was your degree in? _____
3. What year did you obtain your degree? 19____ (昭和____年)
4. How many years did you study English in college?
A. <1 YEAR D. 3 YEARS
B. 1 YEAR E. 4 YEARS
C. 2 YEARS
5. How many times a week did you study English in college? ____ times
6. How many minutes was one English class period? ____ minutes
7. What type of English instruction did you receive in college?
Check (×) as many as necessary.

____ Calligraphy Practice	(書き方の授業)
____ Conversation Practice	(会話の授業)
____ Dictation Practice	(書き取りの授業)
____ Drama Practice	(演劇の授業)
____ Grammar Instruction	(文法の授業)
____ Hearing Practice	(聞き取りの授業)
____ Pronunciation Practice	(発音の授業)
____ Reading Practice	(読み方の授業)
____ Recitation Practice	(復唱の授業)
____ Speech/Debate Practice	(スピーチ・討論の授業)
____ Translation Practice	(解釈の授業)
____ Vocabulary Instruction	(語彙の授業)
____ Writing Practice	(作文の授業)

8. How satisfied were you with your English classes during college?

- A. COMPLETELY SATISFIED D. VERY DISSATISFIED
 B. VERY SATISFIED E. COMPLETELY DISSATISFIED
 C. SATISFIED

9. What were some good and bad points concerning your English classes?

Good points: _____

Bad points: _____

10. Were you a member of E. S. S. or other English club (if YES, how long)?

A. NO

B. YES(____ years)

11. Were you taught by a native English speaker (if YES, how long)?

A. NO

B. YES(____ years)

12. If you answered YES to question 11, how effective was that teacher?

A. EXTREMELY EFFECTIVE

D. VERY INEFFECTIVE

B. VERY EFFECTIVE

E. EXTREMELY INEFFECTIVE

C. EFFECTIVE

13. At what levels were your English listening, speaking, reading and writing abilities when you completed college?

(Select a letter from below (A~E) for each ability.)

LISTENING ____

READING ____

SPEAKING ____

WRITING ____

- A. FLUENT B. BETTER THAN AVERAGE C. AVERAGE
D. LESS THAN AVERAGE E. POOR

14. How well did your English classes in college prepare you for your research overseas?

- A. COMPLETELY PREPARED D. SLIGHTLY PREPARED
B. WELL PREPARED E. DIDN'T PREPARE
C. PREPARED

★ **Part Four: GRADUATE SCHOOL (Master and/or Ph. D.)**

* Note: If you have not done graduate work of one year or more, please go on to Part Five.

1. University(s) where Master and/or Ph. D. were/will be obtained?

2. Did you use English in your studies? (If YES, how many years?)

- A. NO B. YES (___ years)

3. If you used English in graduate school, how satisfied were you with the classes where it was used?

- A. COMPLETELY SATISFIED D. VERY DISSATISFIED
B. VERY SATISFIED E. COMPLETELY DISSATISFIED
C. SATISFIED

4. At what levels were your English listening, speaking, reading and writing abilities when you finished graduate school?

(Select a letter from below (A~E) for each ability.)

LISTENING ___

READING ___

SPEAKING ___

WRITING ___

- A. FLUENT B. BETTER THAN AVERAGE C. AVERAGE
D. LESS THAN AVERAGE E. POOR

★Part Five: ENGLISH STUDIES OUTSIDE OF REGULAR SCHOOL CURRICULUM

1. Did you study English at some time outside of regular school?

(Includes Cram School, Private Lessons, Self-study, etc.)

A. NO (go to Part Six)

B. YES (___ years)

2. When did you study outside? (Circle as many as necessary.)

A. HIGH SCHOOL

D. AFTER COMPLETING SCHOOL

B. COLLEGE

E. OVERSEAS

C. GRADUATE SCHOOL

3. What type of study did you do outside?

(Indicate when, ex. : High School, College, After, Overseas, etc.)

Circle as many letters as necessary.

A. Cram School (塾) -when: _____

B. Private Lessons _____

C. Self-study (英検等) _____

D. English Language School _____

(英会話学校)

E. Other _____

4. How well did those studies prepare you for research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

★Part Six: OVERSEAS RESEARCH

Note: If you haven't carried out overseas research, please go to Part Seven.

1. How well did your English classes in high school, undergraduate and graduate schools prepare you for your research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

2. What type of English instruction that you studied prepared you the most for research overseas?

Check (×) as many as necessary.

- | | |
|---|--------------|
| <input type="checkbox"/> Calligraphy Practice | (書き方の授業) |
| <input type="checkbox"/> Conversation Practice | (会話の授業) |
| <input type="checkbox"/> Dictation Practice | (書き取りの授業) |
| <input type="checkbox"/> Drama Practice | (演劇の授業) |
| <input type="checkbox"/> Grammar Instruction | (文法の授業) |
| <input type="checkbox"/> Hearing Practice | (聞き取りの授業) |
| <input type="checkbox"/> Pronunciation Practice | (発音の授業) |
| <input type="checkbox"/> Reading Practice | (読み方の授業) |
| <input type="checkbox"/> Recitation Practice | (復唱の授業) |
| <input type="checkbox"/> Speech/Debate Practice | (スピーチ・討論の授業) |
| <input type="checkbox"/> Translation Practice | (解釈の授業) |
| <input type="checkbox"/> Vocabulary Instruction | (語彙の授業) |
| <input type="checkbox"/> Writing Practice | (作文の授業) |

3. At the beginning of your research overseas, how satisfied were you with your English listening, speaking, reading and writing abilities?

(select a letter from below (A~E) for each ability.)

LISTENING ___

READING ___

SPEAKING ___

WRITING ___

A. COMPLETELY SATISFIED

B. VERY SATISFIED

C. SATISFIED

D. VERY DISSATISFIED

E. COMPLETELY DISSATISFIED

4. At the end of your research overseas, how satisfied were you with your English listening, speaking, reading and writing abilities?

(select a letter from below (A~E) for each ability.)

LISTENING _____

READING _____

SPEAKING _____

WRITING _____

A. COMPLETELY SATISFIED

B. VERY SATISFIED

C. SATISFIED

D. VERY DISSATISFIED

E. COMPLETELY DISSATISFIED

5. Do you go overseas regularly in a professional capacity?

A. NO

B. YES [once every ____ year(s)]

6. If you answered NO to question 5, do you plan to go overseas in a professional capacity again?

A. NO

B. YES

★Part Seven: IMPROVEMENTS IN ENGLISH EDUCATION

1. Are you continuing your English studies now?

A. NO

B. YES

2. If you answered YES in question 1, how are you studying?

(Circle as many as necessary)

A. Private Lessons

D. Other

B. Self-study (英検等)

C. English Language School _____

3. Do you hold any English ability certification and if so, what?

(ex. STEP level, TOEFL result, Translator's licence, etc.)

A. NO

B. YES (_____)

4. What improvements in English Education do you feel are necessary at the following levels?

(Use additional paper, if desired.)

High school: _____

College: _____

Grad. sch.: _____



Thank you very much for your cooperation in this survey. If you have any questions or comments about this survey, feel free to contact us.

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