

# A Study on Students' Perceived EFL Needs

## Part 1: Rational, Overview, and English Literature Major Results

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A campus-wide survey of students' needs was conducted at Hokkaido Musashi Women's Junior College to investigate three areas: 1. Objectives for attending college other than studying English, 2. desired English skills, and 3. reasons for studying English. Data analysis was conducted to identify trends by school year and major. This paper comprises part 1 which deals with English majors only. Part 2, in a subsequent report, will provide an analysis of Liberal Arts Department students and a comparison across majors. Results indicate differences within majors according to year and across majors and provide a rationale for curriculum review as well as for supplementary English study facilities and programs.

The formal investigation of students' motives, needs, and attitudes towards the study of English is beginning to be acknowledged

as an integral part of the ongoing curriculum and program renewal process currently underway in Japan. Although most of these studies are in-house and unpublished, increasingly survey based research is being conducted in colleges and language schools throughout the country to identify what the students served by these institutions perceive as their needs, wants, and desires in regard to their English study. (Yoshida, 1970; Koike, 1985; Berwick & Ross, 1989; Benson, 1991; Widdows & Voller, 1991; Kobayashi, Redekop, & Porter, 1992; Harrison, Mont, Gruba, Kanberg, Olsher, & Progosh, 1992; Yokoyama, 1993; Busch, Elsea, Gruba, & Johnson, in press; Yonesaka, 1994; Edwards et al, 1994)

Spurred on by the recent changes in the Ministry of Education's attitude and policy toward English education, student needs analysis (SNA) researchers are challenging the assumption that "the present content, methods, and structure are naturally the most suitable". (Widdows & Voller, 1991) Proponents of SNA, Hutchison and Waters in Widdows and Voller (1991) "point out that such assumptions are widespread, owing more to institutional inertia and the weight of tradition than to any reality" (p.127). Also, they are challenging the process by which curriculum change is designed and implemented. By going directly to the students to identify their perceptions of English language needs, the proponents of SNA suggest that there should be a broader basis to curriculum and program development than merely the intuition and experience of faculty and administration; initial planning procedures should include research to identify students' subjective needs which Brindley (1984, in Nunan 1988) describes as "wants, desires, expectations, or other psychologi-

cal manifestations of a lack". (p.44)

The purpose of this study is to identify trends and significant differences in students' perceptions of their English wants, needs, and objectives. Based on the belief that student input is invaluable in the curriculum and overall program renewal and development process, the intention is not to supplant input by the professional staff. Rather, it is to provide data which will either prove or challenge existing assumptions, to support and complement the efforts of the teachers and college authorities and to provoke discussion.

## **Instrument**

The Profile of Attitudes, Needs, and Student Interest (PANSI) questionnaire developed by Widdows and Voller (1991) formed the base of the survey instrument. According to Voller, (personal communication, 1993) since it had been developed specifically for use with Japanese university students after much investigation of previously developed questionnaires and with direct input from Japanese university students, it seemed the most appropriate for this study. Furthermore, two other studies within Japan (Harrison et al, 1992), (Busch, Elsea, Gruba, and Johnson, in press) had either been based on or had drawn heavily on this same questionnaire, which would strengthen face validity and allow for easier comparisons between results.

After the original PANSI questionnaire was thoroughly examined, it was evident that some changes were needed in the Japanese version. They were made to ensure the correct nuance to avoid any confusion for students and cooperating teachers adminis-

tering the survey and to eliminate gaps in meaning between the English original and the Japanese translation. Further modifications in Section Two clarified the wording of items which seemed to constitute clusters of three basic language types: 1) formal, work-related English 2) informal, interpersonal English and 3) English as an abstract subject of study. The intention was that the data on these items could be later analyzed in terms of these groupings.

Three of the original five sections of the survey were chosen to narrow the focus of the study. Section One (14 items) deals with objectives for attending college other than studying English, and Section Two (15 items) pertains to the desirability of specific English skills. Students were asked to rate their applicability and importance respectively. Sections Three and Four (16 items each, 15 the same) list possible reasons for studying English. Simply a yes/no answer was required.

The most profound modification of Sections One and Two was expanding the original PANSI's five-point Likert scale to a seven-point scale to provide for a greater separation of responses. In his discussion of Likert scales, Busch (1993) concurs, "from a statistical viewpoint, longer scale lengths of seven or more categories are more desirable because of the gain in score variability". (p.735) An extra point was added to each end of the scale for a total of four positive and three negative points in response to the tendency for answers to cluster at the positive end of the scale. This was thought to be a strong tendency in the Japanese culture, particularly among women. Doyle (1975, p.22) claims that "there is nothing inherently wrong with an asymmetrical scale such as this one, so long as there are at least

a sufficient number of both favorable and unfavorable alternatives”. Written descriptors were given for each step on the scale from 0-6. The end points were labeled ‘not applicable/important at all’ to ‘highly applicable/very important’.

The final item in Section One ‘I have no objectives’ was later eliminated during the data analysis because a scaled-response style did not suit the statement. A yes/no response format would have been more appropriate.

For this study, Sections Three and Four differed from the PANSI survey, because each item had to be answered individually rather than checking only the pertinent items. This was to assure that all items were carefully read and considered. Except for the first item in each section, all were slightly reworded to be the same in both sections. The differences were a question in Section Three about whether or not English majors wanted to become English teachers and in Section Four whether or not non-English majors would elect to take non-compulsory English. Only those who gave a positive answer were asked to respond to the remaining questions in Section Four. (See Appendices A and B for English and Japanese versions of the questionnaire)

The questionnaire asked respondents to encode several demographic variables. For the purposes of this study they were the following: student number, major and course, and year in school.

## **Subjects**

The subjects were 730 students (Ss) at Hokkaido Musashi

Women's Junior College out of a total 924 student enrollment. Although it was originally intended to include all students as subjects, the discrepancy in number resulted from absenteeism or rejection of a subject's data according to a strict standard for validity programmed into the computer. It was felt that an all-school survey was appropriate because of the great range of numbers of members in the population groups (eight in total) eventually to be analyzed. The smallest population group (General Liberal Arts first-year students) was comprised of only 27 students while the largest (English Literature second-year students) had 242 members.

For the whole study (Part 1 and Part 2) the student body is seen in terms of four population groups for both years. They are English Literature Majors (Eng Lit), totaling 325 Ss, and Liberal Arts Majors, totaling 525 Ss, who are broken into three sub-majors—General Liberal Arts (Lib Arts), Liberal Arts Library Science Course (Library), and Liberal Arts Secretarial Course (Secretary).

#### SUBJECTS BY MAJOR AND YEAR

MAJOR	FIRST YR		SECOND YR		TOTAL	
	N		N		N	
ENG LIT	134	18.4%	174	23.8%	308	42.2%
LIB ARTS	189	25.8%	233	32.0%	422	57.8%
TOTAL	323	44.2%	407	55.8%	730	100%

The English curriculum content and credit requirements for each department is extremely different. Eng Lit Ss take a large block of required and elective English courses for a minimum of 48 credits. In addition, a teacher training course focusing on English teaching is

exclusively offered to Eng Lit Ss. The non-majors are required to take a minimum of one general English course in their first year and to choose between a French or English reading course in their second year for a total of four foreign language credits. Elective English Conversation is offered to Secretary Ss only.

Since this particular college is known for the high employment rate of its graduates, to better describe the general characteristics of this study's subjects, it is important to discuss the rate and basic profile of the types of employment in which the students will most likely be engaged upon graduation. According to the records for 1993, 96% of the second-year students sought full-time jobs, with an overall success rate of 86%. The majority were employed in the banking/finance, service, wholesale/retail, and manufacturing industries with an overwhelmingly high number (83%) in clerical/secretarial positions. A low 4% found positions outside of clerical work directly involving the use of English, namely as junior high school teachers, English tutors, and airline, hotel, or tour company employees.

Looking at the Eng Lit Ss specifically, 95% sought full-time work, with a success rate of 84%. Reflecting the total for both majors, 82% found clerical positions. Even though the figure for employment other than clerical work is low, those positions demanding the use of English were nearly all filled by Eng Lit Ss. These students account for just 11% of the Eng Lit S total, however. The overall picture shows that few graduates find jobs using English, but the ones who are hired for such jobs are almost always English majors. (Musashi Shushoku No Shiori, 1993)

In addition, although accurate statistics are not kept by the college, other paths are open to the Eng Lit graduates: 1) studying English or other subjects abroad soon after leaving Musashi and then seeking employment in jobs requiring English fluency on their return to Japan, 2) studying abroad after having worked and saved money for a few years, then following a similar re-employment pattern, and 3) transferring into a 4-year English program at a local college and studying towards an advanced English credential.

### **Administration**

The survey was piloted on 25 students at another junior college to identify any points of misunderstanding or confusion with the instructions and the survey items and to ascertain the approximate time needed for completion. No problems were reported.

Because Japanese and non-Japanese teachers assisted in the data gathering process, bilingual questionnaires and instructions for administration were prepared. In the event that a Japanese explanation could not be given, a student representative could read the Japanese instructions to the group to avoid any confusion or complications in completing the survey. It was particularly important that the demographic codes were clearly understood, thus the extra concern. In addition, simple instructions appeared on the questionnaire itself concerning the proper way to use the answer forms.

The data was gathered on optical scanning sheets designed specifically for this project. Students were distributed the Japanese version of the questionnaire and told to take as much time as they

needed. All administrative and data gathering procedures were completed within 25 minutes.

The survey administration occurred over a two-week period in June 1993. Since it was intended that all students participate, class meetings of required courses by major were chosen. Any chance of data duplication was eliminated by this scheduling. It also guaranteed a very high response rate and control over the conditions under which the questionnaire was completed. On the basis that nothing was reported, it was assumed that the administrative procedures and level of cooperation were satisfactory. There was some concern, however, that the students might misunderstand the purposes of the survey or that fear of lack of anonymity would cause problems, but none of the feedback brought up any issues of this sort which might affect the validity of the data.

## **Interview**

As with any survey-based study, reliability issues rank high. Consistency in administration procedures and the efficacy of the survey instrument itself cause anxiety on the part of the researcher and doubt among the research audience. Gruba strongly cautions that since the data is the approximation of truth, every effort must be made to assure reliability. (personal communication, 1993) Other points called into question are the subjects' sincerity in response and their understanding of the individual items on the survey. The researcher has little control over the honesty problem, but the interpretation issue can be addressed by interviewing a representative

group of the subjects themselves. Quantitative research which may seem to be cold and distant and view the subject as a data set of numbers can be balanced and enriched by qualitative research. One qualitative technique is interview and discussion through open-ended questions, which gives the data set a face and voice.

To this end, a group interview of ten students representing each of the majors and courses was conducted to seek out and identify the students' perceived meanings to specific survey items and their general impressions. Student volunteers who were not concurrently enrolled in the researcher's classes were solicited. All participants were asked to read the questionnaire items to refresh their memories of their experience eight months previous. For later analysis, the interview was recorded on audio tape. Two bilingual professors were present; one served as interpreter and the other as observer. As each question was asked, first in English followed by Japanese, the students in turn spoke to the topic. They were reminded to express their interpretation of the survey items rather than to merely state their responses.

Prior to the interview, there was great concern about the students' level of participation and its efficacy because of the time gap with the actual experience. These worries were not borne out, however, as indicated by the depth and the frankness with which each of the interviewees spoke and the range of response. A relaxed and open atmosphere prevailed and the students' statements were for the most part concise and relevant.

Items in focus were these: statements judged to be vague or having multiple interpretations, topics which were ranked inconsis-

tently between sections, items with extremely high means, items which listed several examples, items covering broad topics, items ranked very differently from the researcher's expectations, and items containing culturally based abstraction. General impressions on participation in the survey were solicited in addition to questions on its relative difficulty.

A transcript in English translation was made and checked by the observer for accuracy. Portions of the interview as they pertain to the data results can be found in the Student Interview Results sections of this paper. (See Appendix C for transcript)

## **Data Analysis**

Optical scanning sheets were read by a scanner into Microsoft Excel 4.0 through a program designed to reject cards which did not meet a very strict criteria for acceptance: all demographic information had to be complete, except for student number and present calendar year; information had to be consistent with the requirements according to major; all items on all appropriate sections had to have a single response and only within the designated spaces and columns. Data was then analyzed using SPSS 4.0 (Statistical Package for Social Sciences), an academic standard for university research in this field.

Data resulting from the variations of the PANSI survey has been given several treatments. In the original report, it was examined simply as frequencies. Other studies have taken the data into deeper analysis and have treated it parametrically (Busch, Elsea, Gruba, and

Johnson, in press) and non-parametrically (Harrison, Mont, Gruba, Kanberg, Osher, and Progosh, 1992). For this study, by adding two extra points to the original five, the response scale was judged to be continuous. Careful examination of each item showed predominantly parametric response patterns. Since one of the purposes of this research is to identify trends among the majors and school year, not simply to find the frequency of response to individual items, Sections One and Two were analyzed as continuous data.

## Results

### Section One: Main Objectives in Attending College

#### 1. Overall results.

Ranked in first position for both first- and second-year students with the highest mean (4.81) is var.23, "to enhance job prospects" indicating that English majors see college as playing a very important role in their future employment success. Occurring in the first position, this item has thus become a touchstone for this study upon which other responses can be compared. In the second position (mean 4.57) var.32 "to deepen academic knowledge", rather than a contradiction, shows that students not only have a strong practical orientation for attending college but an academic or self-development motivation, as well. As expected, highly ranked in third place (mean 4.16) is var.22 "to meet people and make friends". Var.33 "to get qualifications" in fourth place (mean 3.95) is highly consistent and supportive of the highest ranked item. With the importance

**SECTION ONE:  
MAIN OBJECTIVES—ENG LIT STUDENTS**

Number of valid observations            308.00

(ranked by mean)

Variable	Mean	Std Dev	Valid	
			N	Label
VAR23	4.81	1.25	308	TO ENHANCE JOB PROSPECTS
VAR32	4.57	1.16	308	TO DEEPEN ACADEMIC KNOWLEDGE
VAR22	4.16	1.33	308	TO MEET PEOPLE/FRIENDS
VAR33	3.95	1.55	308	TO GET QUALIFICATIONS
VAR30	3.43	1.32	308	TO LEARN TO STUDY INDEPENDENTLY
VAR28	3.36	1.48	308	TO EXPLORE/DEVELOP VALUES/ATTITUDES
VAR29	3.30	1.37	308	TO LEARN ABOUT HUMAN RELATIONS
VAR25	3.18	1.48	308	TO LEARN PRACTICAL SKILLS
VAR26	2.91	1.43	308	TO PURSUE INTERESTS
VAR27	2.64	1.39	308	TO FIND/DEVELOP CREATIVE TALENTS
VAR34	2.38	1.25	308	TO BECOME AWARE OF JAPAN/WORLD
VAR24	2.09	1.53	308	TO BECOME INDEPENDENT FROM PARENTS
VAR31	1.47	1.59	308	TO DELAY STARTING WORK

Japanese society places on testing, ranking, and licensing to indicate ability, this outcome seems quite natural. Still ranked on the positive side of the scale in the eighth position (mean 3.18), var.25 “to learn practical skills” is also consistent with var.23 “to enhance job prospects”.

While practical and academic items rank in the top two positions, items more in the outward-looking vein var.24 “to become independent from my parents” (mean 2.09) and var.34 “to become aware of Japan and the world” (mean 2.38) are ranked at the bottom. Contrary to the expectations of the researcher, this outcome seems to indicate that at this stage students do not have as strong an orienta-

tion towards self/world and independence/responsibility as students tend to have in some other cultural contexts.

## 2. Differences between first- and second-year Eng Lit Ss

On the basis of the results of t-tests, a standard statistical procedure to identify significant differences in means between two groups, four items were found to have meaningful variations ( $p < 0.05$ ) in the response patterns according to school year.

Job related variables (var.23 “to enhance job prospects”, var.25 “to learn practical skills”, var.33 “to get qualifications”) were found to vary significantly between Eng Lit Ss in the first and second year. Freshmen consistently ranked them higher. Two factors come to mind to account for these differences in response. The most obvious is awareness of the current declining economic state of the country and, more intimately, the increasing difficulty for female college graduates to successfully find employment. When the second-year students who were surveyed for this study were applying for admission into college, the impact on the employment status for women was not felt as strongly as it was a full year later. With the decrease

### SECTION ONE: MEANS OF MAIN OBJECTIVES VARYING SIGNIFICANTLY BY YEAR

	SCHOOL YR	
	1ST YR	2ND YR
VAR23 TO ENHANCE JOB PROSPECTS	4.99	4.67
VAR25 TO LEARN PRACTICAL SKILLS	3.57	2.87
VAR28 TO EXPLORE/DEVELOP VALUES/ATTITUDES	3.16	3.51
VAR33 TO GET QUALIFICATIONS	4.41	3.60

$p < 0.05$

in the number of available company positions, the competition for existing jobs has greatly increased, making students realistic about the need for practical credentials. Whereas in the past, connections, physical attributes, and educational background were enough to give job applicants an advantage, now more practical considerations have come to the fore.

This indicates an expectation for college to provide the opportunity to learn specific skills towards certification. The challenge for the college then is to identify which qualifications students and future employers feel are important. In addition, it must be determined whether or not the current program adequately addresses this expectation. Furthermore, it raises the question of the college's role and whether the college should make any direct attempt to cover this need or whether it should be left to vocational schools.

The second factor is a shift in attitude of second-year students in regard to the role of college and a refocusing on the development of personal goals. Facing graduation and adulthood, students' focus seems to shift toward self-development and social-awareness, reducing in rank more practical goals. The results of the original PANSI survey support this finding and Widdows and Voller (1991) note "...development in social and personal spheres is a predominate expectation in coming to university". (p.130) In both studies, the results show that it is even more so after the freshman year. This has great implications for curriculum; however, as this type of growth is very difficult to measure, the question becomes how can the teachers know if this expectation is being met. Perhaps it is important to consider not only course content, but whether or not the

teaching method and materials support and encourage this aspect of the students' development.

### **3. Student interview results**

Section One was the most difficult to answer according to the ten students who were interviewed about their interpretations and impressions of the questionnaire. Several opinions were given, but almost all of the participants were in agreement with each others' statements. The main reasons for the difficulty were: 1. Ss had not thought about reasons for attending college other than additional study; 2. Ss only goal was to find the school which best suited their ability; 3. Ss had no clear goals when entering college; 4. Ss had never even thought about it before.

These statements can help explain the differences in response between the two levels of students. The freshmen students enter college with low motivation and unclear goals, so their responses tend to echo the attitudes of their parents and, more broadly, of school and society. Parental attitudes have a profound effect on the incoming student. Of particular importance is the high expectation for money invested on their daughter's education to provide a tangible return i.e. a good job. This expectation remains throughout the two years, but by the second year, the students have had the chance to develop viewpoints and concerns independent of their parents' and are perhaps more confident and able to articulate them.

In regard to the highest ranking given var.23 "to enhance my job prospects", contrary to questionnaire results, the interviewees answered almost unanimously that increasing job chances was not their

own greatest motivation for attending college. Most indicated other reasons for attending college. It is important to note, however, that when faced with the final choice of which junior college to enter, many of the students made their decision on the basis of the college's graduate employment rate. It could be said here then that by default and external factors this option took the top position. Or, the group of interviewees was not representative of the student body as a whole. This question deserves more investigation and analysis to answer why the student interview did not corroborate the survey findings.

In addition, the distinction between attending a 4-year or 2-year program was also based on employment considerations. More generally, students stated that because of Japanese society's value on educational background, it influenced the decision whether or not to attend college.

In response to which qualifications the interviewees wanted to obtain, English (Eiken, TOEIC) and teaching qualifications were at the top. By chance, a disproportionate number (4) of interviewees were in the teacher preparation course, so this result does not reflect the student enrollment as a whole. Two other students responded 'as many as possible' without regard to type, which can be seen as evidence of the high value placed on the official qualification system. Other desirable qualifications included those for secretaries and librarians. It is notable that one student pointed out that college attendance does not guarantee qualifications, so that whether or not one gets them is an individual matter independent of the college. There is an expectation, however, that qualifications are an indirect

outcome of attending college.

## Section Two: Desired English Skills

### 1. Overall results

The three top ranked items, var.41 “coping in everyday situations abroad” (mean 5.17), var.50 “talking about myself” (mean 4.94), and var.53 “English pronunciation” (mean 4.78), all concern speaking skills. Closely following in rank is a block of skills all concerned

#### SECTION TWO: DESIRED SKILLS—ENG LIT STUDENTS

Number of valid observations            308.00

(ranked by mean)

Variable	Mean	Std Dev	Valid	
			N	Label
VAR41	5.17	.98	308	COPING IN EVERYDAY SITUATIONS ABROAD
VAR50	4.94	1.07	308	TALKING ABOUT MYSELF
VAR53	4.78	1.12	308	ENGLISH PRONUNCIATION
VAR42	4.37	1.09	308	FOLLOWING ENG MOVIES/TV/RADIO/SONGS
VAR43	4.30	1.10	308	READING BOOKS/MAGAZINES/NEWSPAPERS
VAR49	4.15	1.27	308	TRANSLATING INTO JAPANESE
VAR46	3.91	1.27	308	HAVING POLITE SOCIAL CONVERSATIONS
VAR45	3.84	1.32	308	VOCABULARY/IDIOMS
VAR52	3.58	1.27	308	READING/WRITING BUS. CORRESPONDENCE
VAR44	3.51	1.25	308	WRITING LETTERS/STORIES/POEMS
VAR51	3.28	1.17	308	ENGLISH GRAMMAR
VAR47	2.80	1.32	308	FOLLOWING ACADEMIC/TECHNICAL LECTURES
VAR48	2.71	1.36	308	READING TECHNICAL ENGLISH
VAR55	2.36	1.23	308	DISCUSSING TECHNICAL/ACADEMIC TOPICS
VAR54	2.32	1.18	308	WRITING TECHNICAL/ACADEMIC ENGLISH

(min=0; max=6)

with English for pleasure and interaction. Middle ranked, but still on the positive side of the scale, follow items connected with writing and grammar. And, on the bottom in the negative range are the four skills related to English for technical and academic use.

The low ranking of the technically related items seems to contradict the high values given job related items in Section One. It seems that high motivation for employment, qualifications, and practical skills would reflect a high value placed on the specific English competencies needed for employment. This indicates a gap between desire and the awareness to do what is necessary to fulfill students' hopes. Or is it a reflection of the reality that there are few jobs requiring English, so, in practical terms, study of this type of English is not pertinent to most of the Eng Lit Ss? In light of the earlier discussion on this college's graduate employment, perhaps the answer lies primarily with the latter of the two.

It should be pointed out, however, that of the three writing related items on the questionnaire, var.52 "reading and writing business correspondence" (mean 3.58) is ranked the highest and within the positive range on the scale. This result correlates to the high priority students placed on practical, job-related skills and has implications for the content of any writing course for English majors. Perhaps an ESP-type (English for Specific Purposes) writing course should be considered.

Consistently, other student needs and motivational studies have found that the desire for oral skills is extremely high among Japanese college students. The results of this study reflect the same. This raises the questions of whether and to what degree the curriculum

addresses this universal need. In line with the Ministry of Education's edict in 1991, in which English for communication was stressed, it has been recommended by authorities in the English education field that more attention be paid to this recurring issue in the English curriculum. (Koike, 1985; JACET Research Group, 1993; Yokoyama, 1993)

Tying in closely with oral/aural skills is var.42 "following English movies, TV, radio, and songs" (mean 4.37). Var.43 "reading books, magazines, and newspapers" (mean 4.30) was also ranked high. Both indicate a desire for English input, particularly spoken language, which addresses their interests and which provides for language and cultural enrichment. Students have few direct contacts with English language/culture informants, so most of their non-classroom language experience is through these means. As is generally felt, in the case of language learning and study, the more exposure and experience the better. This notion suggests that the students' high level of interest should be tapped and developed not only through the curriculum, but through curriculum-support facilities such as a self-access or learning resource center so that they can better meet their goals. While taken for granted in college English programs in Australia, Europe, and North America, this type of facility is relatively unfamiliar in Japan, although hardware is produced domestically and software is readily available.

## **2. Differences between first- and second-year Eng Lit Ss**

T-tests showed significant differences ( $p < 0.05$ ) between the groups on three variables.

**SECTION TWO:  
MEANS OF DESIRED SKILLS VARYING SIGNIFICANTLY BY YEAR**

	SCHOOL YR	
	1ST YR	2ND YR
VAR49 TRANSLATING SMOOTHLY INTO JAPANESE	4.32	4.02
VAR53 ENGLISH PRONUNCIATION	5.01	4.59
VAR54 WRITING TECHNICAL/ACADEMIC ENGLISH	2.48	2.21
p<0.05		

The greatest difference occurred in var.53 “English pronunciation” with a 5.01 mean for first-year Ss and a 4.59 mean for second-year Ss. As is generally the case, neither of these groups experienced much pronunciation training in high school. However, the second-year students have had explicit training in a pronunciation course and perhaps less explicit training, depending on the instructor, as part of an oral English course. The difference could lie in the fact that with little experience in actual pronunciation training, the freshmen remain positive in their attitudes towards it, whereas students in the second year might have developed negative attitudes. The gap in scores could reflect the difficulty of pronunciation and the resignation of students to less than adequate performance. It also could be a reflection on the teaching methodology and content for the pronunciation classes. The fact that both groups have placed a high value on pronunciation correlates with the strong desire for practical and communication skills. Since all Eng Lit Ss have ranked it third on the list, it is an indication that it is an area which requires serious consideration on the part of the instructors and the college.

Var.49 “translating smoothly into Japanese” falls in fourth place for the entering students in a closely clustered group with var.42

“following English movies/TV/radio/songs” and var.43 “reading books/magazines/newspapers”. Conversely it falls into the sixth position after these two variables for the students in the second year. It may be a remnant of examination-English skill training from high school which accounts for the higher value for first-year students. While, at the same token, it could be a result of the second-year students' relationship with English for pleasure (variables 42 and 43) which they have had more time to experience, thus dropping the translation skill in rank. Either way it is given a high priority by both groups and cannot be so easily dismissed as is the tendency for native-speaker English teachers. The more important question is how they are defining this skill of “translating smoothly”.

### **3. Student interview results**

Pronunciation seems to be an enigma for both the first- and second-year students as indicated by their responses when asked to articulate their needs for pronunciation. However, they were aware and in agreement that, at a minimum, understandable pronunciation is essential for communication. A realignment of priorities and coordination of instruction may be what is required if the students' needs and the Education Ministry's objectives for communicative English are to be reached.

The student interview discussion on the meaning of var.49 “translating smoothly into Japanese” showed that the meaning of this phrase is quite broad. Interviewees' responses confirmed that the definition is not limited to item by item translation and analysis which typically occurs in a grammar-translation reading class. Only

two of the ten students said that they imagined this meaning. Half of them responded that the image brought forth by this item was of a spoken English scene, for example when watching a movie or when being addressed by someone in English. It can be seen then as a mental process or strategy that students employ to check their understanding of English input, either written or spoken. Thus, in English class, this skill that students have developed and depend on must not be set aside. Rather, it should be exploited to the students' benefit; for example, the students' need for confirmation of meaning could be met by being taught the proper English forms and communication strategies (paraphrasing, etc) to achieve the same result in a conversational situation.

### **Section Three: Reasons for studying English**

#### **1. Overall results**

Overwhelmingly, var.72 "Japanese business people need English" was in the top position with a 92% positive response rate. This reflects the connection to learning English with career success and the broad trend for internationalization of business. However the negative response to variables pertaining to specialized English competency does not support this high priority. It could be a stereotype of the role of English with little connection to the reality of the demands of the students' future employment situation.

The majority of students responded positively to the top ten items with only small degrees of difference among them. It is interesting to note that although var.65 "to make English-speaking

**SECTION THREE:  
REASONS FOR STUDYING ENGLISH—ENG LIT STUDENTS**

## Percentages of 'YES' Responses

Number of valid observations 308.00

Variable	%	N	Valid
			Label
VAR72	92%	308	JAPANESE BUSINESS PEOPLE NEED ENGLISH
VAR66	77%	308	TO READ ENG. BOOKS/MAGAZINES/NEWSPAPERS
VAR65	76%	308	TO MAKE ENGLISH-SPEAKING FRIENDS
VAR61	76%	308	TO GET A NON-TEACHING JOB USING ENGLISH
VAR68	72%	308	TO GO ON HOLIDAYS ABROAD
VAR62	70%	308	TO BE AN INTERNATIONAL PERSON
VAR74	69%	308	TO EXPERIENCE NON-JAPANESE THINKING
VAR64	69%	308	I ENJOY ENGLISH MOVIES/TV/RADIO/SONGS
VAR63	65%	308	I GOT GOOD GRADES IN ENGLISH
VAR73	58%	308	TO KNOW ABOUT ENGLISH-SPEAKING CULTURES
VAR71	48%	308	TO STUDY ABROAD SHORT TERM
VAR70	28%	308	TO STUDY ABROAD LONG TERM
VAR69	26%	308	TO WORK ABROAD
VAR75	26%	308	TO KEEP UP WITH HAPPENINGS ABROAD
VAR60	10%	308	TO BE AN ENGLISH TEACHER
VAR67	4%	308	ENGLISH IS UNDEMANDING

friends” is ranked third, the items concerning any sort of extended time abroad rank very low. It is unclear how students suppose they will find the opportunity to make English speaking friends without leaving the relative isolation of Hokkaido. “To go on holidays abroad” var.68 was highly rated (72%). Perhaps based on a lack of practical experience with tourism, the students expectations remain high as per the nature of tours in contrast to the reality of how little actual contact they allow with the people of the country of the tour destination. In light of this observation, the college may consider a

plan for a homestay study experience which would guarantee the contact with the language and people that would support their 'international goals' (var.68, var.62, var.74, var.73).

Another implication lies in the area of international exchange. The value of foreign students on campus or of students studying abroad is very high. The students have very clearly, through these survey results, communicated a real need for this kind of exposure to their contemporaries from other cultures.

More than three quarters of the students answered that they want jobs using English. Since technical language received such a negative rating, it appears that jobs demanding more conversational English are the target. The high ranking of skills necessary for social interaction (var.41, var.46, var.50, and var.53) strongly support this statement. As discussed earlier in this paper, all of the English related jobs that graduates have been hired to do require social skills and social language. They also, require a high level of self-development and knowledge of human relations. These aspects of the students' growth thereby require very serious consideration when the overall effect of this college's program is evaluated.

## **2. Differences between groups by year.**

Chi-square (Pearson) tests found significant variance ( $p < 0.05$ ) between three items.

Freshmen scored two work-related variables (var.60 and var.61) significantly higher than the upper-classmen. Once again, this supports the earlier assumption that economic conditions have forced students to think more practically towards their employment pros-

**SECTION THREE:  
PERCENTAGES OF 'YES' RESPONSES TO REASONS FOR  
CHOOSING ENGLISH VARYING SIGNIFICANTLY BY YEAR**

	SCHOOL YR	
	1ST YR	2ND YR
VAR60 TO BE AN ENGLISH TEACHER	16%	5%
VAR61 TO GET A NON-TEACHING JOB USING ENGLISH	82%	71%
VAR73 TO KNOW ABOUT ENGLISH-SPEAKING CULTURES	49%	66%

$p < 0.05$

pects and see college as playing a major role in opening doors for their future. However, idealism on the part of the younger students along with parental influence could play into this factor as well. The more experienced students may have developed more independent ideas and have realized that external forces may have more to do with them finding jobs than practical training, thus the shift in attitude towards the purpose of college being more for self-discovery and enrichment. Their higher ranking for var.73 "to know more about English-speaking countries" adds more evidence of this shift in attitude which should provoke examination and discussion of whether the students' classroom experiences support the second-year students' objectives for self-improvement. One particular function which would more fully support them is the seminar, where more student-centered (as opposed to teacher-centered) activities and student input in materials selection and content are more likely to be successfully implemented than perhaps in a large lecture-style class.

## Discussion

Evidence gathered through this questionnaire and the student interview, indicates that students' goals and motivations for attending college and studying English are not clear for either first- or second-year Eng Lit Ss. For most college teachers, this is not surprising. It is encouraging to note, however, students very openly stated during the interview that the experience of completing the survey for the first time forced them to think about why they are in college and why they are studying English. It seems that the questionnaire has provided an opportunity for the students to reflect on themselves which goes far beyond the intent of collecting information on the needs of the students. Perhaps more regular discussion of goals would provide the impetus for students to clarify and articulate them. A well thought out approach implemented over time would greatly support the students towards this end.

In further explicit data gathering activities, these outcomes should be considered in terms of their experiential value for the students. Not only does asking the students for information provide a voice and an opportunity for the students to express themselves, it also acknowledges the students as a part of the educational process rather than merely the target. It indicates to the students that they have a great responsibility for their education and that who they are and what they say does have an impact on their college experience.

Rather than a clear picture of the students' wants, needs, and desires in terms of English, the data has provided evidence of a dynamic process indicated by a shift in attitude and focus between

English majors in the first and second year. The freshmen seem to have a practical orientation toward college in general and English in particular in their desire for qualifications and practical skills. By the second year, there is an apparent change in focus toward self-development and a shift in expectations of the college's role as indicated by the older students' consistently higher rating of relevant items throughout the questionnaire.

In terms of curriculum, on entering this college students tend to want skills-based English courses i.e. pronunciation, vocabulary, etc. and tend to rate them more highly than do the second year students. While the freshmen lean towards the practical aspects of study, they do have a desire for personal development and self-discovery which seems to grow even stronger in the second year. Courses taught with personal development and self-realization built into the content and/or method could provide for this need.

Of the clusters of items in Section Two constituting three types of English: formal, informal, and as an object of study, both groups rated those variables in the informal cluster (var.41, 42, 43, 44, 50) higher than the other types. This preference is not reflected in the current curriculum content. Perhaps facilities and activities which bridge this gap could be developed and put into use. As was mentioned earlier, international exchange activities, a self-access learning resource center, increased use of the available technology (E-mail, computer networking, interactive video) could all address these needs.

To clarify and enrich these findings, further study is needed over time. It is not a once and done activity. Witkin (1984) states,

“Needs assessments should be conducted as an integral part of a cyclical planning-implementation-evaluation process”. (p.28) Another large scale survey of this type is not called for however. What is needed is follow-up needs analysis such as interviews with open-ended questions which would build on previous research and would provide even more information. Student needs analysis is but one part of a larger needs assessment process involving the faculty, school authorities, the business community, and society. It is hoped that this study will add to this important and continuing process so that this institution will maintain its tradition of high standards and respect among students and the higher education community.

(This study is part of an ongoing broader study investigating the perceived needs of students at 45 private universities in Hokkaido, Japan, that is partly funded by a Hokkaido Grant-in-Aid for Scientific Research. Members of the research group are: Cynthia Edwards, Jerald Halvorsen, Keiko Hayasaka, Machiko Horiuchi, Sally Kobayashi, Dale Sato, Suzanne Yonesaka, and Midori Yoshida.

## **APPENDIX A**

### **HOKKAIDO LANGUAGE EDUCATION RESEARCH GROUP**

#### ***THE STUDENT NEEDS ANALYSIS PROJECT (SNAP) SURVEY***

Write the personal data and blacken the corresponding bubbles. Then, read the instructions for each section of the survey and blacken the appropriate bubbles on the mark sheet. Do not leave any stray marks on either the mark sheet or survey. Take as much time as you need.

#### **Section 1:**

What are your main objectives in attending this college, apart from improving your English? Mark each of the following possible objectives on a scale

ranging from [0]-*not applicable at all* to [6]-*highly applicable*.

VAR 22 A To meet people and make friends

VAR 23 B To enhance my job prospects

VAR 24 C To become independent from my parents

VAR 25 D To learn practical skills which will be useful in work or everyday life (e.g. computing, car maintenance)

VAR 26 E To have plenty of free time to pursue my own interests (e.g. sports, hobbies, travel)

VAR 27 F To find and develop my creative talents

VAR 28 G To explore and develop my own values and attitudes

VAR 29 H To learn about human relations

VAR 30 I To learn how to study independently

VAR 31 J To delay starting work

VAR 32 K To deepen my knowledge of academic subjects

VAR 33 L To get qualifications (e.g. Eiken test, teaching certificate, accounting certificate)

VAR 34 M To become aware of what is happening in Japan and the world today

VAR 35 N I have no objectives

*Note: Do not mark in bubbles 0 through S.*

**Section 2:**

Of the following, which would you like to be competent in by the time you graduate? Mark each one on a scale from [0]-*not important at all* to [6]-*very important*.

VAR 41 A Coping in a variety of everyday situations in English when I am abroad (e.g. eating, shopping)

VAR 42 B Following English movies, TV, radio, and songs

VAR 43 C Reading English books, magazines, or newspapers

VAR 44 D Writing personal letters, stories, or poems in English

VAR 45 E English vocabulary and idioms

VAR 46 F Having polite social conversations in English

VAR 47 G Following lectures in English on academic or technical subjects

VAR 48 H Reading technical books or articles in English quickly and efficiently

VAR 49 I Translating smoothly from English into Japanese

- VAR 50 J Talking about myself, my ideas, and my feelings in English
- VAR 51 K English grammar
- VAR 52 L Reading and writing business correspondence in English (e.g. letters, memos, faxes)
- VAR 53 M English pronunciation
- VAR 54 N Writing technical or academic papers in English
- VAR 55 O Discussing technical or academic topics in English
- Note: Do not mark in bubbles P through S.*

**Section 3 English Majors:**

Why did you choose to major in English? Blacken [*yes*] or [*no*] for each of the reasons as they apply to you.

- VAR 60 A I want to be an English teacher
- VAR 61 B I want to get a job (other than teaching) where English will be useful
- VAR 62 C I want to be an international person
- VAR 63 D I got good grades in English at school
- VAR 64 E I enjoy English movies, TV, radio, and songs
- VAR 65 F I want to make English-speaking foreign friends
- VAR 66 G I want to read books, magazines, or newspapers in English
- VAR 67 H English is an undemanding subject
- VAR 68 I I want to go on holidays abroad
- VAR 69 J I want to work abroad
- VAR 70 K I want to study abroad for a long term
- VAR 71 L I want to go abroad on a short term study trip
- VAR 72 M Japanese business people need to know English
- VAR 73 N I want to know about the cultures of countries where English is spoken
- VAR 74 O I want to experience non-Japanese ways of thinking
- VAR 75 P I want to keep in touch with what is happening abroad
- Note: Do not mark in bubbles Q through S.*

**Section 4 Non-English Majors:**

Blacken [*yes*] or [*no*] to answer the following question.

- VAR 79 A If English was not a compulsory subject, would you still choose to study it?

If you answered **NO** to question A, **STOP**.

If you answered **YES** to question A, why do you want to study English?  
Blacken [*yes*] or [*no*] for each of the reasons as they apply to you.

VAR 80 B I want to get a job where English will be useful

VAR 81 C I want to be an international person

VAR 82 D I got good grades in English at school

VAR 83 E I enjoy English movies, TV, radio, and songs

VAR 84 F I want to make English-speaking foreign friends

VAR 85 G I want to read books, magazines, or newspapers in English

VAR 86 H English is an undemanding subject

VAR 87 I I want to go on holidays abroad

VAR 88 J I want to work abroad

VAR 89 K I want to study abroad for a long term

VAR 90 L I want to go abroad on a short term study trip

VAR 91 M Japanese business people need to know English

VAR 92 N I want to know about the cultures of countries where English is spoken

VAR 93 O I want to experience non-Japanese ways of thinking

VAR 94 P I want to keep in touch with what is happening abroad

*NOTE: Do not mark in bubbles Q through S.*

## APPENDIX B

### 大学生の態度・要望・関心事の概要についてのアンケート

#### 回答のしかたについての諸注意

1. 第1部と第2部は全員が回答します。第3部は英語を専攻している学生が、第4部は英語以外を専攻している学生が回答します。あなたに該当する各部のすべての項目に回答してください。回答しない項目があるし、すべてが無効になりますので注意してください。
2. 第1部～第4部のそれぞれの指示に従って、該当するところをマークしてください。(つまり該当するところの○を、黒く塗りつぶしてください。)

マーク例

良い例	悪い例
●	◐ ⊗ ◑*

(\*薄くて読み取れない)

3. 回答には HB の黒鉛筆（シャープペンシルも可）またはそれに近いものを使用し、回答を訂正する場合にはプラスチック消ゴムで完全に消してください。
4. 回答用紙は汚したり折曲げたりしないでください。また所定以外のところには記入しないでください。
5. アンケート用紙には絶対に何も書かないでください。
6. 回答用紙と共にアンケート用紙も提出してください。
7. 時間を十分に取って回答してください。

### 大学生の態度・要望・関心事の概要についてのアンケート

#### 第1部 学生会員

あなたがこの大学に入って2年間または4年間を過ごす目標は何ですか。項目A～Nに、次の7段階基準で答えてください。あなたの場合に当てはまるところの数字をマークにしてください。

- 7段階基準
- |   |             |
|---|-------------|
| 0 | 全然当てはまらない   |
| 1 | ほとんど当てはまらない |
| 2 | あまり当てはまらない  |
| 3 | 少し当てはまる     |
| 4 | かなり当てはまる    |
| 5 | 大部分当てはまる    |
| 6 | 完全に当てはまる    |
- A 人と会って友達になるため  
 B 就職の可能性を高めるため  
 C 親から独立するため  
 D 仕事や日常生活に役に立つ実技を身につけるため  
 (例えばコンピュータの使い方、自動車の整備など)  
 E 趣味を生かす時間を得るため  
 (例えばスポーツ、音楽、旅行など)  
 F 創造的才能を見つけて伸ばすため  
 G 価値観や人生観を求めて深めるため  
 H 人間関係について学ぶため  
 I 自主的に勉強することを学ぶため  
 J 就職するのを避けるため  
 K 学問知識を深めるため  
 L 資格を得るため  
 (例えば英検、教員免許状、会計士など)

M 日本や世界で起こっている出来事について関心を高めるため

N 別に目標はない

(マークシートのO～S欄は今回使いません)

## 第2部 学生会員

英語を学ぶことに関して、あなたは卒業するまでに、どのような英語の能力を身につけたいですか。項目A～Oに、次の7段階基準で答えてください。あなたの場合に当てはまるところの数字をマークしてください。

- 7段階基準
- 0 全然大切ではない
  - 1 ほとんど大切ではない
  - 2 あまり大切ではない
  - 3 少し大切である
  - 4 かなり大切である
  - 5 非常に大切である
  - 6 絶対に大切である

- A 海外へ行ったとき、英語でさまざまな日常的状況に対処すること  
(例えば外食したり買い物をするときなど)
  - B 英語の映画やテレビ・ラジオ番組や歌などを理解すること
  - C 英語の本や雑誌や新聞などを読むこと
  - D 英語で手紙や小説や詩などを書くこと
  - E 英語の単語やイディオムをたくさん覚えること
  - F 英語で礼儀正しい会話をする
  - G 英語で学問的または専門技術的な講義を理解すること
  - H 英語の専門書や論文を速く効果的に読むこと
  - I 英語を日本語に円滑に訳すこと
  - J 英語で自分自身の考えや感情について話すこと
  - K 英語の文法に精通すること
  - L 英語のビジネスレターやメモやテレックスなどを読んだり書いたりすること
  - M 英語のすばらしい発音を身につけること
  - N 英語で学問的または専門技術的な論文を書くこと
  - O 英語で学問的または専門技術的な討論をすること
- (マークシートのP～S欄は今回使いません)

## 第3部 英語を専攻している学生

あなたはなぜ英語を専攻したのですか。項目A～Pに、「はい」の人はYを、「い

いえ」の人はNをマークしてください。

- A 英語の教師になりたいから
  - B 英語が役に立つ仕事につきたいから（英語教師以外で）
  - C 国際人になりたいから
  - D 中学校や高校で英語の成績が良かったから
  - E 英語の映画やテレビ・ラジオ番組や歌が好きだから
  - F 英語を話す外国人と友達になりたいから
  - G 英語の本や雑誌や新聞などを読みたいから
  - H 英語がらくな科目だから
  - I 海外旅行をしたいから
  - J 外国で仕事をしたいから
  - K 長期留学をしたいから
  - L 短期語学研修をしたいから
  - M 英語は国際語として日本のビジネスにも必要だから
  - N 英語圏の文化について学びたいから
  - O 日本人と違う考え方を学びたいから
  - P 海外で起こっている出来事に遅れたくないから
- （マークシートのQ～S欄は今回は使いません）

#### 第4部 英語を専攻している学生

次の質問Aに、「はい」の人はYを、「いいえ」の人はNをマークしてください。

- A たとえ英語が必修科目でなくても、あなたは英語を選択しますか。

Nをマークした人は、ここで回答は終わりです。

Yをマークした人は、なぜ英語を選択したいのですか。項目B～Pに、「はい」の人はYを、「いいえ」の人はNをマークしてください。

- B 英語が役に立つ仕事につきたいから
- C 国際人になりたいから
- D 中学校や高校で英語の成績が良かったから
- E 英語の映画やテレビ・ラジオ番組や歌が好きだから
- F 英語を話す外国人と友達になりたいから
- G 英語の本や雑誌や新聞などを読みたいから
- H 英語がらくな科目だから
- I 海外旅行をしたいから
- J 外国で仕事をしたいから
- K 長期留学をしたいから

- L 短期語学研修をしたいから
  - M 英語は国際語として日本のビジネスにも必要だから
  - N 英語圏の文化について学びたいから
  - O 日本人と違う考え方を学びたいから
  - P 海外で起こっている出来事に遅れたくないから
- (マークシートのQ～S欄は今回は使いません)

### APPENDIX C

NOTES ON THE SNAP SURVEY INTERVIEW conducted Feb. 3, 1994

Interviewer: C. Edwards

Musashi Women's Jr. Col.

Interpreter: J. Kimura

Observer: M. Horiuchi

Interviewees: ENGLISH LITERATURE MAJORS

	1st-year students (n)	2nd-year students (n)
regular	2	1
teacher	1	3

#### LIBERAL ARTS MAJORS

general	0	1
secretary	0	1
library	0	1

- \* All participants had read over the interview items before attending the interview to refresh their memories of the survey which they had last seen eight months before.
- \* The interview was recorded on audio tape.
- \* As each question was asked, first in English followed by a Japanese interpretation, the students in turn spoke to the topic.
- \* Duplicate opinions were not listed separately on the transcript.

### PART 1-General Impressions of the Survey

QUESTION 1: How did you feel about being asked to complete the survey?

- RESPONSES
- a. I wondered about the reason for the survey.
  - b. By completing this survey, for the first time I was able to deeply consider and to think concretely about why I was studying English.
  - c. This was the first time I had been made to think about the

topics on the survey.

d. I was made to think why I was studying English—was it because I have been *made* to study it or has it been that *I* really want to study it.

e. I don't like English, so it made it difficult to fit my feelings within the choices I was given to complete the survey.

QUESTION 2/3: Did you understand how the data was going to be used? And did knowing or not knowing the answer to this question effect how you responded to the survey?

RESPONSES: a. I figured that the survey was for the purpose of English education, but I did not think about it as I considered the questions. I just responded simply and to the point.

b. I just responded according to my own intuitions without thinking about the purpose of the survey.

c. At first I just responded according to my feelings, but then I wondered that maybe the purpose was to have students think about their reasons for studying English. It seemed so because there are so many students who don't know the answer why.

d. It seems that students don't have a clear hope or aim for attending college, so this survey was intended to make students think about this.

e. I merely responded as frankly as possible without any other intentions.

f. Without any pretense or intentions I just considered my own situation and feelings about English and answered accordingly.

QUESTION 4: Which questions were difficult to understand?

RESPONSES: a. The first section was difficult to respond to. I hadn't really thought about reasons for going to college other than to study.

b. The items in section one were not so difficult, but deciding to what degree they were applicable to me was difficult.

c. The items were very detailed and the answer scale was as well making it rather difficult to respond.

d. Section one was the most difficult to answer because the ideas presented were ones I had never considered before. I just thought that the only reason for going to college was to study

more.

e. I had a hard time responding to section one, because the only thing I had considered previous to entering college was finding the one that best suited my academic ability. What would happen after starting college or what my goals were never crossed my mind. My only goal was getting into college, that's all.

f. Section one was not so difficult, but it did take a long time to consider each item and answer. I had not thought about nor had I formed any clear ideas about why I was studying English or why I was entering college.

g. In section four, the first question about whether I would elect non-required English was difficult to answer by merely a 'yes/no' response. Because in college you receive credits for passing a course or the reverse, the decision whether to take it or not is not so easy for me to make. I want to take English, but in college terms it has no meaning if the student can't receive the course credits.

h. It seems, including myself, that students today do not have clear goals for attending college. I think for this reason that section one was the most difficult.

i. The seven-point range for answering was much too finely gauged. It made it very difficult to choose the appropriate response.

j. In section one there were several items that I did not have confidence in responding to, because my goals were not so clear to myself.

k. Section one was difficult because my only reasons for attending college were everyone else was doing it and I wanted to make friends.

#### PART 2 Impressions of Specific Items on the Survey

QUESTION 1: In Section One item B, "to enhance my job prospects", what were you imagining when you responded to this item? How would attending this school enhance your job prospects?

RESPONSES: a. Since I am in the teacher training course this item applies to

me, but it is not the only/main reason I chose this college.

b. This item was the most difficult for me to answer. I'm studying English, but not for getting a job, nor did I chose this college exclusively for the same reason. I think this item really does not apply to me.

c. My main reason for coming to college is because I wanted to study English a little more, though I *am* taking the teacher training course to become an English teacher. This item does apply to me, but it is not my strongest motivation.

(Clarification: answer about your impression of the item, not your response to it.)

d. Initially I did not consider colleges which would enhance my employment prospects, however as time went by and I had to come to a final decision about which college to attend, this issue became important for me. So, I chose the college with the best employment rating.

e. I came to this college because I wanted to become an English teacher. But, if I hadn't had that goal, I think that choosing a college for the sole purpose of getting a job is a negative reason. However, most students after entering college begin to think about how attending their college can influence getting a job. I think people who are trying to hide their weak points may say 'no' to this item as being an important consideration for employment.

f. As a high school student I had heard many times that this school was famous for its high employment rate of its graduates, so when I passed the entrance examination I decided to attend college here.

g. Even though I am in the library science course it does not necessarily mean that I chose this school because I want to be a librarian. Rather, it is because our society considers one's educational background so highly that I chose to attend college to ensure a better future.

h. Whether one graduates from high school, junior college, or college, it strongly affects the future, so that is why I chose to

go to college. While the reason for attending a four-year college seems to be for study, for the purposes of employment attending a junior college is better. It is for that reason that I chose to attend a junior college.

i. My reasons for attending a junior college were to discover what I like to do and what I am good at. After finding that out and with that in mind, I will eventually look for a job.

j. My purpose for attending college was not for finding a good job. However, when I heard that the Musashi graduates' employment rate was so high, I decided to come here.

QUESTION 2: Section Three, when you read the item "Japanese business people need English" so I want to study English, what did you think that Japanese business people need English for?

RESPONSE: a. English is the common language between business people in the world. And if Japan is to succeed in business and continue to expand economic activity into other countries (factories, new markets, etc.), English is essential.

(Clarification: "What kinds of activities/tasks are Japanese business people doing in English? What do you envision?")

a. (cont) In conducting trade, making contracts, conducting meetings directly in English without the aid of interpreters. I think it is best.

b. Until now profit has been the focus of Japanese business activities. More and more people from overseas are working in Japan so English is very important for business within Japan. Beyond that, to get rid of old business conventions that are narrow minded and not effective we need new ideas from other countries, so we need to communicate directly with business people from overseas and learn new ways from them. We need to understand their way of thinking which is different from ours. I think it is important for Japanese business to succeed.

(Clarification: "Speak in more personal and concrete terms.")

c. It is difficult for me to imagine. Many companies have overseas branches, so it is important that the Japanese employees can communicate with the local employees. For

that reason knowing English is important.

d. Construction companies need English to learn new building techniques from other countries.

e. Older men in companies cannot conduct business in English with companies overseas or cannot exchange ideas, so we have to serve as interpreters and translators for them to communicate.

f. For most of us we do not need to use English to succeed in our everyday lives (business or private). The need for English is limited to those in elite companies.

g. Internationally, for those engaged in marketing and other specialty work, English speaking ability is very important. But it is limited to the elite. For those of us inside Japan, like for example at my part time job in a department store where there are many foreign customers, I must be able to help them in English. Or in an office, even at the level of serving tea or answering the phone, spoken English is important in business.

h. When conducting international business on even the simplest level, to understand each other by speaking directly, without the use of interpreters, is important to establish and deepen trust. For this reason English is important.

QUESTION 3: In Section Two, when considering item A “to cope with everyday situations abroad”, what language skills do you think are important?

RESPONSES: (2) a. SPEAKING and listening. You can get by without writing and reading, but if you can’t ask...

(5) b. LISTENING and speaking. It seems that overseas it is well known that Japanese do not speak English very well, so you can speak with gestures rather easily. So, I place more importance on listening.

(3) c. BOTH equally speaking and listening.

QUESTION 4: In Section Two item I “translating smoothly into Japanese”, when you read this item were you thinking about grammar-translation skills for the classroom/or a communicative situation when someone says something to you in English and then

you translate it in your head into Japanese so that you can understand it? What's the situation?

RESPONSES: a. In actuality, I do it in both situations of reading written language and when I hear it. However, the meaning I got from the sentence in the survey was that it referred to written language.

(2) b. I imagined when I am spoken to in English.

(3) c. I imagined both.

(2) d. A reading class situation.

e. when watching a movie or listening to an interview, etc.

f. when exchanging opinions with someone.

QUESTION 5: In Section Two item M "pronunciation", What aspect of pronunciation were you thinking about?

RESPONSES: a. At least distinctions between such sounds as 'r' and 'l' and to be able to speak like a native speaker.

b. Pronunciation good enough for a native speaker to understand is my goal.

(Clarification: "Please speak more concretely")

c. The sounds not included in Japanese.

d. Proper pronunciation is important for communication.

e. Proper pronunciation is very attractive/cool.

QUESTION 6: In Sections Three and Four item B "I want a non-teaching job using English", what jobs did you have in mind?

RESPONSES: a. interpreter, international tour guide, stewardess, ground hostess, translator, foreign ministry work, overseas-branch work assignments.

QUESTION 7: In Sections Three/Four item C "To become an international person", what does that mean to *you*?

RESPONSES: a. My image is a person wearing a suit, carrying a briefcase, getting on an airplane and flying all over the world.

b. A person who thinks not only of foreign countries, but understands Japan as well.

c. A person who can not only succeed in work in Japan but abroad as well.

d. A person with an open mind/broad view of things and who

can speak English.

e. A person who has a broad view of the world and who can exchange opinions with various people on various topics.

f. A person whose work takes them all over the world.

g. A person who has friends and acquaintances from around the world without regard to what country they are from and who has an open mind.

h. A person who without having to leave her own country can exchange views with and understand the views of people from other countries.

QUESTION 8: In Section Three/Four item E “I enjoy English movies/TV/radio/songs”, which were you thinking about? Which do you do mostly?

RESPONSES: Movies (9) TV (5) Radio (1) Songs (5)

QUESTION 9: In Section Three/Four item F “To make English-speaking friends”, why? In which country?

RESPONSES: a. The country is not important. English is the common language. To learn about new things and different ways of thinking is very enjoyable and to broaden my view of the world.  
b. To learn about the world and other cultures outside of Japan.  
c. To have a chance to use and improve my English.  
d. At first I thought of people in English speaking countries, but the more I thought about the question the less the nationality mattered.

QUESTION 10: In Section Three/Four item G “I want to read English books/magazines/newspapers”, which were you thinking about? What type? What topic?

RESPONSES: Books (5) Magazines (3) Newspapers (4) Poetry  
novels general interest Japanese topics  
literature (2) (*Newsweek*) general interest  
movie novels current topics (sports, entertainment)  
mysteries gossip

QUESTION 11: In Section One item L “to get qualifications”, which ones?

RESPONSES: Teaching Qualification (4) Eiken (4) TOEIC (1) As many as possible regardless of type (2) Librarian (1) Secretary (1)

—However, getting qualifications has no connection to attending college. You can get them without going to college if you pass the requirements. Graduating from college does not guarantee any qualifications.

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