

A Study on Students' Perceived EFL Needs

Part 2: Liberal Arts Major Results, English Literature Major Comparison, and Factor Analysis

学生の英語教育に対するニーズ分析

Part 2 : 教養学科の結果, 教養学科と 英文学科の比較および因子分析

Cynthia J. Edwards

A campus-wide survey of students' English needs was conducted at Hokkaido Musashi Women's Junior College to investigate three areas: 1. objectives for attending college, 2. desired English skills, and 3. reasons for studying English. This paper comprises Part 2 which analyzes and discusses patterns of response between Lib Arts Ss according to year and between Lib Arts Ss and Eng Lit Ss overall, interprets underlying factors which account for the results, and identifies related issues in the curriculum.

Results

Section One: Main Objectives in Attending College

Table 1
SECTION ONE:
MAIN OBJECTIVES—LIBERAL ARTS STUDENTS

Number of valid observations 422

(ranked by mean)

Variable	Mean	Std Dev	Valid		Label
			N		
VAR23	4.98	1.14	422		TO ENHANCE JOB PROSPECTS
VAR33	4.23	1.53	422		TO GET QUALIFICATIONS
VAR22	4.14	1.25	422		TO MEET PEOPLE AND MAKE FRIENDS
VAR32	4.12	1.27	422		TO DEEPEN ACADEMIC KNOWLEDGE
VAR25	3.71	1.68	422		TO LEARN PRACTICAL SKILLS
VAR29	3.30	1.35	422		TO LEARN ABOUT HUMAN RELATIONS
VAR28	3.27	1.34	422		TO EXPLORE & DEVELOP VALUES & ATTITUDES
VAR30	3.11	1.27	422		TO LEARN TO STUDY INDEPENDENTLY
VAR26	2.85	1.45	422		TO PURSUE INTERESTS
VAR27	2.43	1.32	422		FIND & DEVELOP CREATIVE TALENTS
VAR34	2.27	1.30	422		TO BECOME AWARE OF JAPAN & ABROAD
VAR24	2.02	1.53	422		TO BECOME INDEPENDENT FROM PARENTS
VAR31	1.64	1.68	422		TO DELAY STARTING WORK

1. Overall results and Eng Lit Ss comparison

Ranked in the top two positions are var.23 “to enhance my job prospects” and var.33 “to get qualifications”. With strong means of 4.98 and 4.23 respectively, they indicate a high expectation for college to lead to employment success and certification of job related skills. Consistent with this result and in fifth position var.25 “to learn practical skills which will be useful in work or everyday life” (mean 3.71). The high rankings of job related variables indicate very strongly that Lib Arts Ss, similar to their counterparts in the Eng Lit Department but to an even greater degree, feel college plays a major

role in their employment future.

Students also placed high priority on var.22 “to meet people and make friends” (mean 4.14). Ranked in the same position at third and with almost the same mean, this item shows that students in both departments have a strong social orientation to attending college. A third predilection is highlighted by var.32 “to deepen my knowledge of academic subjects” (mean 4.12) which closely follows. Ranked negatively and in the same descending order by both majors are var. 26 “to have plenty of free time to pursue my interests”, var.27 “to find and develop my creative talents”, var.34 “to become aware of what is happening in Japan and abroad”, var.24 “to become independent from my parents”, and var.31 “to delay starting work”.

2. Differences between first- and second-year Lib Arts Ss

Table 2
SECTION ONE:
MEANS OF MAIN OBJECTIVES VARYING SIGNIFICANTLY BY YEAR

	dif	SCHOOL YEAR	
		1ST YR	2ND YR
VAR23 TO ENHANCE JOB PROSPECTS	-.33	5.16	4.83
VAR25 TO LEARN PRACTICAL SKILLS	-.59	4.04	3.45
VAR32 TO DEEPEN ACADEMIC KNOWLEDGE	+.28	3.96	4.24
VAR33 TO GET QUALIFICATIONS	-.70	4.61	3.91

$p < 0.05$

Four items were found to have significant differences ($p < 0.05$) in the responses between Ss in the first and second year on the basis of the results of t-tests. Job related variables (var.23 “to enhance my

job prospects”, var.25 “to learn practical skills”, and var.33 “to get qualifications”) are ranked higher by freshmen than sophomores, a pattern also found in Eng Lit Ss’ responses. Var.32 “to deepen academic knowledge” is ranked higher by sophomores.

Causes behind this are economic and attitudinal. The Ss’ responses reflect the dynamics of the economic state of the time that the data was gathered. Thus, for freshmen, the impact of the rapidly shrinking job market for women is felt more acutely than by the second-year students, who put a lower priority on job related concerns. This factor is coupled with a general shift in attitude between Ss in the first and second year towards the content of study and purpose of college. After experiencing one year of college, Ss’ goals and priorities, which tend to be very practical, shift from those imposed externally by society and parents toward more personal individual ones, which tend to focus more on self-developmental concerns in the process of maturation. The desire to increase academic knowledge can be seen as a part of this effort. (See Edwards, 1994, Part 1, pp.80-81)

Section Two: Desired English Skills (Table 3)

1. Overall results and Eng Lit Ss comparison

Almost one full point separates the top ranked item var.41 “coping in a variety of situations when I am abroad” (mean 4.63) from the next ranked item var.50 “talking about myself, my ideas, and my feelings in English” (mean 3.67). These skills connected with spoken language are immediately followed by var.53 “English pronuncia-

Table 3
SECTION TWO:
DESIRED SKILLS—LIB ARTS STUDENTS

Number of valid observations 422

(ranked by mean)

Variable	Mean	Std Dev	Valid	
			N	Label
VAR41	4.63	1.25	422	COPING IN EVERYDAY SITUATIONS ABROAD
VAR50	3.67	1.50	422	TALKING ABOUT MYSELF
VAR53	3.66	1.42	422	ENGLISH PRONUNCIATION
VAR49	3.60	1.30	422	TRANSLATING INTO JAPANESE
VAR42	3.56	1.22	422	FOLLOWING ENG MOVIES/TV/RADIO/SONGS
VAR43	3.41	1.18	422	READING BOOKS/MAGAZINES/NEWSPAPERS
VAR46	3.32	1.38	422	HAVING POLITE SOCIAL CONVERSATIONS
VAR45	3.03	1.26	422	VOCABULARY & IDIOMS
VAR52	2.94	1.31	422	READING/WRITING BUS. CORRESPONDENCE
VAR51	2.74	1.23	422	ENGLISH GRAMMAR
VAR44	2.58	1.30	422	WRITING LETTERS/STORIES/POEMS
VAR47	1.98	1.19	422	FOLLOWING TECHNICAL/ACADEMIC LECTURES
VAR48	1.87	1.15	422	READING TECHNICAL/ACADEMIC BOOKS/MONOGRAPHS
VAR54	1.57	1.08	422	WRITING TECHNICAL/ACADEMIC MONOGRAPHS
VAR55	1.53	1.15	422	DISCUSSING TECHNICAL/ACADEMIC TOPICS

tion”, in third position, and a gradually decreasing range of items concerning skills for interaction and English as a means for pleasure. Clustered at the bottom of the scale are items dealing with English grammar and reading and writing for business and technical or academic purposes.

At a glance there is little difference in the priority of the skills between Lib Arts Ss and Eng Lit Ss. The groupings of the variables and their priority stay the same, with the exception of var.49 “trans-

lating smoothly from English to Japanese". There is a marked difference in the relative strength of the means, however, with Lib Arts Ss overall ranking all items lower. One factor that accounts for the lower means for Lib Arts Ss is the fact that 25% of these students would not study English at all if it were not required in the curriculum, as indicated by responses to the question in Section Four asking whether or not Ss would choose non-compulsory English. Further evidence of the extreme and less consistent response among Lib Arts Ss is found in the figures for standard deviation. All but three items show a greater standard deviation in their responses when compared to Eng Lit Ss. The implication here is that the gap between the 75% of Lib Arts Ss who would willingly study English and Eng Lit Ss is actually smaller than the data shows.

Results of this section suggest that major is not the determining factor in Ss' perceptions of English skills that they desire. Lib Arts Ss want the same skills as the majors. However, the depth of the commitment to acquire them varies. Nevertheless, Ss expect to be exposed to and become proficient at skills particularly for travel and social interaction. Enrollment figures for English reflect Ss' positive attitude toward gaining English skills with at least 70% of eligible freshmen opting for English conversation and at least 79% of second-year Ss taking English reading as their reading foreign language course choice versus 19% for French.

Implications for curriculum point to 1) a shift in number and content of courses available to Lib Arts Ss to support the development of communication skills, 2) the opening of English skills courses to students regardless of major, and 3) class groupings on the basis of

ability rather than major to avoid unrestricted mixed-level enrollment.

Table 4
SECTION TWO:
MEANS OF DESIRED ENGLISH SKILLS VARYING SIGNIFICANTLY BY YEAR

			SCHOOL YEAR	
		dif	1ST YR	2ND YR
VAR45	VOCABULARY & IDIOMS	+.28	2.87	3.15
VAR46	HAVING POLITE SOCIAL CONVERSATIONS	-.33	3.51	3.18
VAR55	DISCUSSING TECHNICAL/ACADEMIC TOPICS	-.27	1.68	1.41

$p < 0.05$

2. Differences between groups by year (Table 4)

T-tests showed significant differences ($p < 0.05$) between three variables. The largest difference occurred in var.46 “having polite social conversations” with a mean of 3.51 for freshmen and 3.18 for sophomores. A weaker response to this item for second-year Ss fits into the general response pattern which shows a shift away from rule-bound structured aspects of English toward language and skills for self-expression. At the same time, there is an increased desire for competency in regard to vocabulary and idioms. This outcome could be a result of the recognition that to make oneself understood, a broader vocabulary and knowledge of idiomatic expressions are needed. At the same time, Ss could have been affected by their reading course experience in the first year, making them realize that their limited language made reading passages difficult to understand.

Table 5
SECTION FOUR:
REASONS FOR STUDYING ENGLISH—LIB ARTS STUDENTS

Percentages of 'YES' responses

N=422

Response rate 75%

Number of valid observations 316

Variable	%	Label
VAR91	86%	ENGLISH NECESSARY IN JAPANESE BUSINESS
VAR87	77%	TO GO ON HOLIDAYS ABROAD
VAR83	67%	I ENJOY ENGLISH MOVIES/TV/RADIO/SONGS
VAR84	63%	TO MAKE ENGLISH-SPEAKING FOREIGN FRIENDS
VAR85	60%	TO READ ENGLISH BOOKS/MAGAZINES/NEWSPAPERS
VAR93	56%	TO EXPERIENCE NON-JAPANESE WAYS OF THINKING
VAR81	43%	TO BE AN INTERNATIONAL PERSON
VAR92	40%	TO KNOW ABOUT ENGLISH-SPEAKING CULTURES
VAR82	31%	I GOT GOOD GRADES IN ENGLISH
VAR94	25%	TO KEEP UP WITH HAPPENINGS ABROAD
VAR80	24%	TO GET A JOB WHERE I CAN USE ENGLISH
VAR90	24%	TO STUDY ABROAD SHORT TERM
VAR88	14%	TO WORK ABROAD
VAR86	13%	ENGLISH IS UNDEMANDING
VAR89	12%	TO STUDY ABROAD LONG TERM

Section Four: Reasons for Studying English (Table 5)

1. Overall results and Eng Lit Ss comparison

With an 86% response rate, var.91 "English as an international language is necessary in Japanese business" tops the list. This rating is consistently high among Ss regardless of major (Eng Lit Ss 92%). Var.80 "to get a job where I can use English", in contrast, ranks very low in comparison at 24%. The reality of English for

success in business is acknowledged in general, but the vast majority (76%) of Lib Arts Ss would not seek it out as part of their work. On the other hand, with one-quarter of this student group interested in jobs where English is in use, it would be inappropriate to conclude that the need is not great enough to warrant English learning opportunities specific to them.

In addition, but not directly related, is the fact that 31% of the Lib Arts Ss said that they got good English grades in junior and senior high school. This is not so much a measure of students' actual performance as it is of their confidence in their English ability.

This factor, along with the universal need for English in business, a fourth of the students claiming that they would seek jobs where they can use English, and 75% of the Ss saying yes to elective English courses, presents a strong case that a wider offering of English learning opportunities is needed for Lib Arts Ss.

The second most popular reason for English study, var.87 "to go on holidays abroad", has a high 77% rating. In contrast, however, negatively ranked are items var.81 "to be an international person" at 43% and var.92 "to know about English speaking cultures" at 40%. If these seemingly related items are ranked so low, then it raises the question of what purpose Ss have for their foreign travel. Rather than be misled by this outcome, the answer may be found by looking at other positively ranked items: var.83 "I enjoy English movies/TV/radio/songs" at 67%; var.84 "to make English-speaking foreign friends" at 63%; var.85 "to read English books/magazines/newspapers" at 60%; var.93 "to experience non-Japanese ways of thinking" at 56%. The Ss' orientation is self-centered, pleasure driven,

and manifested in personal contact with their peers (including those from other countries) and pleasure producing tangibles of books, movies (video tapes), music (records and tapes) rather than in abstractions of culture and in the obscure notion of being international.

The results of this section of the survey shows the most variation between students on the basis of major. While there are similarities, particularly with items related to English for pleasure, the relative priority is different and the number of positively rated items is greater among Eng Lit Ss (9 vs. 6). The biggest gaps in response lie with jobs, English grades, being international, and short term study abroad, with majors rating them at from 52 to 24 percentage points higher.

Table 6
SECTION FOUR:
PERCENTAGES OF 'YES' RESPONSES TO REASONS FOR
CHOOSING ENGLISH VARYING SIGNIFICANTLY BY YEAR

	dif	SCHOOL YEAR	
		1ST YR	2ND YR
VAR81 TO BE AN INTERNATIONAL PERSON	-17	52%	35%
VAR84 TO MAKE ENGLISH-SPEAKING FRIENDS	-13	70%	57%

$p < 0.05$

2. Differences between groups by year (Table 6)

The results of chi-square (Pearson) tests indicate there are two significant differences in response according to year. Freshmen rated two intercultural related variables (var.81 "to be an international person" and var.84 "to make English-speaking friends") higher than sophomores. This result can be chalked up to idealism on the

part of the new students and the mystique felt towards the non-Japanese world which tends to subside with experience and maturity. Second-year students have a more realistic view of the situation; they are aware that the likelihood of making foreign friends and becoming a globe-trotting citizen of the world is slim merely on the basis of studying college English, in spite of the strong appeal these ideas might have for them.

Factor Analysis

Factor analysis was run on the Section Two data using Varimax rotation to identify underlying factors which could account for the way students responded. The results on the basis of major show three factors for Eng Lit Ss accounting for 61% of the variance (Table 7) and four factors for Lib Arts Ss accounting for 70% of the variance (Table 8). Analysis on the basis of school year found three factors each for first- and second-year Ss accounting for 65% of the variance of both groups (Tables 9 and 10).

The initial research plan was to look at the responses in terms of clusters of variables which were designed into this section of the survey to identify whether students related to the language in this way. The items reflect three views of English: 1) English as an abstract subject of study which includes items concerned with the building blocks of the language, grammar, vocabulary, and pronunciation, 2) formalized English delineated by items including technical/academic language use and language used in business, and 3) informal English for interpersonal use including reading books, following

movies, and talking about oneself. The means of each cluster were calculated. Procedurally, this approach is inappropriate because these arbitrary clusters are artificial and speculative having no research value. They can be regarded simply as tools for prediction.

Stemming from the way educators traditionally separate English into the 4-skills, skill-based factors were strongly expected, i.e. all reading items would load onto the same factor. However, the factor analysis results show an orientation which only vaguely resembles the initial cluster model in the survey, and one which is not at all skill based.

Factor Analysis by Major

1. English Literature Students (Table 7-3 FACTORS)

Items in Section Two load onto three factors which account for 61% of the variance in student response. The first (Table 7a), which accounts for 39% of the variance, is composed of items related to *specialized language competencies*. Four variables, (54, 55, 48, 47) concerning technical/academic language over the four language skills, loaded heavily onto this factor. The second (Table 7b), accounting for 13% of the variance, contains five variables (43, 51, 53, 45, 50) which constitute a *core language competency* cluster. The third factor (Table 7c), accounting for 9% of the variance, is comprised of four variables (42, 43, 41, 44) to make a *self-development competency* cluster. Heavily loading onto this factor at levels of .87 and .84 are the two variables (42 and 43) “following English movies/TV/radio/songs” and “reading English books/magazines/newspapers”. These figures indicate a highly consistent pattern of

response and make this a strong factor underlying students' perceived needs of English skills.

Table 7a
FACTOR #1

percent of variance=39%

variable	desired skill	loading
VAR54	Writing technical/academic monographs	.85
VAR48	Reading technical/academic books/monographs	.84
VAR55	Discussing technical/academic topics	.83
VAR47	Following technical/academic lectures	.82

Factor One, *specialized language competencies*, shows that Eng Lit Ss relate strongly to English skills as a means toward a goal outside of the bounds of English as an object of study itself. It is a holistic orientation to the language and covers all four of the traditional skill areas. Whether or not students actually seek these specific skills is another matter. It does not belie the fact that this relationship with English does exist for them, though these variables in the survey were consistently rated low.

This factor points to English content courses, in which a topic of study is pursued in English. ESP (English for Special Purposes; travel language for tour guides, for example) and EAP (English for Academic Purposes for students hoping to study in English language settings), if included in the curriculum, would be supported by this underlying factor. That is not to say that just any such class would be appropriate for students. It would require that the topic be very carefully selected and the syllabus designed to the specific level,

needs, and goals of the students enrolled in such a course.

Table 7b
FACTOR #2

percent of variance = 13%

variable	desired skill	loading
VAR49	Translating smoothly into Japanese	.72
VAR51	English grammar	.66
VAR53	English pronunciation	.65
VAR45	Vocabulary/idioms	.65
VAR50	Talking about myself	.61

The second factor identifies what students recognize as *core language competencies*. While it may be expected that skill in using basic elements (grammar, vocabulary/idioms, pronunciation) of the language would fall into the same cluster, self-expression is usually considered a goal of language study in the typical linear curriculum model. Here it takes on the status of a core skill which then should be included, with the same status as the others, from the start of English study.

Table 7c
FACTOR #3

percent of variance = 9%

variable	desired skill	loading
VAR42	Following Eng movies/TV/radio/songs	.87
VAR43	Reading Eng books/magazines/newspapers	.84
VAR41	Coping with situations abroad	.63
VAR44	Writing letters/stories/poems	.61

Factor Three deals with *self-developmental competencies*. It represents an orientation toward the lifelong English skills that go beyond the classroom. This factor, as well, is comprehensive; each of the traditional four skills is represented. (Yonesaka, et al 1994) In terms of the English curriculum, instruction which helps to develop these competencies, will have a positive, profound, and lasting effect on the students' lives. The fact that "coping with everyday situations abroad" occurs in this factor is an indication that the students see experiences abroad as a reality throughout their lives. Scores from Section Three show that the Eng Lit Ss not only plan holidays abroad, but are also considering English study abroad and possibly working abroad.

2. Liberal Arts Students (Table 8-4 FACTORS)

Variables in Section Two load onto four factors to account for 70% of the variance in student response. Factor One (Table 8a) is composed of the four technical/academic variables (54, 55, 48, 47) dealing with *specialized language competencies* and accounts for 41% of the variance. Factor Two (Table 8b) is created by five variables (53, 41, 50, 46, 52) related to *core language competencies* and accounts for 13% of the variance. The third factor (Table 8c) deals with *self-developmental language competencies* and is composed of three variables (43, 42, 44) with heavy loadings to account for 9% of the variance. The fourth factor (Table 8d), which appears to be a separate core language competency cluster, contains three variables (45, 51, 49) and is responsible for 7% of the variance.

The first factor labeled *specialized language competencies* has

very strong loadings, comparable to those for Eng Lit Ss, showing a highly consistent pattern of response among students regardless of major. As previously alluded to, students clearly recognize the value of possessing English skills in specialized contexts. Though by ranking them negatively, Lib Arts Ss have clearly expressed that these particular skills are not desired to achieve their present goals.

Factor Two brings together listening and speaking skills variables related to both social and workplace situations. It also includes "reading/writing business correspondence" which loads very weakly. This factor identifies *core language competencies* in activation mode. This factor underlies the students strong desire for

Table 8a
FACTOR #1

percent of variance=41%

variable	desired skill	loading
VAR54	Writing technical/academic monographs	.88
VAR55	Discussing technical/academic topics	.87
VAR48	Reading technical/academic books and monographs	.84
VAR47	Following technical/academic lectures	.74

Table 8b
FACTOR #2

percent of variance=13%

variable	desired skill	loading
VAR53	English pronunciation	.73
VAR41	Coping with situations abroad	.73
VAR50	Talking about myself	.73
VAR46	Having polite social conversations	.60
VAR52	Reading/writing business correspondence	.58

communication skills which is continually reflected in studies based on student opinion of English needs. (Koike, 1985; JACET Research Group, 1993; Yokoyama, 1993)

Also, very similar to Eng Lit Ss response patterns is Factor Three dealing with *self-developmental competencies*. However, for the Lib Arts Ss, “coping with situations abroad” did not load onto this factor. Unlike the other skills, perhaps this skill is not seen as contributing to one’s personal development on an ongoing basis due to lack of opportunity. The other skills involve things (reading material, movies, TV, etc.) that are immediately accessible in their daily lives and do not require as big a commitment of time, energy, and financial resources.

The fourth factor is a cluster of variables related to *core lan-*

Table 8c
FACTOR #3

percent of variance=9%

variable	desired skill	loading
VAR43	Reading Eng. books/magazines/newspapers	.86
VAR42	Following Eng. movies/TV/radio/songs	.82
VAR44	Writing letters/stories/poems	.71

Table 8d
FACTOR #4

percent of variance=7%

variable	desired skill	loading
VAR45	English vocabulary	.83
VAR51	English grammar	.73
VAR49	Translating smoothly into Japanese	.65

guage competencies which are classroom based and can be seen as English examination survival skills. Students have a demonstrated knowledge of grammar, vocabulary, and translation. These areas form the basis of high school English training, so the existence of this orientation toward English should come as no surprise. The fact that this orientation still persists strongly enough to separate out as a distinct factor even after entrance into college is a puzzle. However, the answer to this question seems lie in the college curriculum. Most English course offerings for non-English major students are rooted solely in this orientation, though it accounts for such a small portion of the survey results.

Factor Analysis According to Year

1. First-Year Students Table 9-3 FACTORS)

Section Two variables load onto three factors accounting for 66% of the variance in student response. Factor One consists of *core language competency* variables (53, 49, 51, 45, 50, 46) and provides for

Table 9a
FACTOR #1

percent of variance = 46%

variable	desired skill	loading
VAR53	English pronunciation	.73
VAR49	Translating smoothly into Japanese	.69
VAR51	English grammar	.69
VAR45	Vocabulary/idioms	.68
VAR50	Talking about myself	.65
VAR46	Having polite social conversations	.58

46% of the variance. The second factor is strongly loaded by the technical/academic language variables (55, 54, 48, 47) with 12% of the variance and is of the *specialized language competency* type. Factor Three is loaded by variables (42, 43, 44, 41) reflecting *self-developmental language competencies* to account for 8% of the variance.

Factor One (Table 9a) shows that first-year students have a strong *core language competency* orientation toward English skills. Nearly half of the pattern of response lies on this factor alone. An almost identical cluster constitutes the second factor for Eng Lit Ss (13% variance). This combination of variables concerning competency in grammar, translation, pronunciation, and vocabulary is consistent with the traditional view of fundamental language knowledge which constitutes typical high school and college entry-level curricula and high school and college entrance examinations. Unexpected, however, is the loading onto this factor of variables related to self-expression skills and a refined command of spoken language. Competency in spoken language in context, paired with skill in traditional language fundamentals, forms the *core language compe-*

Table 9b
FACTOR #2

percent of variance=12%

variable	desired skill	loading
VAR55	Discussing technical/academic topics	.86
VAR54	Writing technical/academic monographs	.85
VAR48	Reading technical/academic books and monographs	.82
VAR47	Following technical/academic lectures	.81

tency factor broadly underlying first-year students' perceptions of their English needs.

Factor Two (Table 9b) indicates a strongly loaded but less influential orientation. The elements of this *specialized language competency* cluster are identical for Eng Lit and Lib Arts Ss overall; only the loadings vary, but just slightly. Accounting for 12% of the variance for first-year Ss, this same factor is predominate in the analysis of Ss on the basis of major and underlies about 40% of the response. Even at college entry level, students have a view of English as a means to other ends, and not merely as a subject of study in and of itself. This finding suggests that newly entering students would be responsive to and could benefit by a classes which are content based and taught in English.

Table 9c
FACTOR #3

percent of variance=8%

variable	desired skill	loading
VAR42	Following Eng. movies/TV/radio/songs	.86
VAR43	Reading Eng. books/magazines/newspapers	.83
VAR44	Writing letters/stories/poems	.64
VAR41	Coping in everyday situations abroad	.57

Factor Three (Table 9c) is loaded with *self-developmental competencies* which suggest that students view English skills as basic to their lives even after leaving college. This factor, along with Factor Two, is not grounded in one particular skill, but covers the spectrum of basic skills. The recurrence of such skill-comprehensive variable

clusters in this study challenges the status quo, whereby skills are isolated from a whole language context.

2. Second-Year Students (Table 10-3 FACTORS)

Variables factor into three clusters (66% variance) which are identical in content to the factors for the first-year students. However, the percentage of variance varies greatly between Factors One (45%) (Table 10a) and Two (12%) (Table 10b); they are a complete reverse of each other, while Factor Three (Table 10c) variance (9%) remains almost the same for both groups. Second-year student factors more closely mirror those of Eng Lit Ss in content and variance, with a difference of only one variable (46) in Factor Two.

Specialized language competencies load onto the first factor which accounts for 45% of the variance. This result is consistent with the factor analysis on the basis of major, however it counts for an even higher percentage of the variance. What is most telling about the nature of first- and second-year Ss, is the flip-flop shift from the predominance of the core skills in the first year to the predominance of the specialized skills in the second.

This outcome correlates very closely with the analysis of the survey results by t-tests (Sections One and Two) and chi-square tests (Sections Three and Four) which consistently showed differences in response on the basis of year in school. It was observed in *Part 1* of this study that there is “a shift in attitude and focus between English majors in the first and second year.” (Edwards, 1994, p.93-94) The same phenomenon has been observed among Lib Arts Ss. As discussed previously, “on entering this college students tend to want

[core] skills-based courses” and show a “practical orientation... through their desire for qualifications and practical skills”, however,

Table 10a
FACTOR #1

percent of variance=45%

variable	desired skill	loading
VAR54	Writing technical/academic monographs	.86
VAR48	Reading technical/academic books and monographs	.85
VAR55	Discussing technical/academic topics	.82
VAR47	Following technical/academic lectures	.77

Table 10b
FACTOR #2

percent of variance=12%

variable	desired skill	loading
VAR51	English grammar	.71
VAR49	Translating smoothly into Japanese	.69
VAR53	English pronunciation	.67
VAR45	Vocabulary/idioms	.66
VAR50	Talking about myself	.56
VAR46	Having polite social conversations	.54

Table 10c
FACTOR #3

percent of variance=9%

variable	desired skill	loading
VAR42	Following Eng. movies/TV/radio/songs	.86
VAR43	Reading Eng. books/magazines/newspapers	.80
VAR41	Coping in everyday situations abroad	.67
VAR44	Writing letters/stories/poems	.65

“...they do have a desire for personal development and self-discovery which seems to grow stronger in the second year”. (p.94)

Discussion

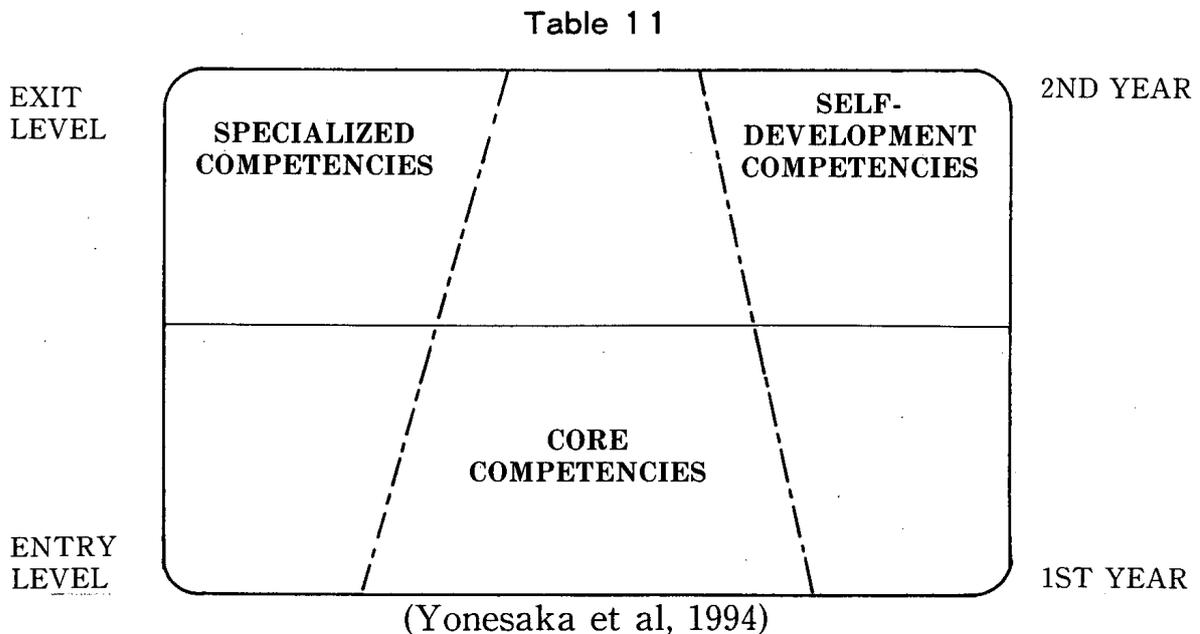
Two important points with implications for curriculum have come out of this study and are corroborated by the results of factor analysis. The first is that major does not determine students' priorities of desired English skills. Students in both department expressed a desire for the same skills, in the same priority, but at different intensities for somewhat different reasons.

The second concerns year in school as the variable which has the greatest effect on students' attitudes toward English study. Between the first and second year, there is a shift from a practical/traditional skills-based orientation toward a self-developmental and holistic language orientation.

This observation on majoriness and desired skills suggests that the existing differences in the English curriculum between departments be reviewed and students be given more access to English learning opportunities at a level appropriate to the individual student.

Factor analysis identified three basic orientations which underlie students attitudes toward their English needs. They are *specialized language competencies*, *core language competencies*, and *self-developmental language competencies*. All three factors exist simultaneously and suggest that regardless of the level of study, they continue to affect student outlook and should be taken into consideration when making curriculum and support facility decisions.

The outcome of the analysis by year in school suggests a linear relationship i.e. one that allows for a shift in factors over time as is seen in the case of first- and second-year students. According to this view, the relative effect of any one factor, expressed as a percentage of variance, at a given point in time is liable to shift as is suggested in the model. (Table 11) Specifically for the students in this study, *core language competencies* lose predominance to *specialized language competencies* sometime between the first and second year.



As was suggested in Part 1 of this study, “Needs assessments should be conducted as an integral part of a cyclical planning-implementation-evaluation process”. (Witkin, 1984, p.28) The onset of a new curriculum and new department requires that follow up studies be conducted to evaluate the effectiveness of the English programming. It is hoped that this study has provided useful information to support this process.

ACKNOWLEDGEMENT

This study is part of an ongoing broader research project investigating the perceived needs of students at 45 private universities and colleges 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.

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[For a complete listing of references please refer to Edwards, C. (1994).]

APPENDIX A (adjustments have been made in the translation of the version which appears in Part 1 of this report)

HOKKAIDO LANGUAGE EDUCATION RESEARCH GROUP

THE STUDENT NEEDS ANALYSIS PROJECT (SNAP) SURVEY

Write the personal data and blacken the corresponding bubbles. Then,

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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 abroad

VAR 35 N I have no objectives

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 technical or academic subjects
- VAR 48 H Reading technical or academic books or monographs 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 monographs in English
- VAR 55 O Discussing technical or academic topics in English

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 I can use English
- 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 English as an international language is necessary in Japanese business
- 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

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

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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 I can use English

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 English as an international language is necessary in Japanese
business

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

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 学生全員

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

第2部 学生全員

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こと
 - 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 Texts 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

○ 英語で学問的または専門技術的な討論をすること

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

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

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- 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