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Japanese students' EFL experience: the role of the student's voice

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Japanese students' EFL experience: the role of the students' voice

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In Fulfillment of the Requirements for the Degree of

Master of Education

2013

Acknowledgements

I acknowledge the support by Professor Byram and Professor Fleming with gratitude for the help, and the stimulation that I have received. My acknowledgement would also be incomplete without the recognition of the students who reported their views and suggestions that are often ignored in public debates but contribute to the research framework of this study. Finally, I am grateful to my parents and children, and friends in Durham who gave me trust over the years.

Declaration

I confirm that this is my own work and that it has not been previously submitted in candidature to this or any other university.

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Abbreviations

CLT	Communicative language teaching
EFL	English as a foreign language
ELT	English language teaching
JALT	Japan Association of Language Teachers
JET	Japanese Exchange and Teaching Program
Juku	Coaching class
Yokibo	Cramming class
L2	Second language
LF	Lingua Franca
MEXT	Ministry of Education, Culture, Science and Technology
NS	Native English Speakers
NNS	Non-native English speakers
NET	Native English teachers
NNET	Non-native English Teachers
TESOL	Teaching English as a second or foreign language
TEFL	Teaching English as a forging language
TOEFL	Text of English as a foreign language
TOEIC	the Test of English for International Communication

Japanese students' EFL experience: the role of the students' voice

Abstract

Japanese students are often said to have little success in developing communicative skills in a foreign language. This is evident from Japanese media, researchers in education, public concern, and from government policy documents. Much of the existing research has examined factors in the environment or in the psychology of the learners. However, Japanese students 'views have not been adequately taken into consideration in the debate. This study investigates Japanese students 'views about the teaching of English as a foreign language (EFL). In doing so, two main research questions are set; 1) What are students' opinions about EFL principles? 2) What are Japanese students' experiences in the EFL classroom? The data was collected from 14 Japanese students at universities in Tokyo by interviews. Thematic analysis was used to identify similarities and differences between participants' views. The data shows that: 1) the students were well informed and had clear views; 2) they do not consider the situation problematic; 3) instead, they offered possible causes of the factors that affect English performance and suggestions for improving practice. Finally, several suggestions are offered to improve EFL classes arising from the students' views.

I. Introduction

1. Background of the study

In the past few decades, the demands of higher education in Japan have increased and competition is fierce. University entrance examination is a challenging process for Japanese students. For them, English is one of the most important subjects to qualify for higher education. In addition, due to spread of English around the world, students are facing a challenge to master communicative skills in English for intercultural communication. As a result, increasing numbers of students are seeking coaching after school in Asian countries including Japan. A few decades ago, the fact that communicative skills in English were not tested was unsurprising since it was not a globalized world. In a new competitive world, could native English speakers of English become the front-runners? Alternatively, what happens to students who have less developed English skills?

In making a pitch to lead in the global society, Non Native English Speaker (hereafter NNS) countries have taken steps to encourage students to improve communicative skills in English for various reasons but mainly to secure national security (e.g. political and economic power). However, critics of World English such as Phillipson (1992) argue that the dominant use of English language for global communication leads to imbalance of power - *linguistic imperialism* - a term that he coined.

Referring to the interrelationships between language and power, Kachru (1992:66) claimed that the non-native models of English are linguistically identifiable, geographically definable, and functionally acceptable, but they are still not necessarily attitudinally acceptable. Native models of English in this study are defined as English spoken by native English speaking countries (namely, Received Pronunciation (hereafter RP) and General

American (hereafter GA) (Kachru 1992:50). Kachru (ibid.) noted that the spread of English stretches in three concentric circles; an inner circle where English is spoken as a mother tongue, an outer circle where English is used in institutional setting, and in an expanding circle where English is used for global communication. The characteristics of English in these societies derive from the patterns of acquisition and the functional domains of English. Consequently, inevitable linguistic changes are taking places in English with local variations.

One of the problems that arise here is that the language changes, namely in spoken language, affect interpretability. The issues are important for intelligibility and pedagogical reasons (Kachru 1992:49). In addition, varieties of English have a close relationship with cultural identities as we recognized in RP and GA. Both native speakers (hereafter NS) and non-native speakers of English (hereafter NNS) need to be aware of the situation to encourage learning from each other.

Against a background of globalization and world Englishes, many researchers have been inspired to investigate the EFL situation in Japan and observe that EFL at Japanese schools is problematic. I observed that Japanese students tend to make English communication harder by thinking too much about using correct forms of English (e.g. NS' pronunciation with correct grammar) rather than trial-and-error and focus on successful communication. Consequently, their English could be a poor imitation of native speakers. What stimulates communicative skills? There are two views in Japan that communicative skills in English are nurtured by experience while some others discern that language skills are prominently a matter of nature (i.e. personality, culture). The issues are controversial and complex because how English is learned involves various aspects of ELT i.e. pedagogical, educational, psychological, and socio-cultural issues.

I

2. Current debates in Japan

Some researchers taking the second view hold that Japanese students are innately inferior in language study. For example, Honna (1995:57) stated that:

> *The late Edwin O. Reischauer, former UA ambassador to Japan, seriously listed Japan's miserable performance in English teaching as one of the seven wonders of the world.*

In this respect, Seargeant, (2008:122) summarized the debate of EFL in Japan as follows,

> *It has long been a received truth that EFL in Japan is a problematic issue, and that the students' achievement has failed to match educational investment. While a great deal of research has been carried out in this area, the difficulty in effecting positive changes in an education system, which is characterized as being incompatible with contemporary theories of language learning remains a constant theme... The issue has become an explicit priority in many of the policy reforms enacted by governments, as English language education is increasingly being associated with wider social changes, especially those relating to Japan's international relationships...within the global community.*

Seargeant (ibid) suggested that it is not just individual students but also entire schools have little success effecting changes in EFL. However, the arguments are given without any direct evidence and it remains unclear where the assumptions come from, or even whether the situation of low English proficiency is a phenomenon specific to Japanese students. I speculates that the observation does not properly represent the general phenomenon for a number of reasons. Firstly, EFL in Japanese schools focuses on accuracy in English and the students concentrate on grammatical accuracy rather than on fluency. As a result, Japanese students are frequently under stress in using accurate English. Secondly, communicative skills improve with language experiences, albeit to different degrees when non-native

speakers learn the skills in a natural process. Consequently, setting unattainable expectations (e.g. fluency and accuracy in communicative English skills) would de-motivate students. Further, an important goal of education is to promote basic skills such as universal literacy and provide opportunities for successful experience rather than failure. Sadly, the negative view of Japanese students' language success might be attributable to attitudes that tend to put the student down.

Problems that researchers identify of EFL in Japan include: low TOEFL scores (Chujo and Nishigaki, 2003; Hashimoto 2004; Takanashi, 2004; Schatz and Sullivan, 2007, Sullivan and Schatz, 2009), a lack of motivation (e.g. Benson, 1991; Mori, 2004; Watanabe, 1996; Kikuchi and Sakai, 2009; McVeigh, 2004, Dornyei and Ushioda, 2009), low syntactical (Takei and Fujiwara; 2002), phonological (Boyle; 1984, Broselow and Finer, 1991, LoCastro, 2001), and communicative (Eckman *et al*. 1995, Gottlieb, 2008; Sewart, 2009) skills. However, Davis (2003) explains that '…*Whilst there is a demand for the traditional ability to analyze, think critically, and work independently… this is accompanied by an increasing demand for …transferable skill...communication, team working…and problem solving*.' This implies that English study for a global world is more complex and it requires persistent learning. Internationalisation requires a new vernacular - English as a communicative tool. The emancipation in the 21st century is not as easy as it appears to be. The question is whether the problematic phenomenon that researchers' debate are inherent in Japanese culture or not.

3. Contextual background

In Japan, before the age of six, most children attend at least one year of kindergarten. Compulsory education begins at age six, and includes six years in elementary school and three in middle school. 98.5% of junior high school graduates go to high school and 70 % of them attend university (Makarova and Rodgers, 2004:51). In order to be qualified for

Japanese universities, applicants sit for written exams in February. It may be sufficient to say that these educational experiences would determine the students' levels of self-esteem, self-efficacies and even their future careers. Competition is vicious all the way, and some students attend cramming class (hereafter called "*Yobiko*") to prepare for the entrance examinations. English is one of obligatory subjects in a common exam i.e. common first-stage- exam and students use memory strategies to sit for the exams. The obvious corollary is that the extensive use of proficiency tests of this kind has motivational consequence for students and teachers.

In 1980s, in reaction to the global changes, the Japanese Education ministry (hereafter MEXT) restarted a plan for curriculum reforms by declaring that communicative skills among Japanese students are insufficient. In 1987, the Japanese Exchange and Teaching Program (JET) began with the aim to improve communicative skills by inviting native English speaking teachers (NETs) with an incentive of cultural exchange. In 2000, the number of participants had grown from 848 participants from four countries in 1987 to 6.079 participants from 39 countries. In 2002, integrated learning (総合的な学習の時間) was introduced, and foreign language activities as part of international understanding became an option as one of the themes of integrated learning. In fact, many schools used this subject for English. Consequently, the vocabulary taught at high school was reduced from 1,200 - 2,100 in 1951 to 900 words in 1998, which is about 100 fewer than in the previous curriculum (Honna and Takashita, 2003: 184). Amid emphasis on oral skills, an increasing number of students from affluent financial backgrounds began attending tutorial courses to compensate for gaps in their command of English. In this light, Makarova and Rogers (2004:6) noted that English study has grown as an industry supported by dozens of publishers, teachers, universities and schools as well as learners. With hindsight, it could be argued that, in the light of these developments, the communicative approach might not have been in the best interests of all students.

4. The statement of the problem:

The selected references show how EFL is framed within the debates in Japan while little has been done to discover what learners themselves think and what their explanations might be. All of these bring us to the inevitable questions: What are the frustrations with EFL in Japan? Why are Japanese students' English skills disputed at all times? Do the Japanese students favour turning their frustrations inwards and keep silence?

The underlying assumption is that the students have authentic views that are shaped mostly by their experiences. These experiences are deserving of systematic study.

The motivation behind this study is to break the opaque myths – about genetic inferiority -, and review and support the students in careful ways. Brooks, (2012) calculated that more than 40 percent of human action is governed by habit, not by actual decisions. Then, Brooks (ibid.) added that we could change our habits by inserting different cues that are reinforced by strong yearning for admiration and righteousness. In other words, the motivational factors determine not just the goals toward which the students aspire but the way they seek them out. It is important to get back to the whole pedagogical and strategic discussion to provide what the students needs for their future in a global world.

5. The purpose of this thesis

This research aims at scrutinizing Japanese students' EFL experience as they see it themselves and their views on EFL pedagogies. This aim is important to better understand the issues described in the Literature Review below because it adds a new perspective. This research lets EFL students speak their own minds on their learning experiences in response to specific questions. The goal of this study is to capture important truths about the students' EFL experience, and to expand our understanding of variables affecting EFL at Japanese school by presenting qualitative evidence from Japanese university students. In

order to understand the situation of EFL in Japan, the present study poses the following research questions, which were formulated by myself so as to investigate the student perspective:

6. The research questions

1. **Main Research Question 1 - What are students' opinions about EFL principles?**

I asked students' views of the following English teaching principles without reference to any political agenda. These principles are widely present in the Japanese education system.

a) What are their views about the use of the Monolingual Method?

The use of the target language in the classroom has long been a dogma and this is the standard expectation in Japanese schools even if not always fulfilled.

b) What are their views about advantage and disadvantages of NETs and NNETs?

Native speakers (NETs) are invited to many Asian schools to improve students' English ability. I asked the students if they agree with the assumption that a native speaker of the language can teach them appropriately.

c) What are their views about the belief 'the earlier, the better'?

The issue of early learning of English is perennial from political and general perspectives. I asked about the starting age from socio cultural perspective.

d) What are their views about learning English as a lingua franca or Standard English?

I asked if the students are happy with current learning goal of Standard English at school or think it should include non-standard English as a lingua franca.

e) What are their views about the use of the Direct Method in English class?

The Direct Method was developed in response to learners' needs in communicative situations i.e. oral and listening skills. This question aimed to explore how the next generation in Japan viewed these pedagogical choices.

f) What are their views about the goal of EFL of the native speakers' norm and the question of grammatical versus communicative language learning?

In this context, the traditional view of teaching the native norm of English is being challenged. This section examines how Japanese students see their goal of EFL. The role of English may vary according to learners' needs and the cultural context and the schooling needs to be responsive to these needs.

g) What are their views about the relations between Language skills and national interests?

Researchers argue about role of EFL as in its utilitarian value or national interests (i.e. economic) rather than educational purpose. While the spread of the English language around the world has led to changes in historical, cultural, ecological, educational, socio-political, and psychological perspectives, the students were asked if they think English language skill would affect national power balances.

Main Research Question 2: What kinds of experiences do Japanese students have in EFL?

The question was intended to reveal Japanese university students' EFL experience at school and outside schools to ascertain the realities of EFL in Japan.

h) What are their views about the perceived low level of Japanese students' language skills?

This question asked the students' belief about low English attainments at Japanese school.

i) What are the students' levels of, their attitudes towards and their opportunities for learning English?

In relation to the previous question, I first asked the students' self-evaluation of the

English skills (i.e. the most/least proficient English skills) and their opportunities to develop the skills at school and outside school.

j) How did you learn these skills?

This question was designed ask how the students succeed/fail to achieve their micro English skills.

k) What type of English skills do you further want to learn?

This question aimed to ask students' English skill that they further want to improve or need?

l) What kind of change do you want in EFL?

This question was set to ask the students' suggestion to improve EFL in Japan.

7. Overview of the research

Many research papers describe the relationship between variables e.g. teaching methods, cultural traits, and psycho-linguistic factors (e.g. motivation) and linguistic performance. This study utilizes natural inquiry - open-ended interviews. As Denzen and Lincoln (2008:10) noted, the lack of such inquiry in general might be partly because the academic resistance to qualitative research or the politics might be embedded in this field of discourse. This study posits that it is difficult to understand differences in students' perceptions and opinions from quantitative inquiries.

8. The originality of this research

This research is not the first to examine student perceptions of EFL aspects, but the first study to take a holistic view of EFL teaching and to use student voice in Japan as a major source. Previous studies have all focused on factors such as integrated skills approaches (Sasaki and Hirose 2006; Watanabe 1996; Benson 1991; Mori 2004; Baker 2011; Makarova et al. 2004) different communicative methods (Sullivan and Schatz 2009; Saito and Ebsworth 2008; Busch 2006; Chihara and Oiler 2006; Jackson 2002, Kobayashi 2001; Cheng 2000; Hinenoya and Gatbonton 2000; Dwyer and Murphy

1996) and the role of the teachers (Sakui and Cowei 2011; Stapleton 2002; Gray 1998). The present study aims to take a holistic view of EFL and uses the student voice in Japan as the focus of analysis.

9. The organization of the thesis

This thesis consists of six chapters with the following topics.

1) This first chapter lays out the research background, research context, aim of this study and goal of our inquiry.

2) The second chapter discusses literature, which analyzes the EFL situation in Japanese schools and the nature of difficulties with five dimensions (teaching, educational psychology, culture in language students' view, environment, and change).

3) The third chapter provides an overview of the research methodology, which includes reliability, validity, and ethical issues.

4) The fourth chapter describes the data analysis.

5) The fifth chapter is devoted to the discussion of the results of data and conclusions and implementation questions.

II. Literature review

"How do researchers define and explain problems of English learning in Japanese Universities?"

Introduction

This chapter looks into how researchers see EFL in Japan in the globalized context of language learning. It will address four main areas as follows

1. General evaluation of language learning in Japan

    a) Communicative skills

    b) Pronunciation

    c) TOEFL

2. Instruction

    d) Teacher centred instruction

    e) The focal skills (FS) approach

    f) The direct translation method

    g) The grammar - translation method

3. Environment

    h) EFL in the education system

    i) University entrance examination

    j) Fear of internationalization

    k) Curriculum reform

4. Personal factors

    l) Motivation

    m) Attitudes

    n) Reticence

1. General evaluation of language learning in Japan

In the following section, I will look at the literature describing the pedagogical principles that are often adapted in EFL inside Japan (and that are also found elsewhere). I will also review research that explains how personal factors affect EFL attainment.

a) Communicative skills

As described in the introduction to this thesis, in popular perception, Japanese university students are said to have low English communicative skills relative to other countries, and media/researchers treat the situation as in need of attention. The economist and widely acknowledged commentator on Japanese culture Kwan (2002) wrote;

> *Most Japanese fare poorly in English, as widely acknowledged by both foreigners and the Japanese themselves.*

Kwan added that Japanese poor performance in English communication creates diplomatic problems. Kwan's negative view represents two groups, namely the academic and the commercial worlds.

b) Pronunciation

LoCastro (2001:77) reported that the English by Japanese speakers in classes were easy to understand and friendly, but unpleasant to listen to. Eckman et al. (1995:49) agreed with LaCastro (ibid.) in that English spoken by Japanese students is problematic. He added that Japanese speakers repeat the main clauses and they lack contrast of /r/ and /l/ (ibid: 275). Then, he concluded that the deviant English by Japanese speakers would interfere with global communication in its interpretability. It appears that, although the presence of phonological features might affect interpretability to different degrees, it would not be a phenomenon limited to Japanese students. In a similar vein, Takanashi (2004:1) noted that Japanese students' attitude toward English mismatches with their oral performance.

c) TOEFL scores

Takanashi (2004) commented on the problems of Japanese students' constant low TOEFL scores and their insufficient communicative skills. Takanashi (ibid.) gave several possible explanations for this. First, TOEFL education starts late in Japan (at junior high school); second, compared to other countries, the total number of class hours of English per week is low; and to add to it, EFL classes are large in Japan. It implies that the teachers cannot devote sufficient time to individual EFL learners. Takanashi (ibid.) added that communicative modes in Japan (e.g. indirectness) have significant effects on students' motivation and Takahashi recommends utilizing the preferred modes of communication in the English language. It implies that language learning involves language users' sensitivity to social and contextual factors such as formality, status, power, and social distance.

Similarly, Schatz and Sullivan (2007) described the low TOEFL scores of Japanese students, namely the second lowest among Asian countries (approximately 27 countries) and examined the relationship between language proficiency and national identities/language attitudes by using a survey of 381 Japanese university students majoring in computer science in Fukushima. Previous studies that found that students with strong national identification have less positive attitudes toward the foreign language studies (Schatz and Sullivan 2007:15). Schatz and Sullivan's study is echoed in McVeigh (2004) in saying that the goal of foreign language study in Japanese higher education is a form of collective desire to please someone else (i.e. the corporate culture, or national collectiveness). This touches on the issue of motivation of the learners, which I will address in a later section.

In sum, the researchers contend that the factors that impact English skills attainments include late start of EFL instruction, too few dedicated hours in the curriculum, negative attitudes due to misplaced nationalism, and unproductive source of motivation. As researchers contend, there might also be some problems in the Japanese EFL learning programs. However, it might mean that Japanese universities share a similar concern to

other countries with increasing number of unmotivated students. The next section will look at instruction that Japanese schools adapt.

2. Instruction

Byram (2008) said that the aim of acquiring a foreign language has changed from understanding cultures of great civilizations to being able to use language for daily communication and interaction with people from other countries. From this perspective, researchers have paid attention to English acquisition theories, which place emphasis on communication. Hereafter, I will see how language teaching has changed from teacher centeredness to learner-centred approaches - i.e. to communicative approaches.

d) Teacher cantered instruction

Teacher-centred instruction in language classes in Japanese schools has attracted the attention of researchers. Matsuura et al. (2004) studied instructional preference by the teachers (N=50) and students (N=660) at universities throughout Japan. His study reported that the students prefer teacher-centred instruction from Japanese-born English teachers who use some Japanese in EFL classes.

Concretely, Kito and Hamada (2008) emphasized integrating skills by recommending adapting an approach based on students' strengths. The pedagogical recommendation has an explicit learning goal with prescriptive exercises. Japanese learners above all learn written language from a teacher-centred methodology. The subsequent section looks at the effects of skills-based instruction.

e) The focal skills (FS) approach

Eckman and Iversion (1995:29) explained that the basic idea underlying the FS approach is that the macro-skills - listening, reading, writing, and speaking - form complex and shifting patterns of functional interrelationship during the course of L2 acquisition especially when

the target language is also the language of instruction. At a given stage of development, a skill may be dependent or autonomous. Dependent skills can be sub-divided into focal and emergent skills and will continue to develop without special attention through normal language use. A focal skill needs a focus on intensive efforts to develop it as rapidly as possible. In this section, we will describe what approaches are used in Japan and how macro skills appear.

Saegusa and Gay (1988) looked into the Japanese students' low listening skill, and administered an English proficiency test for the purpose of comparing the grammar skill and listening skill of 265 students at a Japanese college and compared the result to 677 non-native English speakers in the United States in six groups. (Midwestern community college, university affiliated language institutes attendants, French – speaking Canadian students, and others). The result included the highest scores of 94 to the lowest of 16 with mean scores of 41.40 for listening proficiency and 62.68 for composition. It gave support for the widely accepted theory that Japanese students are better in grammar but weak in spoken language skills including listening. Saegusa (ibid) attributes the cause of difficulty in listening comprehension to English pronunciation, intonation, vocabulary, or structure and emphasizes a need for comprehension practice at normal native speaker English speed, which is approximately 150 to 200 words per minute (ibid: 13). There is an indication that communication skills need to be given more emphasis.

As for attitudes to these skills, Matsuura, Fujida, and Mahoney (2004:477) said that more than 60 % of students wish listening and speaking skills to be stressed in EFL, whereas only 34 % of teachers indicated likewise. Ultimately, listening is the first step in communication and their research has implications for this study.

For writing, Sasaki and Hirose (1996) investigated factors (e.g. writing strategies, L1 writing, L2 proficiency, instructional background) that might influence Japanese students'

English writing from 70 freshmen at a Japanese university by distributing post/pre writing questionnaires and utilizing an English proficiency test (i.e. CELT) as well as a translation task from L1 to L2. He reported that the students' English proficiency and their L1 writing ability influenced their English writing. He explained that good writers' pay more attention to overall organization. This meant that L1 writing and L2 proficiency influenced each other.

Constanzo (2009:107) said that, while research in English teaching has traditionally distinguished writing skills from speaking, a new approach considers writing as more anti-social and the spoken discourse as a social activity. From this, he (ibid.: 114) cited that the ideal language for social and communicative purposes involves students working together on dialogues of written work and negotiating meanings through integrated activities (e.g. group works or pair works). Then, students would learn to elaborate ideas in speaking which bridges discourse into thoughts. The above literatures showed how speaking skills are interrelated to other English skills. In his account, Clouet (2006: 55) points out that language performance requires not only language skills but also understanding of the socio-cultural aspects of the target language speakers. For learner centred approach - i.e. activity based approach; he described the importance of materials. He recommended using primary texts (e.g. novels, film), authentic materials (e.g. advertisement, technological resources) and literary texts. This study will also look for what the students say about teaching materials. The next section will look at the direct-translation method, which is the most, frequent approach used to improve reading skills at Japanese school.

f) The Direct Translation Method

The direct translation method is translation back and forth from L1 to L2, which is prevalent in Japanese schools. According to Stevick (1996: 160), the direct translation method treats language as an object before it becomes a medium of communication. Then,

what to say is less important than *how correctly I say it.* Kasuya (2000) said that Japanese students have not learned figurative use of lexis because they learn vocabulary by the direct translation method. He suggested that, since English has a wide range of alternative terms for core words, it is difficult to replace a word by direct translation methods (Jullian, 2000: 38). Thus, the word-to-word translation gives a syntactic problem, which can impair meaning of the text or understanding in intercultural situations.

In this light, Jullian (2000) pointed out two learning problems arising from a lack of lexical knowledge; first on the reception side, learning would fail due to a lack of comprehension, and on the production side, speakers have a limited ways to use lexical knowledge to convey meaning. Whether aiming at accuracy or fluency, Jullian (2000) recommends teaching paradigmatic and systematic relations i.e. using concordance to improve comprehension. This study also asked the students' familiarities in using concordance and few students utilize the program.

Similarly, Halliday and Hasan (1985:3) described the weakness of the direct translation method in that

> *There is one limitation its emphasis on the concept of the sign (i.e. lexis) which has tended to be seen in isolation, as a thing in itself, which exists first in and of itself before coming to be related to other signs.*

They suggested that the meaning existing in texts cannot be separated from its context; thereby any communication that does not take into account its addressee and wider context may be meaningless.

g) The grammar translation method

Similarly, the grammar translation method is relevant in Japan, which requires students to: 1) remember rules exactly; 2) use these rule with other grammatical sentences; and 3) remember 'which "*what*" could be used in the same set of whereas' (Stevick 1996:211-3).

The method focuses on accuracy rather than fluency, which, is suitable to apply to the university exams.

3. Environment

In the following part, we will now consider the effect of teaching in Japan.

As research shows, multiple approaches to language learning would be more successful in terms of the language acquisition of students, than EFL courses offering, and utilizing, a reduced number of options, or strategies, for language learning. On the other hand, Gillette (1994:210) notes that the learners' goals and L2 success are predisposed by learners' social environment and the use and value of English in their communities. Only ultimate goals may allow students to withstand the difficulties and get themselves off the negative spike they are impaled on. There arise inevitable conflicts between academic goal of students and social needs. In the following, we will describe the educational environment in Japan.

h) EFL in the education system

In Japan, compulsory education begins at age six and includes six years in elementary school and three in middle school. Since 2008, English language was introduced once a week from fifth graders at elementary schools without assessment, and students learn English as a compulsory subject at junior high school. After the completion of compulsory education, 98.5% of all students go to high school and 70 % of them attend university (Makarova & Rodgers 2004:51). Until entering university, in 2000, about 4 million junior high school students, and 4 million senior high school students were studying English and approximately, 600,000 university students were enrolling in English language classes (Makarova and Rogers 2004:6). In line with the Ministry of Education (hereafter MEXT) guideline in 2002, students are studying to improve their communicative skills by increasing vocabulary and improving listening. These changes are reflected in curriculum

and examined in university entrance examinations. In focusing on receptive skills in EFL, Krashen's (1982) natural approach is officially promoted as a way to cultivate communicative skills in English (ibid.: 2004: 90). This approach resulted in the following three outcomes. First, listening activities increased at secondary school level. Second, listening comprehension tests were introduced in a number of university entrance examinations, including the National Centre Tests in 2006; and finally the score allocation of listening tests in the widely used standardized test (STEP) has risen from 31% to 41 %. However, despite political efforts to improve EFL, the various reforms have not been perceived as successful.

Takahashi (2004:6) wrote that, in 2000, around 95% of junior high school graduates in Japan advanced to senior high school, 70 % of whom went on to universities or colleges. Recognizing this increasing number of students with a mix of educational needs for attendance, higher education cannot meet all the individual needs/goals, which vary at the beginning point of their entry. In addition, failing to recognize varying abilities among Japanese university students is seen as problematic (Cagen 2002). The following section will look at research investigating the significance of university entrance examinations.

i) University entrance examination

Benson (1991) surveyed over 300 freshmen at a private Japanese university in order to assess their attitudes towards English and their learning of the English language. He suggested that there is mismatch between the memorized knowledge students obtained by preparing for entrance examinations and practical usage of that knowledge. In addition, the study also assessed levels of students' exposure to English, their self-assessment of English skills, and the students' motivation for studying English. The results showed that those students who had little exposure to English, and whose self-rating of their own skills was low, had low morale and little motivation for learning English and little success in learning

English. Benson (ibid.) also suggested that English was seen as useful for a selection of international situations, but that English was not seen as useful for domestic and local situations, with only those students who saw themselves as needing to go abroad being motivated for dedicating themselves to studying English. This shows that EFL and internalization are interdependent.

In regard to vocabulary, JACET listed 8000 frequency words to prepare for the exams. However, Jullian (2000) noted that active English vocabulary is made up of the most frequent words. The conclusion is that students try to memorize a large vocabulary, which is indispensable for successful goals of entrance exams while communicative goals require fewer words.

Concomitantly, Kobayashi (2001) focused on English language education within the Japanese social and educational context by looking at Japanese high school students and university-preparatory high schools in Japan. In doing so, a semi-structured questionnaire was handed out to 66 Japanese university-bound high school students, with the results from this questionnaire suggesting that the internationalization of the Japanese society, and its association with the English language, helps Japanese students to develop an orientation in order to communicate with native speakers of English. It was argued, however, that students' orientation towards an international perspective is somewhat dampened by English classes that are generally devoid of communication with native English speakers and that are focused on examinations. It is also dampened by Japanese society outside their English classroom experiences, which, generally, lacks any practical need for English, thus belittling the studying of English as a practical endeavour. Kobayashi (ibid.) found that many Japanese students had only their university entrance examination in mind in studying English; and

very few students admitted to wanting to learn English because they were likely to need it for international communication. Many students admitted that they saw no link between the English they were learning and potential communication with native English speakers, and finally, many students highlighted that they believed that 'broken' spoken English would be sufficient for any communications they needed to make in English with native English speakers. These findings suggest that, perhaps, the pedagogical approach to English language learning is misplaced, with the findings suggesting that the English language is taught, and therefore understood, as an abstract concept to Japanese students.

Makarova and Rodgers 2004:41) agreed with Watanabe (1996) and Kobayashi (2001) and gave the underlying reasons for failure: 1) teachers' lack of confidence, 2) cultural expectations of pupils, parents, and college and 3) teachers' beliefs. Makarova (ibid.: 42) continued that the valuable advantage of EFL in Japan lies in its intangible aspect, namely, in its hidden and non-utilitarian effect on the mind. In sum, we have seen that researchers identify the following key factors in the system as a cause of problems: dominance of exams, lack of practical use, questionable role of vocabulary learning, and the lack of attention to communicative skills. According to these researchers, there are problems in the education system in a global era. A lack of English skills may be disadvantageous to enjoying the benefits of globalization, and so the next section will discuss how attitudes toward internationalization affect English study.

i) Fear of internationalization

Cogan, Torney-Purta, and Andersen (1988) studied the knowledge and attitudes necessary for global leadership, and investigated the international knowledge and awareness among 50 freshmen and 50 seniors' students from public universities in the U.S.A. and Japan. The result shows considerable differences between the U.S. freshmen and seniors whereas

small differences were found between Japanese freshmen and seniors. The conclusion of the study is that Japanese students' progress is small during their four years of higher education and, confirms the widespread belief that the Japanese university graduates are dysfunctional learners (ibid.: 296-297). They (ibid.: 297) contended that if a goal of Japanese education is to meet challenging needs of globalization, the internationalization of education has failed. Broadly, Cogan et al. (ibid.) called for changing the learning context instead of changing the students.

As seen above, EFL at Japanese school essentially focuses on learning lexis and syntax to improve reading skills for university, rather than communicative skills in the context of globalization. However, recently, MEXT is taking steps to encourage students to improve communicative skills in English particularly to secure national security (e.g. political and economical interests).   Globally, with the shift from written to spoken language in English study as an international language, there are a number of changes taking place in Japanese school. The next section will consider the curriculum reform in Japan.

k) Curriculum reform

Byram (2008:29) suggested that the current Japanese goal of "*cultivate Japanese with English abilities*" aims to provide English communicative skills for national interests in economy, which is limited to political incentive. This raises the question whether this aim coincides with that of the learners.

In relation to cultural influences on curriculum, Weinstein (2002:255) stated, "*Obstacles to reaching higher (levels) lie in contradictions between classroom effort and the large culture of the school.*" Paradoxically, in the competitive educational environment in Japan, one of the motivations for students may be to protect their self-worth from their friends and to preserve their social identity. As for text reforms, school textbooks are revised with an

increase of dialogical texts to aim for speaking skills. Consequently, vocabularies taught at school are remarkably reduced from 1,200 - 2,100 in 1951 to 900 words in 1998, which are about 100 fewer than in the previous curriculum. Woolfolk, Hughes, and Walkup, (2008:68) said that the average six-year old native speaker has a vocabulary of 8,000 to 14,000 words growing to about 40,000 by age 11.   The problem arises that the students learn relatively few words to express themselves.

In summary, this section described the interrelationship between globalization and EFL curriculum. In the following section, research on socio-psychology factors will be reviewed.

4. Personal factors

As the above research stated, individual differences in motivation, reticence and attitudes influence school learning. This section will examine how individual factors in psychology affect learning. Ushioda (2006:151) contended that there is growing recognition of the impact of globalization on language learning motivation, and theoretical refinement of the concept of motivation. This section starts with motivation in EFL.

Nicholls (1989) asserted that motivational inequality is prevalent in school. Woolfork (2006) agreed with Nicholls (ibid) that this motivation inequality has increased rather than decreased in the years since it was first noted. For example, some students with optimum motivation have an edge such as adaptive attitudes and intrinsic interests while others failed to adapt strategies, goal setting, and self-monitoring. Notably, Butler and Newman (1995) said that the much of the widely reported school failure is a result of students failing to expend the efforts to do high-quality work. It means that success or failure has been attributed to individual accounts i.e. purpose or emotional reactions. Seeing affective

factors as volatile, what we are concerned with here is motivation inequality. What are Japanese students' motivations to study English?

l) Motivation

Gardner and Lambert (1959) pioneered the study of language learning and motivation. In the earlier study, they focused on integrative orientation of language learning and aptitudes of learners. Then, during 1970, the socio-psychological theories of motivation have illustrated communicative needs and language development for European integration (Ushida 2006:148). The social psychological models on motivation described communicative needs and language development among migrant populations in Europe (ibid). During 1990s, research attention has increasingly focused on classroom motivational process (ibid.:149). For example, Tremblay and Gardner (1995 in Schumann 1997:95) considered that motivation needs to be reappraised as a direct influence on EFL achievement. They considered that adaptive attribution toward L2 culture would influence motivation, language learning attitudes, and, resultant language proficiency. Then, Dornyei (2001: 22) linked motivation and expectancy-value theories such as individuals' *"expectancy of success"* - the value the individual attaches to success on that task (ibid: 20); and *"self-efficacy"* - *"people's judgment of their capabilities to carry out certain tasks (ibid.: 22)"*. It means that goal-setting theory is compatible with expectancy-value theories in that commitment is seen to be enhanced when people believe that achieving the goal is possible (ibid.: 26). In this case, orientation is content-dependent determined by *"what to learn."*

Subsequently, Gardner (2007) focused on two types of motivation; 1) individual motivation for language acquisition and 2) classroom motivation. He said that educational and cultural contexts having influence on the degree of integrative motivation (e.g. positive attitudes towards the learning situation and 2) the integrative motivation toward L2 culture.

'Integrative orientation' here means having a personal interest in the people and culture represented by the other group.

In contrast, Ushida (2006:151) argued that, due to the spread of English in global era as a lingua franca, there is a problem of applying the concept of '*integrative orientation*' because there is no specific target reference group of speakers in LF situations. Then, she (2006:149) said that theoretical framework of motivation theories needs to be reappraised to focus more on the socio-psychological issue of intelligibility and identify. Ushida (ibid.: 158) contended that motivation of language study has an overtly political dimension, which appears not only in language choice but also to the day-to-day processes of engagement with language learning.

Bernajus and Wilson (2009) investigated Spanish students' interrelationships between their achievements and teachers/students motivations by using six determiners in questionnaires. Bernaus *et. al.* (ibid.:31) reported that the high level of achievement was related to high level of integrative motivation and parental encouragement to learn English. This can be explained by the fact that language learning is different from other subjects studied in that the contexts of EFL has fewer factors in common with their culture and students' attitudes toward target culture influence their learning activities. Those findings are informative for our study to understand how students see their experiences in EFL classes. It implies that EFL is influence by individual factors (e.g. personality) rather than classroom factor.

Turning to the Japanese context, Makarove (2004) contended that the low levels of English proficiency at Japanese schools are also related to the low level of motivation. Her contention is that motivation is not exclusively intrinsic, but if optimum motivation is to

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happen, learning takes place by *"its environment i.e. milieu"*. This is supported by Marhr and Midgley (1996 in Shunk, Patrick, and Meece 2008:350) who suggested that a major priority of EFL is to build a classroom climate where students support each other for learning and care about their classmates.

Mori (2004) looked at the relationship between students' motivation and attitudes toward reading outside school, how well they read English, and how well they performed in the English language. Reading proficiency was assessed by a questionnaire and reading reports were collected from 100 first-year students at a women's university in Japan. The results showed that the students' motivation and their reading habits were indicative of students' English proficiency. He suggested that the absence of interaction with native English speakers is not as problematic as was expected, given the fact that high levels of motivation and good study habits predicted high levels of English proficiency, even in the absence of interactions with native English speakers. Consequently, Mori (ibid.) agreed with Watanabe (1996) in that internal factors (e.g. motivation) have effects on students' performance in that these traits are difficult to change (Mori ibid.: 75).

LoCastro (2001) looked at individual differences in second language acquisition among university students learning English at a Japanese university well known for their language studies in Tokyo with the usage of group discussions, essays, and language awareness worksheets. Interestingly, our study also includes a student of this university as a participant. LoCastro (ibid.) suggested that positive attitudes towards learning English provided by students do not match their language-related behaviours. She found that many students professing their love of learning English do not act in a manner consistent with this, i.e., not studying or making any effort to improve their English language proficiency. When

pushed, the majority of students who profess their love for the English language and for learning English admitted that they need to learn English in order to advance along their chosen career pathway, or because they want to study abroad and so need to know how to speak English, with very few students showing any genuine motivation for learning the English language *per se*. LoCastro (ibid.) suggested that the students' motivation to study English is extrinsic while attitudes toward internationalization is intrinsic in quality. It is an interesting question how this will impact on proficiency in English in a global era.

In sum, this section described motivation literature from different perspectives. First, the literature described socio-psychological motivation, which focused on motivation in individual contents. Then, research focused on motivation in English classes, which determines not only the goals of language but self-efficacy, and attitudes toward English study. Then, education theories have redirected attention to socio-cultural dimensions in that the concept of motivation has expanded to include social identities.

In the next section, I will discuss the role of students' attitudes toward English speakers and the target countries.

m) Attitudes

Burr (2003: 131) explained that an '*attitude*' refers to a coherent and relatively stable orientation on an issue or object and there will be high degree of coherence in what is said. The meaning of *'attitudes'* in this study is taken from Sarnoff (1970 in Benson 1991:35) as "*a disposition to react favourably or unfavourably to a class of objects.*" Stephan (1987) was the first to propose a detailed model of how exposure influences attitudes and behaviours. Stephan argued that social factors (e.g. social structure) exert their nature on the interaction, which is expressed as stereotype attitudes. According to Dornyei et al. (2005 in Csizer and Komos 2008:170), an amount of exposure to target language will help to promote positive attitudes up to a certain point, but beyond that level, it works against

positive inter-cultural relations. There are various ways of interpreting why this is. For example, in Japan, in which direct contacts with native speakers is rare and short in duration, it is unlikely that negative attitudes will be reduced. Similarly, Lyall (2000) contended that students' perceptions of language study are important in determining the success of learning. Maggi-Lieg (2009) explored the Japanese university students' perceptions of native English speakers and reported that, although their perception appeared to be positive for the most part, the stress or nervousness in talking to foreigners appeared to be related to their English ability rather than their negative perceptions of foreigners.

Chihara and Oller (2006) investigated Japanese students' attitudes toward EFL, toward themselves, towards other Japanese students learning English, towards native English speakers, towards travel to an English speaking country, and finally towards learning English. A total one hundred twenty three students at Osaka YMCA participated in the study. The study utilized 1) cloze test from Oller, Hudson, and Liu (1977: 2) an attitude questionnaire modified by Oller et al. and 3) self-rating reports of English skills. Then, these measurements of attitudes along with these variables were related to EFL proficiency. The results showed a weak correlation between attitudes and proficiency, suggesting that it is not only attitude that has a bearing on the student's attainment in the English language. He concluded that the relationship between attitudes and proficiency in a target language might be indirect and therefore weak, or that the attitude measures were invalid suggesting that language proficiency might depend on classroom environment rather than attitudes. This contradictory result might arise from individual difference such as language exposure. It suggested that the interrelationship between English study and learners' attitudes is unclear.

Gardner (2007) has developed measurement of variables that affect students' learning concerning 1) motivation, 2) language anxiety, 3) integrativeness, 4) instructional orientations, 5) parental encouragement, and 6) attitudes toward learning situation in six countries; Japan, Spain, Croatia, Poland, Romania, and Brazil. The result reports amazing consistencies in that motivation is correlated the most to their marks whereas attitudes toward the learning situation are least correlated so that teachers have least effects on students' performance.

In short, there are conflicting views whether learners' attitudes are linked to appearance of English skills or not and we await more empirical evidence.

n) Reticence

McVeigh (2004: 212) considers the *English problem* in Japan at the national and historical level and wrote that:

It is not unusual for Japanese people to apologize for their lack of English-speaking ability

McVeigh (ibid) draws from his 15-year living experience in Japan and ascribed a hindrance to language learning to: resistance by nationalist elements; the unfocused mission of higher education towards the corporate culture; and a lack of academic motivation which impairs performance (ibid.: 223). McVeigh's discussion of pedagogy recommends a natural approach as opposed to formal learning where most Japanese students sit down and read authentic materials with the dominant goal of passing university entrance examinations. Makorova (2004:24) joined McVeigh's claims,

> *One of the typical problem*" in EFL classes in Japan "*is the inability to overcome their shyness and the fear that they will make fools of themselves in front of others*.

According to Nozaki, 1993 (in Makarova and Rogers 2004:50-57), Western teachers working in Japanese universities ascribed Japanese students' passiveness to Confucianism. By contrast, Rogers (1977:70) said, *"the students are best governed by being kept in constant state of fear."* In the next part, literature focuses on the relationship between level of reticence (e.g. passiveness) in English class and English proficiency.

Cheng (2000) described the explanation of cultural attributes of Asian societies being cited as the main causes for these reticent and passive behaviours as an over-generalization. He noted that if some Asian students are quieter than expected in certain classes, the causes of this are likely to be situation-specific and not due to cultural factors. Cheng concluded that interpretations of reticence and activity/passivity that are based entirely on cultural attributes are not an accurate diagnosis for the problems arising in English learning by Asian students.

Jackson (2002) assessed why Asian students hold back from participating in discussions in the classroom setting and considered what can be done to increase their involvement in lessons. In order to better understand the reasons for the Asian students' reticence, Jackson used surveys, interviews with lecturers and student, as well as observations with analysis of video footage from actual classroom settings at Hong Kong university business course. The result indicated that, many students wish to break the tie with negative factors. A mix of socio-cultural (e.g. fear of losing face) and educational factors (e.g. teacher-centred learning habit) played a significant role in determining the level of students' interaction in classrooms. The recommendations from the research were that specific, targeted strategies need to be utilized by English language teachers of Asian students, in order to overcome the reticence of some students and to increase levels of active participation in classrooms, in order to improve English language proficiency in Asian (particularly Japanese) students.

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Jackson found little evidence for a major effect of culture on English language learning in Asian students, rather finding that reticence is present in only some Asian students and that this can interfere with their degree of, and success in, classroom learning. The important thing is for teachers to understand students' perception of the classes. In this case, it is important to note that Laney (2003) explains introverted persons take a longer time to overcome inherited reticence. Laney says, "Introversion is a natural characteristic occurring in about 25 % of the population", and the next section will look at this factor in more details.

Busch (2006) focused on internal factors and their relation to English learning by Japanese students, looking at how positioning along the introversion-extraversion scale affects English language learning and the EFL proficiency of Japanese students. Busch formed a hypothesis that extraverted students are expected to attain a higher proficiency in English because extroverts take more advantage than introverts to take opportunities to have input in English and practice the language with native speakers. In this account, in order to test this hypothesis, 80 junior college students and 105 adult students at YMCA night school in age from 17 to 69 took a standardized English test, completed a personality questionnaire, oral interviews, and completed another questionnaire on their impressions of English and English learning. The results from the analyses of these questionnaires showed that extraverts are not always proficient in English, with extraversion having a significantly negative correlation with pronunciation and introverts having higher scores in reading and grammar. With respect to the cultural factors predominant in Japanese society, Busch concluded that, the tendency for Japanese students is to be reserved when faced with native English speakers; but a mixture of introverted/extraverted students is found within English classes not containing native English speakers; and that care should be taken when native English speakers are invited in to classes. In addition, in terms of ensuring that lessons are

managed in such a way, all students can benefit from EFL experience with native speakers. Busch summarized that cultural factors and individual characteristics can have a major impact on the ways students learn and the learning that students take away from classes.

More broadly, for Takanashi (2004), the formality and politeness in the use of English (e.g. teachers- students' relationship) greatly affect EFL practices in Japan. It might imply the difficulties of pair-work or group presentation. In his account, Dornyei (2001: 34) wrote that teachers should be an emotional amplifier of the students as a-motivator or de-motivator. However, according to Holiday (2010: 176), from cosmopolitanism views of the world today, the social structure of nations does not necessarily define and confine cultural reality.

Summary

The literature has suggested that language learning/teaching reflects inequality partly because the level of proficiency is influenced by psychological factors and the environment. These discussions are important in terms of structuring this study and in the construction of the methodology for the research, given that certain aspects of EFL environments can affect how students are taught, and learn, English. I now give a summary of the factors that literature mentioned above.

    a) I first reviewed teaching methodology that are employed in Japan and outside Japan

    b) Second, I reviewed EFL environment and showed how cultural isolation from the English-speaking world and entrance examination have been interrelated to EFL.

    c) Third, I discussed the nature and contents of students' EFL motivation, and the

lack thereof.

This was an attempt to investigate the students' motivations and attitudes to see whether the relationship between English skills and national power is disputed.

It appears that using cultural debates to influence the political debate on EFL would be highly inappropriate; for what it is worth, the strategy would likely to be ineffective to explain the myth of low English skills in Japan. As literature showed, there were gaps in the research because the most of research in Japan has been studied by questionnaires and tests and talked about cultural characteristics e.g. reticence etc. However, nobody has asked students for their explanations. This study aims to fill the void.

III. Research Methodology

Introduction

The literature review suggested that there are conflicting views of EFL in Japan. Japanese students are thought to have more limited ability to learn English compared to other countries, and changes in EFL approaches and principles show little effect in improving their English proficiency. This study examines students' EFL experiences and their views on English teaching principles and this chapter presents a map of the research methodology of the present study.

1. Research Paradigms

Before providing details of the study, a brief account of research paradigms provides some of the background thinking that informed the approach taken.

A *'paradigm'* is a world view that represents how we think about the world. However, a paradigm is not be proven but deeply embedded in the socialization of the adherents and practitioners. Research inquiry has passed through a number of 'paradigm eras'; pre-positivist, positivist and post-positivist, and in each era, inquiry is guided in quite different ways (Lincoln and Guba: 1985:15-20). The positivist era began early in the nineteenth century, primarily in France and Germany (Lincoln and Guba 1985:19). John Stuart Mill published "A System of Logic" in 1843, in which he illustrated political, economic, and social revolutions of the late eighteenth and early nineteenth country. Habermas (Cohen, Manion, and Morrison 2007:10) described five aspects of "positivist" views; objectivity, hypothetic-deductive theory, external law-like relations, the use of formal language, separation of facts from meaning, and the opposition to different

interpretations. In essence, positivism favours logical and mathematical data to verify data.

However, critiques of positivism state that the problem of positivism is its determination to explain human phenomena (Cohen *et al.* 2007). Paradigm shifts in academic research is linked to changes in social and political dimensions. For instance, whether an issue (e.g. death penalty) is un/ethical or i/legal are relevant to culture contexts. In short, a paradigm shift would influence the whole society - i.e. in terms of what counts as 'lawfulness'.

In contrast, 'post-positivism' considered that reality is holistically constructed and any inquiry reflects the time and its context. In this regard, as a way of construing post-positivism ideas, Schwartz and Ogilvy (1979 in Lincoln *et al.* 1985:51-56) outlined seven characteristics of a new paradigm (i.e. post-positivism) to interpret reality as follows: 1) Reality interacts with environments: 2) Different perspectives exist side by side which do not have a real order: 3) Reality is interconnected by different perspectives that create three-dimensional understandings: 4) The future is unpredictable and ambiguous because it is conditional to a nature: 5) The idea of causality has changed from a linear to mutual conception and 6) Natural inquiry is open to change: and lastly, 7) Observation provides a partial picture and does not yield a complete result. In this regard, Lincoln *et al.* (1985:61-2) defined '*post-positivism*' in that the human being is internally and externally connected with other people around them, and that human nature is unpredictable and changes take place suddenly. It means that reality is dynamic and varies by individual perceptions.

Given a lack of coherence in understanding the EFL phenomenon in Japan, the aim of this study is to fill the gaps of existing research findings. To do so, this study will apply the post-positivism in that I will see how the students' views are different from others by the

natural inquiry. The next section will describe the research method of this study.

2. Research method

Quantitative studies emphasize the measurement and analysis of causal relationships between variables and deductively understand reality within traditional norms. For example, researchers in educational study use this scientific approach to make valid decisions. On the other hand, variables in educational contexts are frequently too numerous to identify and control in a systematic fashion. Then, it is hard to solve problems by inductive reasoning alone (Ary 2002). Some qualitative researchers argue that the mathematical model of quantitative research seeks only probabilities from large numbers of randomly selected cases and fails to see the details of real life (Denzin *et al.* 2008:16).

Since the birth of qualitative research in the early 20th century, qualitative researchers have held that a competent observation can report the world with sufficient objectivity, clarity, and precision. Recognizing that individual perspective may be difficult to understand with quantitative measurements and to assess casual relationships between variables, qualitative researchers have used a variety of sources including personal experience, life story, and cultural texts to describe routine or problematic moments and seeks meanings in individuals' lives (Denzin, and Lincoln 2008:5). Consequently, qualitative researchers aim to understand what lies behind any phenomenon, which is difficult to unveil from quantitative methods (Strauss, and Corbin 1990:18)

3. Qualitative Method of the present study

This study values the importance of interpreting and understanding individuals' subjective experience. Fraenkel & Wallen (2006) quote general characteristics of qualitative research,

which bear on the current research methods:

1. The natural setting is the direct source of data, and the researcher is the key instrument supplemented by audio- videotaping equipments.

2. Qualitative data are in the form of texts in words and oral or visual forms such as video / picture to portray the scene with maximum accuracies.

3. Process of the investigation is equally important as the product. The people' interaction/ reactions are the most important for the interpretation.

4. The hypothesis is inductively produced by examining the parts and put them together to reach to the conclusion.

The explanation fits into the research goal of the current study to fill the gap of research findings in the some existing research in the literature. In doing so, the following research questions were set with a description of the areas that were addressed in the process of data collection.

3-a) The Research Questions of the study

Research suggests that there has been an attempted change of teaching methods in Japan in recent years due to the focus on globalisation. The major principles of the change were identified and the reason for focusing on them in the research questions for this study are explained below.

1. What are students' opinions about EFL principles?

Specific areas:

      1 a) Monolingual method

      1 b) The ideal teacher is NET

      1 c) The earlier English is taught, the better the result.

      1 d) English should be taught as a Lingua Franca for international

      communication. (EIL)

      1 e) English should be taught through the medium of English in a direct

method.

　　　1 f) English is essentially learnt to interact with the Native speakers of the

language.

　　　1 g) English as a world language affects national power.

　2. What are Japanese students' experiences in the EFL classroom?

　More specifically:

　　　2 a) What do you think of Japanese students' language skills in general?

　　　2 b) What is your achievement of your English skills?

　　　2 c) How did you learn these skills?

　　　2 d) What type of English skills do you further want to learn?

　　　2 e) What kind of change do you want in EFL?

What follows presents theoretical frameworks that I relied on to organize the sub-research

questions.

3-b) Reasons for choosing the research questions

A number of English language principles are widely held by professionals and applied in

EFL worldwide. However, critics argue about their effectiveness in EFL classes such as

their pedagogical models (e.g.to provide codified forms, syntactic correctness,

interoperability, authenticity) or as their utility (e.g. fairness, teachers' readiness). This

study will look for student views on these principles, which includes usefulness of the

principles and their suitability for EFL goals at Japanese schools. In what follows, the

scholarly literature, which supports the debates of each principle, will be identified. The

following research questions were chosen to contribute to these debates in the literature.

Main research Question 1: What are students' opinions about EFL principles?

　a) What are their views about the use of the Monolingual Method?

　The monolingual method (using only the target language) has been popular since the

early 20th century, and influential in Japan as elsewhere. Both learners and teachers have been affected by a belief in this principle (Medgyes 2003:64). For one thing, there are several restrictions in applying the monolingual method in EFL (e.g. students' lack of proficiency, teachers' readiness, lack of fairness). On other hand, Malave et al. (1991:8-111) noted that culture is transmitted through language and creates cultural identity through the process of mastering L1. The question concerns the relationship between language learning and cultural identity. This study posits that the question is useful in taking account of learners' English knowledge and performances.

b) What are their views about advantages and disadvantages of NETs and NNETs?

Native speakers (NETs) are invited to many Asian schools to improve students' English ability and they are expected to use a monolingual method. The JET program in Japan has earned high recognition as a way to cultivate human and culture exchange. However, the usefulness of native speakers in EFL is still controversial. According to Medgyes (2003), the number of students who expressed preference for native English teachers (NETs) or non-native English teachers (NNETs) was almost the same although 40.3 % did not take a view (Medgyes 2003:70). It means that it is difficult to compare the different parameters and the number is not high but important in considering the utility of the principle. I consider that the question is crucial in drawing out students' views on utilities (i.e. advantages and disadvantages of monolingual methods) in EFL classes. I asked the students if they agree with the latest assumption that a native speaker of the language can teach them appropriately and better.

c) What are their views about the belief 'the earlier, the better'?

The issue of early learning of English is perennial from political and general

perspectives and in Japan language learning has recently been introduced to elementary schools. There are disagreements in views about when language is best acquired. For example, Singleton (1989:266) writes, *"Learners exposed to early second language instruction probably have some advantage in the very long run over those whose exposure begins later*.' Lennerberg (1967 in Bongaerts, T. 1991: 133) took the view that "Language *could no longer be completely successfully acquired after the close of the critical period between age 2 and puberty*." It implies that young learners have fewer barriers to study English. This study will investigate perceptions of how starting age affects English skills in EFL contexts.

d) What are their views about learning English as a lingua franca or Standard English?

There has been continuous growth of English usage as LF in the world with eventually, over two billion English Speakers worldwide (Kachru, 1985 in Kubota 2001:48). This led to numerous debates on the choice of native or non-native standard for English study (Jenkins, 2000 in Makaravo 2004:3). With the spread of English as a FL another question arose related to its interpretation and authenticity. Molave, *et al.* (1991: 117) suggested, *"Linguistic accuracy is less critical to effective communication in a second language than the accompanying para-linguistic and extra linguistic aspects."* The idea is useful in describing the parameter models of grammar, pronunciation, and lexis in English as LF. However, as the literature showed, Japanese students focus on accuracy in using English, which might be attributed to their academic needs or social-cultural factors.

e) What are their views about the use of the Direct Method in English class?

The method serves as a response to the Grammar-Translation method. For example, over hundred years ago, Francois Gouin had painful experience studying German when moving to Germany and memorized   a German Grammar book and returned

to find that his 3 year- old –nephew acquired fluent L1 while he failed to understand German. Series of methods such as Berlitz' Direct method were invented afterwards. (Brown 1987: 34-45). In Japan, the Direct Method has been influential. This question asks about the utility of the method in EFL contexts.

f) What are their views about the EFL goal of the native speakers' norm and the question of grammatical versus communicative language learning?

In the last two decades, " *the aim of EFL has changed from understanding the high culture of great civilizations to usages of the language for daily communication with people from other countries* (Byram 2008:6)" However, critics of World English such as Phillipson (1992) contended that dominant use of English language for global communication gives an imbalance of power. It implies a political dimension in language teaching. As the literature reviews reported, the EFL policy in Japan is vulnerable to the influence of the global spread of English around the world and its influence on national power (i.e. economic and educational). Byram (2008:29) considers that Japanese policy of EFL aims for economic purposes- investment in human capital. This question looks into the students' view on their pursuit of learning English and their needs of English in daily life.

Although Kubota (1998) said that an important goal of EFL is to meet the needs for internationalization, investment in English education in Japan is lower than that in South Korea and China (Hu, *et al.* 2012:353). A reason could be, as Kobayashi (2001:71) reported, due to lack of social need for the English language. Then, teaching native speakers' norm for university exams is not mirrored by the students' needs (Kobayashi: ibid.: 71). Mochizuki *et al.* (2008:11) agreed with Kobayashi (ibid) that it is not uncommon for EFL teachers to object to the effectiveness of the communicative approach in their large English class for students who have few

opportunities to use English inside and outside classroom. This study looks for the students' views on a learning goal of the native norm, which influences pedagogical choices.

g) What are their views about the relations between language skills and national interests?

The spread of English around the world is relevant to globalization. In this regard, Seidlhofer (2002) argues that a dichotomy of native and non-native speakers' norms of English in teaching is worrying because it has influence over political force around the world. It is clear form MEXT policy statement about 'Japanese with English abilities (as discussed in Chapter II) that there is concern in Japan too. This study looks into the students' views whether they think English language skill would affect national power balances or not.

Main research Question 2:   What are Japanese student's experiences in the EFL classroom?

h) What are their views about the perceived low level of Japanese students' language skills?

Inequality of English proficiency may arise due to socio-cultural influences. The use of systematic investigation is important to break out from established patterns of thinking (Strauss *et al.* 1990:87-89). This study does not apply quantitative measurements because the value of English study differs for each student and it is important to go deeper into their reasoning.

i) What are the students' views of their levels of English attainments, their attitudes towards and their opportunities for learning English?

Participants of this study have different educational backgrounds, which are education at schools; 1) in urban cities, 2) provincial cities, and, finally 3)

international schools. The question set to look for differences in their achievements as they themselves saw them, which includes the best/least proficient English skills as well as the attitudes of the students to different skills; and 2) toward their opportunities to acquire these different skills.

j) How did the students acquire their English skills?

During the interview, the author asked about students' painful or pleasant memories in the EFL classes. This question aims to identify contributing factors to attain English skills in three perspectives: 1) instruction, 2) classroom factors, and 3) social environment.

k) What type of English skills do students wish to develop further?

In this question, I will see how individual variables come into play to develop language skills and look for their present needs or perceived needs of English skills.

l)   What changes do they want to make in EFL classes?

The term 'changes' refers to the students' wishes to make changes over a long period of time (i.e. in the past, present or future) in English study in three respects: 1) teacher- student relations, 2) learning activities in which knowledge was developed , and 3) the learning materials .

3-c) Justification of the qualitative method

This study is an empirical investigation of the students' experience and perceptions of EFL via qualitative method using interviews. As to the research instrument of the interview, Kvale (1996:70) wrote, "*An interview is a uniquely sensitive and powerful method to capture the experiences and lived meanings of the subjects' everyday lives.*" Woods (1986) added that, an interview requires trust, curiosity, and unaffectedness. For example, interviewees faced with obscure questions or the interviewer's use of leading questions, would affect the reliability of the data. As Kvale (2007:24-8) demonstrated, the author will

try to use strategies to understand presentations without prejudice. The following section describes how the research questions were presented to the students at the interview.

3 - d) Linking the Interview Questions to the Research question

In order to make the interviews more friendly and relaxed, the current study has two sets of interview scripts; 1) research questions in academic form and 2) interview questions in vernacular form in table 2.

Table I-1.

Research question (Academic form)	Interview questions (Vernacular form)
EFL Principles	
1 a) What are their views about the use of the Monolingual Method?	1. What do you think about learning English by using only English Language? 2. Is L1 usage and translation helpful or hindrance in English classes? 3. What type of English dictionary do you use? 4. Do you use concordancer?
1 b) What are their views about advantage and disadvantages of NETs and NNETs?	1. Do you have any experiences of learning English from both NT and NNT? 2. How did NTs teach students? 3. What are the strength and weakness of NT and NNT? 4. Which of the two do you prefer?
1 c) What are their views about the belief 'the earlier, the better'?	1. Do you think that, by the age of leaving high school, you are better at English if you begin in elementary

	school or only in junior high school?
1 d) What are their views about learning English as a lingua franca or Standard English?	1. Should the aim of EFL teaching be to speak like a NS or to speak like a NNS?
1 e) What are their views about the use of the Direct Method in English class?	1. Do you think that only English should be used in EFL classes?
1 f) What are the students' views about the goal of EFL of the native speakers' norm and the question of grammatical versus communicative language learning?	1. What type of English do you want to learn? For example, do you prefer Standard English or varieties of English?
1. g) What are their views about the relations between Language skills and national interests?	1. Do you think Japan is losing power because of the dominance of English?
General Question for ice breaking	
What kinds of **experiences** do Japanese students have in EFL classes?	Please tell me about your learning of English, when you started, where you learnt, your feelings about it 1. When did you start learning English? 2. How long have you been learning English? 3. Why did you start learning English? 4. What are your experiences with English before entering schools? 5. What kind of good exposure did you have with English language at school

	and at home?
	6. How do you enjoy your EFL?
	7. What are the negative EFL experiences?
2a) What are their views about the perceived low level of Japanese students' language skills?	1. What do you think of Japanese students' language skills in general?
2b) What are the students' levels of English attainments, their attitudes towards and their opportunities for learning English?	1. How did you learn English at schools? 2. How did you study English outside classroom? 3. What kind of effort are you making to improve your EFL? 4. What do you think of your English skills? 5. What do you think you can do in English e.g. what can you read, what can you understand when people are speaking on TV etc.
2c) How did the students learn their English skills?	1. How did you learn your English skills?
2 d) What type of English skills do students wish to develop further?	1. What English skills do you want to improve or need now?
2 e) What changes do they want to make in EFL classes? (e.g. myself, environment)	1. How do you feel your English learning experience could have been improved?
Closing questions	
Where is English used?	Please tell me how do you use English in

	your life today?
	1. When do you use English?
	2. Where do you use English?
	3. With whom do you use English?
	4. How do you use English?

In order to elicit in-depth data from the interviews, the author conducted pilot studies in Durham to improve narratives and interview techniques. In what follows, I describe the process of the pilot study.

3-e) Pilot Study

A pilot study aims to practice interview skills and improve the interview questions to answer the research questions. For all interviews, before the interview recording started, the author explained the research background and the purpose of the research to the interviewees and delivered a consent form (appendix 1) for the agreement of the interviewee. In order to ensure accuracies in data, every interview took place in Japanese and was audio-recorded with some note taking. Interviews began by asking students' social backgrounds and recording started when I first asked about EFL experiences at schools (see appendix 52).

With the support of feedback from the supervisor, and with reference to the relevant literature, the interview questions were developed. In order to make interviews operational within limited time with little stress, the questions were re-examined and revised into eight main questions with sub-questions in three focus areas.

After preparing the interview questions, I began contacting Japanese students studying at the University of Durham. Two days later, I met the first interviewee and set up a place and time for the interview. Four individual interviews and one group interview were

conducted.

After the pilot studies were completed, the digital data were transcribed into the written texts. Later, I sent the transcriptions to interviewees for verifications of the interview content. One student pointed out one area where the report was different from her intention and added her explanations as to attitude toward English proficiency. These pilot studies became a good initial practice to reduce unnoticed bias or prejudice. Overall, I learned that it is important to construct a set of interview questions, which include common questions and give the interviewees equal time. Consequently, it helped to reduce any possible prejudice and increase reliability. The details of interviews are show in appendix 3.

The following reports the data from the pilot study, which is relevant for improving interview questions for the main study.

3 -f) Reflection on the pilot study

The third interview with two students at a fast food restaurant made us recognize how non-verbal components such as noise, seating arrangement and atmosphere affect the interview. The fourth interview was held at a university in Durham to pilot improved questions from a student majoring in economics. The male student was sympathetic and helpful to participate in a pilot study and the researcher was able to pilot not only improved interview questions but also interview skills and seating arrangement.

Following four individual interviews, I thought it important to conduct a focus group interview to exchange their views on the issues partly because she learned that some interview questions are salient to some interviewees but not for others. For example, NT and NNT are not important for those who have long overseas living experiences.

In the process of interviews, some students talked long (e.g. the third interview) while for

some others (e.g. the first interview), it was not easy to create a relaxed atmosphere. At the onset of the interview, the interview environment (e.g. seat arrangement and distance between interviewer and interviewees) affected the relationship between interviewers and interviewees. Toward the end of the interview, students became relaxed and talked more freely about the research topics. I tried to avoid leading questions. However, when an interviewee had a long pause, it was necessary to introduce some reference to literature to make the research topics familiar (e.g. more than half of English speakers around the world is NNT today). In addition, I talked about educational psychology and some lexical terms (e.g. self-efficacy and attribution) that were unfamiliar to the student. Then, it was thought that, the interviewees appreciated new lexical knowledge, which brought up their idea to answer the questions.

From the pilot studies, I learned to; 1) keep to the interview schedule; 2) describe a focal point clearly; 3) ask the same questions equally to every participant even when their answers were anticipated; 4) avoid unconscious leading questions; and finally, 5) use probing questions to confirm the interpretations. From these experiences, interview questions were improved to use for the main study in Japan. At the start of the interview, it was difficult to break the ice to share common ground due to a lack of mutual familiarity. Breakwell *et al.* (2008:236-7) wrote that explanations of research are important to encourage participation and provide confidence in answering the interview questions. In addition, it is relevant to explain why the interviewees were chosen for the research purpose.

After each interview, the order of interview questions was revised or added to and new questions were colour coded.   Although I had interview notes ready, these were not used during the interviews to create a better atmosphere. I also found it important to have at

hand more knowledge in theories of teaching and learning English (i.e. EFL principles), in educational psychology, and in the cultural contexts in learning English. It was thought that the students enjoyed talking about issues related to education psychology such as motivation, attribution, and self-efficacy because few students had opportunities to reflect on these ideas in their lives. After the data collection, the data were translated into English. During the whole process of the pilot study, the following issues were raised by the students; 1) usefulness of translation in EFL; 2) the importance of teachers' praise, a lack in English lessons in Japan, 3) burdensomeness of EFL textbook, 4) usefulness of stories readings in contextual texts, and lastly, 5) difficulties in choosing English teaching methods.

In sum, the interview worked unexpectedly well due to the students' openness and appreciation in learning English. The transcribed texts were compared to the notes taken. Finally, the order of the interview questions was improved to prepare for the main study in Japan. To be more specific, as shown in appendix 1 and 2, the interview questions were divided into three categories which each sub-questions were followed in order of students' experience, their views on EFL principles and psychological issues (e.g. motivation).

After all, from the five pilot studies, the author learned that a level of students' understanding of language study is associated with socio-cultural backgrounds as well as individual frames of ideas in life. It meant that a qualitative research method is useful to draw the hidden assumptions by examining the properties of individual experience.

4. Description of the Interview Process

Needless to say, this study was possible owing to the cooperation of gatekeepers. Prior to this study, I attended a workshop at a University where a Professor of Engineering, (i.e. the first gatekeeper) introduced his work. After obtaining consent from the supervisors, I sent an email to introduce the research purpose of this study and its design. The professor agreed to offer his help to get a permission to conduct a study at the university and to provide access to his students to participate in an interview. Then, a meeting was held at the University to discuss the plan for data collection with the first gatekeeper. During the process of data collection, the study required a few more participants. Then, I sent a mail to another professor (i.e. the second gatekeeper) to ask his help to find more participants at the university. He swiftly sent a mail to a PhD student studying English. Still, the study needed more female participants. I made a phone call to my friend (i.e. the third gatekeeper). Finally, the fourth gatekeeper was a participant herself who brought two friends. The following is the detailed description of this study. The following is the detailed description of this study.

4-a) Instrument

I had prepared a handout to outline the research purpose and a biographic data questionnaire as seen in appendix 3 and 4. At the beginning of the interview, I asked each interviewee to fill in their biographic record (e.g. location of the birth) as well as academic background (e.g. location of schools). Secondly, the main data were collected from open-ended interviews with the author note taking. Although this study did not look for quantitative data (e.g. agreement or disagreement toward EFL principles), some numbers naturally emerged as we shall see in the presentation of data.

The important basis for a good interview is interest, respect, a desire to understand and sensitivity to the narrator's feelings (Yow 1994) as an interview is influenced by the interviewers' personal characteristics including race, class, ethnicity, and gender (Denzin et

al. 2003). From the pilot studies, I had learned that an interview reflects an interviewer's character. In addition, an interview was a useful tool to capture the EFL experiences, which emerged naturally from the subjects' descriptions of everyday lives.

As to the interpretation of interviews, it involves personal factors (e.g. motivation, attitudes) that are not easily revealed in quantitative data. Interviews will provide formidable advantages to explore affective factors.

4-b) Participants

The participants were BA, MA and PhD students studying at three universities in Tokyo. It was the first time seeing the interview participants, thus it was possible to maintain neutrality and avoid bias. The participating students were from high status universities, which were chosen partly because they represent a wide geographic and social section of society. There were nine male and six female participants and all participants were Japanese citizens. In order to protect participants' anonymity and confidentiality, details of the location of the interviews and detailed demographic data will not be included. Also names of participants have been changed.

4-c) Data Collection

From the pilot studies, I learned that interview location affects data collection. Therefore, the interview locations were chosen to be inside the university compass except the one, which was held at the coffee shop in front of the university after the participant finished her experiment late at night. The two prime criteria for the selection were convenience and comfort. From the pilot studies, I found that it is comfortable to choose the location near the universities to generate discussions. As to length of interview, between one to two hours was the standard norm from the pilot studies' experiences.

The first interview was held in a meeting room reserved by the gatekeeper at the department of engineering. Unfortunately, recording failed for this first interview. At the start of the interview process, I found it difficult to stay on the topic and to make follow-up questions. Then, interview questions were revised with post-interview comments and notes. Gradually, the interview technique improved to stay on the same topics. After completing six interviews in the same location, the author encountered difficulties to find more participants. However, owing to the third gatekeeper, I was able to meet more female participants at the different campus of the university. The last interviews took place in September 2011.

Ultimately, every participant was articulate, answered the interview questions clearly, and expressed their opinions. Helped by the environment, every interview finished without external disturbance or restrictions. During the interview, notes were taken at minimum level to maintain eye contact. After the transcription finished, the transcriptions were sent to the participants for confirmation. Until the last interview was conducted, there was little time for data transcription. The process of transcription was conducted after I returned to Durham.

5. Data Analysis

5-a) Transcription and extension of the interviews

For the first transcription while still in Japan, I listened to the recording several times. Then, I checked the first transcription back against the recordings for accuracy and found that some interview questions were not asked from the two interviewees. This might have happened owing to the tight schedule. The two interviews took places late in the evening. Thereafter, in order to complete the interview, I wrote to the two students to ask for second

interviews and saw the students again. Finally, when students' answers were unclear in the interviews transcription, I sent emails to follow up the questions and all students except one replied to this email with gratitude quickly. The second transcription included non-verbal sign such as long pauses, smile, interjections, and tones. The translations were colour-coded and studied by taking notes until the final stage of the data analysis when reading literatures of communicative theories for reflection and interpretation of the data. Finally, with the help of the supervisors, three core themes were identified from the plethora of information, which will be described later. Although it took long to finish the transcription and translation, this time allowed me to become familiar with the students' comments and the delay in doing transcriptions did not jeopardize the analysis.

Finally, the interview data were disassembled into sections of key categories. The data set was read and reread to review the themes until no new information was found to reach theoretical saturation (Lincoln and Guba; 1985: 200-204). This means that the data analysis is continued until a point where no further new knowledge of information are yielded (Kvale 2007:44). Finally, during the process of the data analysis with the help of supervisors, three major themes emerged; 1) EFL experiences, 2) Teaching methods; and 3) Communicative skills in Japan.

5-b) Translation

I translated the data into English. The meaning in the data is reflected more strongly in the Japanese texts but it was necessary to use translations for the intended readers of this thesis. Pym (2003: 485) described that translation requires linguistic, cultural and professional knowledge. Fay and Davcheva (2011) wrote that a lack of fluency in English makes for further linguistic complexity in this situation. I revisited the text to improve the translation. To assure that no data was lost, I included the Japanese original in this work.

5 -c) Thematic Analysis

Breakwell *et al.* (2008:251) said that there are four ways to analyze interviews; 1) Categorical approach looks at data and establishes units of salient data; 2) Thematic approach examines categories emerging from the complex elaborated statements; 3) Network approach link themes which clusters with sub-categories and may form another categories; and finally, 4) Holistic approach summarizes the data where researchers describes the stories to draw meanings. The current study used thematic approach which involves a number of different elements that are habitually linked together (Silkinson, 2004a in *Breakwell et al.* 2008; 251). Thematic approach emphasizes similarities and differences between participants' views concerning the dominant themes (Breakwell 2008:270). According to Kvale (1996: 186- 196), the analysis involves a process ; 1) to structure the interviews and give the overview of the occurrences; 2) to show differences; 3) to make comparison with other investigations; and 4) to obtain code reliability. The interpretation of the data has two ways; 1) the *process explanation* to construct a theory to draw general laws and predict future: and 2) the *functional explanation* to explain reasons of how, as opposed to why, those explanations are not mutually exclusive to explain the same phenomenon (Breakwell *et al.* 2008:8). This meant that the thematic analysis emphasizes similarities and differences (Breakwell *et al.* 2008:270).

Analytic processes of this study involved two processes; the first step was "*open coding*" to select characteristics of the sampling phenomena by giving key words (coding) to classify the concepts, which break down the data and conceptualized each discrete event. The collected data was categorized (coding) with sub properties (causes) to explain the phenomenon with emerging dimensions.

The second step is the selection of the data that includes elaborated statements, which were

emerge from the interviews. The followings initial codes (themes) emerged from the interview data. These codes are useful to construct the theoretical framework.

Table III - 1)

Codes and categories found for students' experiences	
Codes	**Sub Categories**
EFL experience	
Beginning of English exposure	After the birth to nursery school Nursery school to kindergarten At primary school At junior high school At senior high school At higher education Memory span
EFL experiences in Juku	EFL in private class or institutions for cultivation EFL after returning to Japan from expatriate life Private lessons
EFL at Yobiko (preparatory school for entrance exams)	To prepare to enter the private junior high school To prepare for the university entrance examinations
Entrance examination for university and English skill	How students prepared for the entrance examinations? When did the students developed the high level of English?
Teaching	
Students' views of textbooks	The contexts of junior high school textbooks

	The contexts of senior high school textbooks
	The contexts of textbooks at Juku
	How students used the textbooks
Teacher-students' relationship	Good EFL memory
	Bad EFL memory
Teacher factors	At junior high school
	At senior high school
	At *Juku*
	Good teachers
Communicative skills in Japan	
Role of communication in EFL	At work
	At school
	With friend
	At home
	Self-efficacy
How do you use English now?	Proficient skills
	Motivation
Language and power	Authenticity
	Interpretation

Finally, in line with the constructivist paradigm, the author read and reread transcriptions to identify the important themes. The opening codes were useful to generate codes, to compare and contrast EFL phenomena, and themes naturally emerged. For example, the students reported their anxieties to learn English at school. To contrast, a senior student who began working for the trading company recognized peer pressure as a motivator to work harder. The approach allows topics unknown to researchers to emerge from the data.

5-d)   Credibility, Transferability, Dependability，Conformability

In qualitative inquiry, the conventional criteria of internal validity and external validity fail because the inquiry lacks generalizability (Lincoln and Guba; 1985:43). However, these

criteria are also important in natural inquiry and counterpart criteria are needed (Lincoln, and Guba; 1985:218). They suggested the term '*trustworthiness*' to replace the conventional criteria of internal validity, external validity, reliability and objectivity. "*Trustworthiness*" means whether an inquiry can persuade his or her audience that the findings are worth paying attention to (ibid.: 290). It involves "*truth-value*," "*applicability*," "*consistency*," and "*neutrality*" (ibid.: 290). However, in natural inquiry, these four axioms are inevitably flawed because "*true value*" resides in individual' minds. Consequently, naturalists replaced the conventional criteria of validity and reliability with the four terms; 1. *credibility*, 2. *transferability*, 3. *dependability*, and 4. *conformability* (ibid. :300). Lincoln and Guba (ibid.) introduced several ways to ensure these criteria.

Firstly, "*credibility*" is ensured by prolonged observation. However, distortion of the data, or misinformation might arise during the process of long inquiry (ibid.: 301). Then, investigators must decide whether misinformation has occurred. In addition, investigators need to establish "trust" to ensure that interests of the respondents will be honoured as much as those of investigators (ibid.: 301-2). Secondly, "*persistent observation*" would reveal characteristics that are relevant to the inquiry (ibid.: 304). Thirdly, "*triangulation*" makes the data trustworthy, which has two ways; using different designs or different modes of data collection (Lincoln and Guba; 1985:306). Finally, the use of different investigator or the use of multiple theories is effective to ensure "credibility."

Secondly, "*peer debriefing*" i.e. talking with others about the interpretations, in this case with supervisors of the thesis, is the second technique to establish "credibility." to (a) probe the data, (b) test working hypothesis, (c) discuss methodological design; and (d) ensure good judgments of an inquiry.

Thirdly, "*negative case analysis*" means a process of revising the hypothesis with hindsight (ibid.: 309). The revision does not mean a previous inquiry is unaccountable but

negating instances are studied (ibid.: 311). Kidder, (1981:244 in Lincoln and Guba; 1985: 312) suggest that negative case analysis is to qualitative research as statistic analysis is to quantitative.

Fourthly, "*referential adequacy*" means the use of recorded materials to provide benchmarks for the data analyses and interpretations (ibid.: 313).

Finally, "*member checks*" means that the data will be checked by the stakeholders.

In sum, creditable findings will be produced by prolonged engagement, persistent observation, and triangulation. One might suggest spending much time in the embedded situation. However, it may cause person distortion and overreaction (ibid.). This study utilized data transcription, the use of multiple theories and participants' checking of the transcripts to ensure credibility.

Now, "transferability" implies external validity in conventional criteria. However, the naturalist set out working hypothesis within a given contexts in given time. Therefore, transferability is not included in naturalists' inquiries. Then, "*dependability*" implies that the participants will be satisfied that they are not victims, involves examining the record's accuracy, and finding that the data interpretation and recommendations are accepted (ibid. 318). Finally, "*conformability*" means that findings are logical, and have clarity (ibid.: 327). In sum, '*truthfulness*' requires the establishment of balance of fairness and ontological authenticity.

Kvale (2007:123-124) explained that validation of natural inquiry is embedded in every stage of the construction of knowledge, which involves constant checking of research questions and theoretical interpretation. In order to ensure the four criteria to ensure

credibility, the data was transcribed into written text with verbatim description, the text was reread and examined to increase translation readability and the copies of written texts were sent to the participants. In all, I tried to give all participants equal hearings to reduce prejudice and construct consistency.

5-e) Ethical issues

'Informed consent' suggests the subject will receive careful and truthful information about the research and a researcher receives consent. Confidentiality means subjects' right of identities and his/her privacy protection Fluehar-Lobban (1994:7) suggests that some participants refuse to sign the informed consent. On the other hand, Wax (1995 in Denzin and Lincoln, 2003: 412) argues that the strict adherence of informed consent makes fieldwork impossible. In addition to the consent, Yow (1994) suggests to receive a signature on a release form of information. Clearly, an ethical issue, informed consent has also legal ramifications when it helps to prevent misuse of private data. Usually, the social science professions encourage open and public dissemination of the research findings. Other ethical codes include the permission to use tape-recording or the degree and nature of researcher's involvement at the scene of research. (Denzin & Lincoln 2003)

From the outset of the study, ethical issues were considered both in regard to privacy of the participants as well as the effect that the outcomes may have on them. Prior to the study, The Durham University Ethics guidelines was noted and adhered to. I applied for a research approval from the Durham University Ethics Committee. Participants were given anonymity and confidentiality. Consent to use the information was obtained from the participants. I also obtained permission to conduct research from requisite authorities in Japan.

IV Data Analysis

Introduction

In the Literature Review, we have reported on concern about the level of English proficiency in Japan. However, little has been said on this from the perspective of learners. The author surmises that these bleak views ignore socio-cultural perspectives. This study aims to examine English as Foreign Language (EFL) learners' experiences on various aspects of their learning (teaching, psychology, and their culture views) through qualitative data from semi-structured interviews to analyze the situation and specific factors, which they think to be important in the language-learning context. The participants in this study came from different school systems, which included private, public, and integrated schools. In this study, an integrated education refers to a school, which has kindergarten to higher education.

This chapter analyzes Japanese students' views on the EFL principles, which have been used in the past around the world and in Japan and their EFL experiences. The overall goal is to examine the feasibility and practicality of these teaching principles from learners' perspectives and to get some implication for EFL in the future.

The organization of the data analysis is as follows:

First, I will report the results of the interviews about seven English teaching principles in the following order: a) English only class, namely the monolingual method b) The students' preference of NETs or NNETs, c) The students' views on early education of the language d) The students' preference for learning of EFL or Standard English, e) The

students' views of the direct method f) The views of the native speakers' norm, and lastly g) The views on the role of the English language in the international power balance.

For the second main question, the author asked students views on Japanese students' language skills in general, more specifically: h) The students' achievements in English skills i) The learning process of English j) The English skills that the students further wish to improve on k) The students wishes or needs for change in the Japanese EFL arena.

In addition, in order to find the implications of personal characteristics (age, gender, type of school, academic performance) and the students' psychological dispositions, the author asked the following questions to identify variables to deepen understanding of the students' views.

- ➢ What are their motivations for learning English?
- ➢ What are their goals of their EFL learning?
- ➢ What do they attribute success and failures to?

Let us now start the data analysis of the use of English only instruction at Japanese school.

1 - a) The use of the Monolingual Method

Recently, constructivist theory has prevailed in language teaching and learning which focuses on learners' interactions with other people and environments. The monolingual method originated from this belief in forging communicative skills by using the target language. Teachers and learners naturally adjust to construct meanings and develop their language skill. During the interview, I asked about students' experience and their opinions about the monolingual method. The result showed that two students supported the method while seven students disagreed, and five students had mixed views and saw advantages and disadvantages. Very few students had in fact experienced the method. This section opens with the data from a student (1) who had mixed views. Within each section, students are

numbered consecutively to be able to refer to different views within each topic. Each quotation is followed by an abbreviation of the name to preserve anonymity. The first student (1) had English only classes at her private school:

> I learned English by the monolingual method at my junior and senior high schools from both NETs and NNTEs. The students naturally adapted to English-only classes, and they took it for granted. Gradually, when we advanced to higher grades, students started to prepare for university exams. Then, at senior high school, teachers began using Japanese for explanations and Japanese was easier for students to understand cognitive meanings and their translation. For example, a teacher would explain, "This word is used in another word in Japanese to reflect its contextual meaning. That is why the translation would be this way." In English-only instruction, the students only understand the surface meaning and fail to develop logical understanding. A teacher explaining in Japanese is more persuasive to understand grammar rules and its applications than in English. Therefore, it is rather hard to choose the language of instruction. In reality, it is important to have both monolingual and bilingual instructions.
>
> 中高は Monolingual 方式でしたので、日本人の先生も英語で授業をしていました。それは身についていたので、それはそちらのほうを自然に受け入れていたんですが、大学に入ると、あと高三になると、ちょっとはっきり覚えてないけど、高校の受験を意識する授業し、日本語を使うようになり、細かい細かいニュワンスの違いだったりするのを説明するのは、日本語のほうが判りやすかったです。例えば、こことここの意味は日本語ではこういう風にはこう違うので、こうなるということをしっかり理解できる。英語だったら感覚的に受け入れてしまう、しっかりと論理的に理解することが出来ない。日本語で文法の授業だと細かいことがしっかりと理論的に理解できることが出来るので、どちらも使い分けかなと、どちらが絶対ということはない、両方あっていいと思います。どっちが絶対ということはないと思います Ms. Hi

This student (1) learned English by the monolingual method at her private school and was neutral in her view. It is useful to note that many private integrated schools have their own school goals and most students at this type of school are from affluent families. The general point the student is making is that use of the monolingual method prevents learners from getting a thorough understanding of grammar etc and meaning - and so although she

says students adapted naturally to this method, it has this weakness and therefore both monolingual and bilingual methods are needed. This corresponds with the two goals which MEXT (2011) pursues communicative skills at junior high school and accurate reading for university entrance exams at senior high school.

Another student (2) also took a mixed view but pointed out the lack of feasibility in the monolingual instruction:

> Let me see, the idea would be rather good. But I worry whether beginner students would understand English fully if a lesson takes place in half measure. A lot of effort is required. Then, I could not understand English at the beginning level. It takes time for students to learn English by only English.
>
> そうですね、まー、いいとは思いますが、ただ、えーと、中途半端にやると判らないかなと、大変努力が必要だと思います。やっぱり最初の方は判らなかったので。ある程度、長時間やらないと判らないと思います。(Mr. Ka)

This student (2) took the view that Japanese schools are not ready to use the monolingual method. For example, there is a lack of competent teachers for English - only class. Then, he focused on the problem of understanding which the first student had commented on: the students may not understand the contents if it is only in English. Finally, he said that, it takes time to promote the method and, since the classroom time is limited, the efficacy of the monolingual method may be obstructed by a lack of teachers' readiness and students' proficiency levels.

Another student (3) attended an international school and was also uncertain:

> Let me see…How I shall say. The suitability of the monolingual method depends on students' ages. I was only an elementary school student when I began studying at an international school in English. I am not sure if I was able to understand grammar concepts at that time. However, I was able to be familiar with learning English. In Japanese junior high school, it is good to mix both bilingual and

monolingual. (Ms. To)

そうですね、うーん。年齢によると思いますね、向き不向きは。私が英語を英語だけで習っている時はまだ小学生でしたので、文法をその時点で習って意味があったかどうかというのは、疑問ですし。ただ、英語に対しての親しみが持てたという事は、英語を英語で習えたのは親しみを持てたという意味で英語を英語で慣れえたという事がプラスに働いているのですけど。中学校になったら混ぜて半々がバランスがいいのかなーと思います。

This student (3) began attending an international school at the age of six and agreed with student 1 that she adapted 'smoothly' but she also agreed with students 1 that students at early age do not understand the logic of grammar. She does not say if this is a problem in the way, that student 1 does but she agreed that both methods are necessary as with both previous students. This student and the others seem to believe that, at elementary school, the monolingual method might be better for learning language - an issue we shall discuss under research question 2.

Now, the data analysis turns to students who agreed with the method. The next student (5) described her view from a socio-cultural perspective. Even though she begins by expressing a reservation, she goes on to express her support for this approach:

It is hard to agree that the monolingual method is good way to learn English. Nevertheless, English only instruction is suitable especially for Japanese students who are shy to practice English. Students tend to use Japanese language whenever it is available. It prepares Japanese students to attend NETs' class. Japanese students tend to use English to understand English. Japanese society is very conservative to people from different cultures. Therefore, I wonder how many students can help foreigners in trouble by saying "*Can I help you*?" When I was in China as an intern student, I could not speak Chinese well, but many Chinese people helped me. In the research room, Japanese students work with exchange students. But I think that Japanese students would be reluctant to mix with foreigners outside Japan. It is only a matter of time to get used to mixing with foreigners.

べきというのはどうも――。私はとくに日本人に対して英語だけ方がいいと思います。特に日本人といったのは、Shy な性格があるので、日本人には英語で話した方いいと思います。といういうのは日本語が通じると思うと日本語を使ってしまうという安心感があるので。外国人の先生でどうしても英語を使わなければいけないという時に役に立つと思います。判らなければ辞書を引いて調べようとしますから。日本は外から来た人に対し、閉鎖的な社会だとも思います。だから外国人が困っている時に、'can I help you "といえるかどうか。例えば中国だったら、私がインターンに行った時も、まだそれほど中国語ができなかった時でも、結構、皆、世話をやいてくれるのです。うちの研究室は比較的に外国人と一緒にいるという風潮がありますけど、外国に行った時に、積極的に彼らと話できるかというとやはり知りごみをしてしまうと思います。慣れてくれば、時間が出来るのですけどね。(Ms. Ku)

This student (5) visited China and France for her internship, and agreed that the monolingual method is good for Japanese because of their reticence. She implies that because Japanese students are shy and Japan is a conservative society when dealing with foreigners, they would benefit from the English-only class. In another part of the interview, she described the psychological sensitivity of Japanese students as compared to students in China and France and wished that the students would increase their communicative competence by the monolingual method. She seems to imply that the method would change students and make them less shy.

Another student (6) talked about her experience in Arabic language class and contrasted with her experiences of learning English:

From my experience, one American lecturer from a protestant church taught English conversation by the monolingual method, whereas NNETs teach English reading and translation by using Japanese. I think monolingual method is better to improve English, but it creates gaps between fast learners and slow learners. The monolingual method is more difficult in small class. I have not attended English classes by the monolingual method before I entered university. Now, I attended an Arabic language course by the monolingual method. Today, when students do not understand a meaning well, the teachers use gestures to understand meanings and it helped the students to keep learning in long-term memory. The monolingual method would take a longer time at higher cost. However, the monolingual method would be an effective way to learn a language naturally.

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私の経験からは、英会話だけはアメリカのプロセステスタントチャーチから来ているアメリカ人の先生たちがすべて英会話をやっていましたが、英語はほとんど日本語で授業というスタイルですよね。私は Monolingual のほうが延びると思いますし、生徒間で差が出てしまうと思います。すごく人数が少ないと難しいと思います。大学に入る前、私自身は完全に英語だけの授業というのは出たことはないです。アラビア語の経験が混じってしまいますが、アラビア語は今日のクラスも Native のクラスの授業ですが、意味が判らない時は Gesture などを交えて教えてくれるなど、言葉がわからない時、言葉がはっきりと印象に残ると思います。きめ細かくやるのはコストがかかってしまうと思いますけど、そういう風にやったら日本の人はもっとこう自然に英語がしゃべれるようになるかもしれないと思いました。(Ms.Ho)

This student (6) agreed with an idea of other students (1 and 2) in that English-only instruction is not always easy for students to understand contexts. However, she supported the monolingual method because it would improve English proficiency with increased exposure to English. Interestingly, she supported monolingual class in large class in that the students are passive learners whereas in small class, the monolingual method creates gaps in the level of understanding between beginners and advanced learners of English. Then, contrasted with other students (1.2), she had more positive attitudes to the introduction toward the monolingual class, because she was impressed by NETs versatility by using gestures which made students understand what is happing in the class and helps lift the students out from anxiety and dismay in English only class. Ultimately, she supported the monolingual method in higher education.

The next student (7) described advantages of the method:

I think the monolingual method is useful because we can learn how to think in English. It is difficult to speak English unless we change our cognitive mode into English. However, at the university, many students have to think in L1 first and change to L2. Meanwhile, it is rather difficult to switch two languages at a time. Let me see...But NETs do not use Japanese in class. So…I still think it is more comfortable for students to have a mother tongue When I was learning French in England, I felt it more comfortable if a French teacher spoke some English in class. For example, when a teacher asked the students "*Do you have any questions?*", even if someone had a question, he/she would not know how to ask the question in

English or they would be caught in fear that if he made a language mistake, other students would correct his errors. Thus, the monolingual method would compound the fears of the student.

それは、やっぱりある意味では有効だと思いますね。なぜなら、英語ですべてやれば、英語で思考することが可能になると思います。でも大学で行って思うんですけど、大体の人はやはり一度、日本語に直さなくてはいけないと思うんですよ。直してもう一度英語に変換しなくてはいけないんですが。そうすると、英語で全部やっても、根本的に思考法を変えないと英語が出ないですよね。うーん、でもＮａｔｉｖｅの先生は日本語ができないですよね。だから、うーん、でもやはり日本語があった方が安心出来るのではないかと思います。うーん、でもやっぱりフランス語でやっている時、やはり少し先生が英語でしゃべってくれたら心強かったなと思いました。やはり、日本人先生がずっと英語を使っても不安だし、逆に何を言っていいか良くわからないと思います。例えば先生に「質問ありますか。」と言われた時、本当はあるのにそれはどうやって言っていいかわらないとか、自分が失敗したら、みんなに何か言われるとか、と思っていてなかなか発言できないとか、やはり恐怖心が、monolingual だと生まれると思います。(Mr. Ta)

This returnee (7) learned French in the U.K. and described an advantage of the monolingual method in that students are expected to think in English in the monolingual class and it would be better not to switch. However, he worries that students would be placed in fear in English only class to ask for help in the class that inhibits effective learning. Japanese students' reticence may be present in class with students with different English proficiency. It implies that the students learning would be muted with anxieties. However, in another question (e), he described English only class in the direct method and said that English only instruction would be difficult for public school at early age, but suitable for advanced learners for higher motivations and goals. It implies that advantage of the monolingual methods run in proximity to its disadvantage.

Hereafter, the data analysis will turn to look at the students' views who mainly disagreed with the monolingual method.

The next student (8) pointed out the importance of fairness:

I am not in favour of the monolingual method. Because it will widen gaps among students and it would be more damaging than helpful.

やはりそれは、その、自分はそういう考え方は好きじゃないです。そうなると出来る人と出来ない人の格差が広がる

というか、それが危険というかそうなる可能性があるというか。(Mr. Ha)

This student (8) learned English for the first time at Junior high school and said that the monolingual method is not good because it would widen the gaps between learners. The implication seems to be that teachers would not treat students equally, which creates discrepancy between fast learners and slow learners. He implied that levels of English proficiency differ in school. Parents send their children to private language lessons and prepare children for competitive academic environment while some others' English exposure is limited to EFL at school. It may imply that the monolingual class has relation with socio-cultural perspective.

For the monolingual method in beginners' class, a student (9) disagreed by talking of its lack of efficacy:

> The monolingual method is inefficient. For instance, we look at '*apple*'; we will know its meaning at the first glance. In turn, it is difficult to contextualize texts without Japanese explanations. Therefore, it is more effective to give meanings with verbs and nouns in Japanese. I am in doubt to expect noticeable progress in only English. Nevertheless, the monolingual class could be effective to a certain extent.
>
> Monolingual method は非効率だと思います。例えばりんごを出されて、「りんごだ」とすぐわかっても、多分見た瞬間にりんごだと頭で思っているのですよね。日本語を介入しないで理解するのは難しいと思います。であと、なにか、名詞でも動詞とかでも日本語でぱっと言ってしまう方が効率的だと思うので、英語だけだというのはどうなんだろうと思います。ある程度は良いと思います。(Mr. Se)

This student (9) said that it is faster to explain in Japanese for young learners. He also said that it is difficult to understand concrete ideas without the mother tongue, a theme we saw above even among these who were mainly in favour. Therefore, he implied that mixing both Japanese and English makes meaning more explicit.

The next student (10) talked about mismatch between different cultures:

> At school, English only instruction...At junior high school it is difficult to learn a new language in monolingual method because students do not have any linguistic

knowledge to understand English. I worry that English-only class would create mismatches. What shall I say...? I mean that English language conveys different feelings from Japanese language and that it is difficult to understand English without using our mother tongue. Hence, I do not prefer the monolingual method.

学校で、あー、なるほどなるほど、中学校という意味で、あの、いきなりまだ下地の準備できない段階で、English Only というのは、なかなか、やはり、ミスマッチとかも生じるのではないかと思うのですけど、あのー、やっぱり感覚というのが、日本語の感覚と、例えば英語の感覚というのがあると思うのですけど、それがどう違うというのは、やっぱり日本語を使わないとなかなか理解できないと思うので、そういった意味では、頭でっかち、English Only というのはどうかと思います。(Mr. Ot)

This student (10) also focuses on the difficulties of understanding but adds the idea that the languages convey different feelings. However, he added that different language conveys different meaning which supports linguistic externalism (i.e. Sapir-Whorf hypothesis) in that language control thoughts. Thus, he considered that the monolingual method is not good for compulsory education. In order to improve these situations, another student (11) suggested:

Let me see... if a classroom goal is to develop output skills (i.e. speaking and writing), the monolingual method is suited. In this case, teachers need to give students reminder notes in Japanese (e.g. test schedules) to avoid possible miscommunications. I guess that an efficacy of the method depends on learning goals. If the goal is input skills (e.g. grammar, pronunciation), it is more efficient to use Japanese explanations.

うーん、Output が目的の授業でなるなら、すべて英語でもいいのですが、テストの日程とか、そういう重要事項なら、日本語で文章化して配るなりする必要があると思うのですけど、でもそのほかのところ Output が目的であれば、すべて英語で良いと思いますけど、Input が目的ならやはり日本語を使ったほうが英語の理解が早くなると思うので、目的にもよると思います。(Ms. No)

This student (11) said that the feasibility of the monolingual depends on the goal. He suggested that Japanese explanations are more effective to provide receptive skills (i.e. input skills in his term). Then, he referred to a need of 'reminder note' in Japan to ensure students' levels of comprehension and interpretation. By contrast, the other student (12)

said:

> The monolingual method is difficult for beginners to understand English meanings. Therefore, memories become fuzzy and difficult to store in a long-term memory. Therefore, explanations in students' mother tongues are important. Indeed, translation is important as well.
>
> そうですね。英語だけだと、上級レベルはいいと思うのですが、特に初心者は例えば文法を習いだした人だとか、理解が曖昧になってしまうと思います。それは記憶に残りにくいですし、例えば自分で文を組み立てた時に、やっぱり障害になると思うので、最初は、母国語の補助というものはやっぱり大事だと思います。(Ms. Za)

This student (12) began learning English at her primary school and said that the challenge of using English all the time in class is too ambitious. She offered some support for some other students' views in that the learners would fail to understand learning context fully in the monolingual classes, and that this factor likely to decide the levels of students' linguistic knowledge which it is assumed to be a lack of knowledge for later use. Therefore, she recommends teaching English through a mother tongue to build concrete understanding. She might indirectly imply that it is difficult to develop language skills at school by the monolingual method.

Summary

This section asked the students' opinions about the monolingual method. The data showed that few students had attended schools that used the monolingual method in their compulsory education. However, during the interviews, students were aware of the advantages of using the monolingual method that includes extensive exposures to English and opportunities to use English for students who tend to suffer due to their culturally inherited reluctance to use English. Nevertheless, few students expressed trust in its applicability of English only instructions. The reasons includes 1) impracticality (i.e. lack of teachers, large size class, and students' insufficient comprehensions skill), 2) inefficiency (i.e. it's faster to explain mother tongue) and 3) impracticality (e.g. a shortage of English lessons), 4) misunderstandings may take places between speakers of different

language and cultures or among students with different language proficiencies. In addition, 5) students cannot check accuracies of their understandings. Students' memories become unclear and they fail to develop skills to contextualize the knowledge into different situations. Lastly, 6) Japanese students preferred to have a comfortable atmosphere in the class and thus errors corrections become problematic in the monolingual class.

The data suggested that the monolingual method, in most learners' opinions, is good for elementary school when students are less self-conscious and enjoy using English in class. Gradually, students prefer to have both Japanese and English instructions to ensure accurate understanding.

1 - b) About the advantage and disadvantages of the native English teachers and the non-native English teachers

Due to the spread of English in global communities, English teachers from native speaking countries (henceforth NETs) are invited to many Asian schools to improve students' English ability. NETs are considered better because they have high communicative skills. The vast majority of NETs in Japan are Westerners and approximately half are Americans (Parmenter, 2000:13). This section explores the students' views of L2 learning from NETs, non-native English speaking teachers (henceforth NNETs), and their preferences including their advantages and disadvantages in English learning. For this study, the term NETs refers to teachers who use English as their mother tongue or first language whereas NNETs is used for teachers who acquired or learned English as an additional language.

The result indicated that four students agreed that learning from NETs is better while four students disagreed. Six students had mixed views and explained strengths and weakness of

NETs and NNETs. In line with other research questions, this section starts from students whose views were uncertain.

The first student (1) is clear in using the phrase "regardless of their nationalities."

> I prefer pair teaching with NETs and NNETs regardless of their nationalities. NETs are able to demonstrate English appropriately. However, some ideas of NETs are difficult to understand for students because they are derived from the culture and taken for granted by NETs. By contrast, NNETs' sometimes use deviant English in grammar, but they understand students' difficulties in interpretations and explain it clearly in our mother tongues.
>
> エーと、理想としては、Native の方と日本人の方、いや、別に日本人に限りませんが、Non-Native の方と二人ペアーというのが理想ではないかと思います。弱さとしては当然のことながら、NNETs の場合 NETs に比べて、英語を使う量が少なくなってしまうので、例えば、ちょっとした文法の間違えが発生してしまうことがあります。長所としては、エーと、NET の方は例えば、Native Speaker にとっては当然なことであっても、Non-Native Speaker にとっては当たり前でないことがありますので、そういうことに気づいて、正しい説明が出来るということが Non－Native の方の長所ではないかと思います。 (Mr. Su)

Firstly, this student (1) described advantages and disadvantages of NETs and NNETs and, then he said, he preferred to have both NETs and NNETs in a class. One of NNETs' weaknesses is inability to have native-like competence to perform the language. However, he said that, NNETs have an important role to help students to understand contexts well. Secondly, the student pointed out the importance of cultural dimension. He implied that L2 teaching does not rely solely on knowledge of language but also cultural knowledge. In a way, it is very challenging to communicate with English speakers without knowledge of their culture. It is rare to hear English spoken in daily life in Japan and it is not easy to have many opportunities to see many different cultures. This student described the strengths and weaknesses of NETs and NNETs. Then, he supported to have pair teaching in a class. Meanwhile, pedagogical consideration in relation to the contrast between NETs and NNETs are less important in teaching said another student (2) who described teachers' personality as more important than whether they are NET or NNETs:

It depends on the personality. Good teachers are good because of their personalities rather than native-ness or non-nativeness.

それも人によると思います。Native の先生が一番いいとは思いません。（Ms. Za）

The student (2) believed that *'ningensei'* –humanity- is vital for teachers to develop a good relationship with students. Language learning is unique in a sense that language teachers' influence on learning is seen to be much more significant than those of other subjects' teachers. She continued.

NNETs know the concept of *'language'* by comparing the two languages. For example, NNETs can explain grammatical rules better than NETs because they know differences between Japanese and English. In contract, NETs can perform English with native pronunciation with colloquial flair. Virtually, quite a large number of NNETs' English pronunciations are bad and students pick up these bad examples while NETs tend to continue their lessons without checking students' levels of understanding the contents.

NNETs の長所は言語を捕らえる概念を学ぶことができるという長所だと思います。例えば、動詞とか形容詞とか、言語が何かと考えるのが長所だと思います。NETs の長所はどうしてしゃべっているか、彼らがどうやってその英語を使っているのかを体感することが出来るので、実際にそれを学んで、自然に出来るようになると思います。NNETs と時には、やっぱり発音が悪い先生もかなりいて、それを私の後について発音してみましょうとか呼んでみましょうとかいうことがあって、その悪い発音を無理やりに教えているようで。NET の先生はこちらが完全に理解できていなくても授業が進んでしまうとか、理解できているかどうかを確認しないままに授業が進んでしまうところがあると思います。（Ms.Za）

Early on, this student (2) agreed with the previous student (1) in that NNETs can explain difficult points (e.g. syntactic and semantics) by using their L1 and L2 knowledge. Secondly, she appreciated NETs' presentation of authentic English, which becomes models of learning. In this regard, she pointed out NNETs' inappropriate model of English pronunciation and she worries that deviant pronunciation by NNETs would become models for the student. She implied that Japanese students have the desire to speak like a native speaker. Although the students wish to learn native-like pronunciation, in the communicative approach, students are apt to be provided with phonetic categories in

continuous mode (i.e. pronunciation in contexts) rather than subtle exceptional training of phonetic contrasts. Thirdly, she said that, during lesson, NETs tend to fail to assess students' level of understanding that makes students difficult to have individually tailored feedback. It may imply that NETs class is designed to provide communicative skills (e.g. fluency) in earnest rather than analyzing accuracy of English (e.g. grammar, pronunciation). Certainly, whether authentic uses of NETs's English would be distractive or helpful might depends on levels of English proficiency.

When discussing connected issues of humanity, another student (3) said:

> I felt repugnance toward NNETs. Firstly, except NNETs who teach *Jyukeneigo* (English for university exams), NNETs tend to have more pride. It might be a good thing, but I accept it if the NNET has good phonic skills. NNETs appeared to be confident without much of these skills and some NNETs are intolerant of students' language errors. Of course, if a student cannot fix it after a lot of help, it is the student's fault. Unfortunately, language skill is unlikely to emerge so early. I have heard many students complaining that even if speakers of the same language fall into errors, they do not understand why NNETs gets angry with students for L2 language errors. From my experience, students with low proficiency tend to face anxieties to use English in class. Students need to feel comfortable in immediate situations to use the language. I do not know why it happens. It is good enough to express ourselves comfortably in language class. If we have negative feelings, we tend to have negative feelings toward it (i.e. English study).

> 私は特に日本人の外国語の先生に嫌悪感を持っています。受験英語を教えている先生以外は、まず第一に英語の先生は自分のことに自信を持っている先生が多くて、それはいいことではあるかもしれないけど、すごくきれいな発音の先生だったらもちろんそれはかまわないのですけど。自分が出来るという気持ちを持っている人が多いので、自信とは違って、優越感を持っている先生が多いので、一部の先生は、生徒がちょっとミスしたときに非常に怒ったりするので。それはもちろん、何度、いわれても直せないのは生徒のほうも悪いと思いますが、でも言語の性格上、すぐに直せるというものでもないと思うので。日本人同士で話していたら、言い間違いもあるので、どうして日本人の先生に Native ではない先生にそんなに言われなくちゃいけないのかということをよく、そ

ういうことをちらほら耳にします。 どうも私の周りにいた日本人の先生の話なんですけど、あの、そうも出来ない人って言うのは、特に英語なんかだと劣等感を持ちやすい。どうしてか判りませんが。言語という特性上、話している時に気持ちよく話せればそれでいいわけですね。逆にちょっとでもいやな気持ちを持つと、逆にものすごく、嫌悪感を持ってしまうと思うんですね。(Ms. Ku)

The student (3) agreed with the previous student (2) about NNETs' weakness in that NNETs lack linguistic and performative competences. It may suggest that NNETs choose to teach grammar rather than pronunciation. Secondly, she is in agreement with the previous student in that the character, humanity of teachers is important, and she says that NNETs are intolerant to students' lexical errors in oral tasks in class, which are unavoidable and acceptable to practice English. She said that it is depressing to receive error correction by non-native speakers of English who are not fully competent in using authentic English. It appears that different criteria are used to define a good teacher between NETs and NNETs. Thirdly, she pointed out that NNETs have insensitive attitudes (i.e. superior complex) would de-motivate students and affect their self-efficacies. This implies that, first, it is important to create comfortable atmosphere in language class.

Then, she (3) further claimed:

Nevertheless, I do not think NETs are always the best to teach English. NNETs have the same learning experience with students. Conversely, NETs have faster reactions to students and teach appropriate use of English. I learned English from a linguist from Switzerland who is NNETs. I trust his view of a language as NNETs. I consider that NNET' view (e.g. Swiss) is important.

最もいいとは思いません。日本人の先生はご自身が発音などで苦労したとかいう経験があると思うので、日本人の先生は必要ないとは思いません。ただ, あの、一緒でない方がいいと思います。例えば、会話だったら NET の方がいいと思います速度が速いのですし、こう時はこういう使い方をしないよということを教えてくれるので。ただ言語学者の先生から伺った事ですが、彼も native ではありませんが、でも彼の英語がすみにおけないかとそんなことはない；今まで習った先生のなかでは、Non Native の先生の中では一番信頼できると思います。そういう意味では Non Native Speaker の見方は必要だと思います。(Ms. Ku)

She valued teachers' knowledge of English and Japanese languages by referring her experience to learn English from multilingual speakers (e.g. NNET).

Another student (4) reinforced the advantages of NETs:

It is good to meet NETs in the class because it is not only for pronunciation but - rather as an experience to meet native English speakers. Then, students will know that it is OK to talk to English speaking people and these experiences at school provide positive effects on students' willingness to communicate in English and understand different cultures in the future. If only NNETs teach English, one day when we become adults, it is difficult to talk to foreigners in English despite grammatical competence that we have. Intercultural communication is scary because it requires experience of the world. Therefore, it is good to learn from both NETs and NNETs.

目的には言語というよりも、Native のその人種の、その方がそこにいらっしゃるわけじゃないですか。発音とかじゃなくて、Native というかたという、その人がいるという、それが一番重要だと思って。なんと言うかな、その人と一。教育のその時にそういう人と話す経験とか、話していいんだと、話して大丈夫だと思うその経験を持つことが、まー、将来その、なんだろう、理解しようという姿勢とか、話そうとする姿勢に影響すると思うので。ウーン、そうだな、そのー、はい、そうですね、なんだろう。義務教育でずっと英語の勉強の時に日本人の人に教えてもらったとするじゃないですか。そうすると、急に、まー、ぱっと大人になった時に、目の前に外国の方がぱっと出てきた時に、話せないと思うんですね、いくら Vocabulary とか文法とかがなかに入っていても。怖いというか、うーん、未知の存在なので、一応、一番そういう面で Native の存在のはいいと思います。Best かどうかは、そうですね。目的によると思うんですけど。(Mr. Na)

This student (4) is more positive about learning from NETs in that, before students fully encounter the situations of intercultural communication, students need to learn and practice how to operate the conversation in English in intercultural situations. He implied that, communicative skills require not only linguistic knowledge but also experience to use English with native speakers. Therefore, he expected schools to provide opportunities to use English with NETs. Here, intercultural communication has emerged as an important factor in language teaching. He meant that, in a country like Japan where the students have extremely scarce chance to interact in English outside the classroom, it is natural to have resistance or anxiety in English communication. Therefore, he considers that, NETs at school provide students opportunities to handle their anxiety in English communication,

A student (5) described her experience to learn culture:

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Whether NETs or NNETs, it is not desirable to learn language in a large class. Especially, teachers have many students in a class and students have to practice English with other students, which was quite boring. Nevertheless, at the university, I was able to learn how to think in English from NETs and the idea that it is acceptable to express opinions without rules of formalities. The advantage of NETs is to teach their culture.

Native からでも一対Massでやるのはあまり意味がないなーと感じました、特に学校の英会話での一対 mass で native speaker と students という感じだったんですけど、結局、一対一とやる時間がないので、結局、隣の人と練習してみるということでは、時間もあまりつまらなかったと言う記憶がありました。良かったという事は語学そのものより、あのー。英語的考えというか、ドンドン発言して良いということを学べたということとか。Culture を学べることが Native Speaker の良いところだと思います。(Ms. Ho)

In contrast to other students, this student (5) focused on a large class-size and said that it is difficult for NETs to deal with individual students for oral tasks. However, in another part of the interview, she said that, English classes by NETs is more suitable for large class where students' English proficiency vary extensively but students are unable to have individual feedback by NETs at school. Importantly, she appreciated the opportunity to learn communication style in the West from the NETs in that they talk without formality, what they want to say whereas, in the East, people talk indirectly to respect harmony within groups. These two students (4, 5) meant that language learners need socio linguistic competence to engage openly and respect others in intercultural situations.

The other student (6) considered different situations of English uses:

Let me see, for a student who wishes to speak in native-like English, the principle is correct. However, for student to write essays, it might not be the ideal model. In addition, between Chinese and Japanese communication, we are not apt to attain native speakers' fluency.

そうですね、うーん、Native のように話したいなら、それはいいと思います。ただ英語で論文を書いたり、communication する時に、みんな Native のような英語が本当に要求されているかどうか？アメリカとかイギリスとかそういったものが要求されているのかというのが、ちょっと疑問を感じます。例えば、日本人と中国人が英語で話す時に、そこまでの英語を使う必要がないので。(Mr. Ka)

This engineering student (6) studying to analyze oral skills of Japanese language learners commented from an engineering perspective which make distinctions between fluency and accuracy mandatory. Earlier in the interview, he referred to English in Japan as non-ethnic. It means that there are no particular targeted countries and the purpose of English communication is mostly for academic and vocational purposes. Here, the notion of interaction is an international community at large where, in global community, English is used for instrumental purpose. In the question (d), he said that it is difficult to attain native level of English "どうせやってできっこないので。". He is more positive than others are and said that native-norm of English accuracy and fluency is not realistic goal. Then he further continued:

> I think, NETs' classes were more enjoyable than NNETs. It was not only enjoyable, but NETS' pronunciation was attractive. A disadvantage of NETs is … I am not sure if it is called a disadvantage or not, but when students cannot understand NETs well, students, especially beginners, will be in trouble. In addition, NETs have different teaching skills, and I prefer to learn from teachers with a lot of teaching experiences.
>
> そうですね、やっぱり、NETs の先生の方が、楽しかったと思います。まー。楽しかったし、まー、発音がいいので良かったと思います。弱点は、そうですね、弱点かどうかわかりませんが、全く聞き取れなかった時に、あのー、あのー、英語のレベルが低い状態では、あのー、困る、意味が判らないので困るということ。あと NET の先生も経験の差があると思うので、経験が豊かなほうがいいと思います。 (Mr. Ka)

He (6) agreed with other student (2.3) in that NETs' pronunciation is attractive. In addition, he added that NETs' classes are enjoyable. This student described EFL as enjoyable and many students in this study wish to feel comfortable in EFL classes where they face the need to learn accuracy for their university exams. In addition, the media advertises an image of NETs having more humour during lessons than NNETs at *Juku*. Naturally, students can enjoy NETs' fluent talk using good pronunciation and their real use of language with their culture flare. In addition, he pointed out the difficulty of listening comprehension in NETs' class. Ultimately, there are a number of advantages to learn from

NETs. Nevertheless, regardless of whether native or non-native, he preferred to learn from teachers with more experience. It implied that teachers need not only syntax, morphology, and phonology, but also they need to understand students' motivation and their culture (e.g. comprehension). It implies that good teachers are not born but made through experience.

The preceding six students had mixed views by describing strengths of both NETs and NNETs. Now we look at students who supported the use of NETs more strongly.

The first student (7) appreciated learning English from NETs:

> I learned English from NETs in UCLA a month ago. There were many students from Europe (e.g. France and Spain) and I found it difficult to understand them, partly because our English is not fluent. However, NETs' English pronunciation is very attractive and easy to understand. In this sense, NET is indeed better to teach English because of their authentic pronunciation, and they can understand students faster. It was a good experience to learn from NETs.
>
> UCLA の生徒はいろいろな国の方がいて、先生は NET でしたけど、やっぱり話していて、フランス人とかスペイン人とか、まー、勿論英語がぺらぺらじゃないということもあるんですけど、なかなか通じづらいところがあって、そういった意味では、Native の先生は発音が良くて、聞きやすかったですし、こちらがいうと大体理解してくれたので、やっぱり NET の先生に習ったのはよかった、いい経験になったと思います。やはり発音がきれいですし、こちらの言うことが良く伝わるし、やはり NET は良いと思います。(Mr. Ot)

This student (7) stated in the earlier part of the interview that after he got a job offer from a trading company, he attended a language school in UCLA in summer. There, he experienced many European students' successful communication without full grammatical competence which had given him significant understanding of communicative strategies used by non-native speakers from other countries. However, he agreed with the previous student in that NETs' authentic English is easier to understand than non-native speakers' English with accent is. Further, he described the strength of NETs that they understand non-native speakers' deviant English well. Ultimately, for oral skills, he supports learning from NETs because their immediacy in understanding the students is important for

professional success. In addition, he found that performance competence by non-native speakers is more important to use English in convincing ways. Therefore, the doubts about the quality of NNETS are justified.

The next student (8) supported the idea with reference to authority in NETs.

> I agree that NETs have authenticity and students become more attentive in the class. Japanese students respect NETs, but do not show respect to NNETs. NETs are professionals who are aware of their responsibilities. Most of all, it is possible to learn how to think in English with NETs.
>
> やっぱり、そうですね。それはその通りだと思います。Native Speaker だとまず最初に第一に、NET は生徒の方が、ちゃんと聞きますよ。生徒が、。やはり日本人だったら馬鹿にするでしょうけど、この人なんだろうと思ったりするでしょうけど、ふふ、学ぶ方も誠意をもって対応するでしょうし、教える方もやはりプロフェショナルな人なのでそういう自覚を持って教えてくれると思うので。やっぱり、なんというか、英語でものを考えるということが出来ると思います。(Mr. Ta)

This bilingual student (8) had lived in the UK and attended elementary school since he was six years old. He said that language problems were the most difficult barrier. (やはり言語面の苦労が多かったです。やっぱり英語が出来ないと他の科目も出来ないですから。) He emphasized authenticity in language that NETs have.

Referring to authentic pronunciation, another student (9) suggests the use of NETs;

> I trust teachers with good English pronunciation. I judged quality of English teachers from their English pronunciation. In this sense, I prefer to learn English from NETs. （Ms.Ku)
>
> それは、私は発音というものを自分で意識というか、発音を判断基準としてみていたので、日本人の先生が発音が上手じゃないと、あまり信用していなかったというか、そういう意味では,Native の先生を好んでいました。

This student (9) said that having authentic pronunciation is prerequisite for English teachers. Thus, she preferred to learn from NETs. Then, considering English teachers' criteria, she implied that, it is important to provide learning models. Therefore, she talked in a similar vein with the speaker (2) that communicative competence in oral skill requires accuracy and fluency.

Now, the data analysis turns to students in disagreement with the idea that NETs are better than NNETS:

The first student (10) described matters from the point of view of pedagogical feasibility:

> The advantage of NNETs is that they speak in the same language with students and it is easier to understand. By contrast, the advantage of NETs is to experience native speakers' talks. I wish that I had more English conversation class. In reality, at beginner levels, it is better to teach in both Japanese and English. Gradually, as students advanced to senior high school, they will be able to cope with only-English class. By then, it is totally acceptable to learn only in English. Practically, it is good to learn oral skill from NETs, and writing skill by NNETs.
>
> やはり、日本人の先生ですと、そもそも日本語で英語の授業をするから判るけどしゃべれない。日本人の先生のいいところはやっぱり日本語で説明してくれるからわかりやすいし、日本人にあった説明の仕方をしてくれる。NET の先生のいいところはやはり NET の先生の話に触れることが出来る、良くないところはその時間が少なかった。もう少し英会話の時間を増やしてほしかった。実際問題として、それが、はじめの段階は日本語と英語をまぜたのでいいと思いますが、ある程度、高校生位になって、ある程度お力がついてきたら、英語だけの授業もいいと思います。全く英語だけでも OK です。日本人の先生は中々英語がしゃべれないから、難しい題もあると思います。英会話に関してはそうだと思いますが、文法とか読み書きに関しては必ずしもそうではないと思います。(Ms. No)

In contrast to other female students, this student (10) focuses on experience with the NETs rather than their authentic skills (e.g. pronunciation). Then, she noted advantages of both NETs and NNETs in that she considers that the question of efficiency in English study is less relevant to the dichotomy of NETs or NNETs but rather depends on learners' age and proficiency levels. It may imply that communicative approach does not always help students in production of linguistic knowledge.

Another student (11) described his preference of teachers:

> I prefer leaning from teachers with experiences who are skilful in teaching English rather than just to be 'native speaker'. For example, my Japanese teacher of English knows very well how to teach pronunciation because of her learning experience and conscious efforts. I have no problems learning from NNETs who have good

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teaching experiences.

NET というより、英語を良くわかっていらっしゃる先生ならそれでいいと思います。 例え、私の先生は発音がとても良くて、どう発音するべきかを意識的に学ばれているので、そういう人のほうが、無意識に学んでいる人より、こうすればこうなると手順を踏んで教えてもらえるので、きちんと指導できるなら NNETs でもいいと思います。体験がある人に教わりたいので、もし自分が教るなら NNETs でもいいと思います。（Mr. Se）

This English teacher and PhD (12) said that being native is not the only criterion to be the best teacher and agreed with the student (6) in that, regardless of NETs or NNETs, he appreciated teachers' experience in showing a successful 'learning' model (i.e. the way to learn pronunciation). Referring to NNETs who are able to connect with students better than NETs in their difficulties of learning English, he described students' need of instructions about how to listen and pronounce rather than only aural input. Interestingly, this student is contrasted to the student (1) who learned listening skills at early age before English study at junior high school It implies that only aural input is more useful at early age whereas the explanation about how to listen and pronounce is necessary for higher age. This might imply that learning listening skills by aural stimuli only is overstated. He believes that it is possible to strike a pedagogical balance between communication and grammar during task-based performance by both NETs and NNETs. In addition, he raised another important matter - the question of motivation- and how NNETs may have more difficulty with motivating students from his own teaching experience at a private school:

I have hard time to motivate students, because the students are able to advance to the affiliated university without entrance exams.

実はいま教えているところがエスカレーターで大学まで行かれてしまうところなので、自分自身で教えていて、どうやって生徒の motivation を高めようかと苦労しています。(Mr. Se)

He (11) explained how in his school students can enter the university with which the school is linked, without Entrance examinations, and this affected L2 learning behaviour and motivation.

Another student (12) agreed with the previous student that teachers need training:

I agree with the view that being a native speaker of English is not the only

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condition to be a good English teacher. For example, being an American is not a condition to be a good teacher.

英語の NET が非常に良いと言うのを否定しているのですか。あーそれはいいんじゃないですか。べつに、Native だからと言って、チョッと考えて見ます。例えばアメリカ人だからといって、効果的に日本人に英語を教えられるとは限らないですね。それは正しいと思います。(Mr.Sa)

This student (12) received a satisfactory training at his integrated high schools and advanced to Japanese university to study English. From his teaching experience, he said that the native speaker ideal is a fallacy and he asserted that teachers need to be trained to attain an idea and skills of L2 teaching. This implied that a teacher is not born but is made with experience and efforts.

In aforementioned results, there were equal numbers of supports for NETs and NNETs. It implied that the incentive of cultural and linguistic experience through NETs might be aligned to support both NETs and NNETs. This also means that the question was difficult to simply agree or disagree about because the answer depends on goals of students. Therefore, students described advantages and disadvantage of NETs and NNETS, which can be summarized as follows:

Summary

This question explored a pedagogical choice of NETs or NNETs. In the view of the students, the pedagogical conditions of NETs and NNETs differed in the following way: 1) NETs are able to use authentic English; 2) understand and react faster to students' deviant English than NNETs; 3) integrate the language and culture in enjoyable ways (this is highlighted by MEXT goals but they did not refer to this). However, 4) NETs fail to check students' comprehension in the class. Importantly, 5) Japanese students have less approval of non-native accents and appreciate NETs pronunciation models.

By contrast, 6) NNETs' deviant pronunciations are recognized by the students. 7) Thus, NNETs need to use phonological rules strictly during instructions. In addition, 8) the students at higher age need to have explanations of how to listen and pronounce.

Conversely, 9) NNETs can share the same learning experience with students and better connect with students and NNETs can demonstrate learning models. Moreover, 10) the students preferred to learn from teachers with experience and training – and this applies to both NETs and NNETS. Finally, 11) the students preferred the teacher to provide a comfortable environment in classes. In short, in class, NETs appears to have authenticity, which the students' favour but NETs lack in understanding students' learning difficulties while NNETs lack English skills while they emphasize accuracy. Consequently, the dichotomy of NETs or NNETs may depend in part on age and levels of English proficiency and their needs.

Indeed, there are always differences in language skills between NETs and NNETs. However, being a good teacher involves methods, idea, material, and more importantly, personality of the teacher. NETs can show a model of English, whereas NNETs show a model of learning. This reflects traditional models of teaching, which expect students to imitate. In the next question, the author asked about a suitable age for English learning.

1 - c) The belief 'the earlier, the better'

The question of starting language learning at an early age is perennial in educational and political perspectives as well in that of the general public. Education in the national language and national cultural are inseparable and the MEXT action to introduce early English education was slower than that of other Asian countries because there has been much debate about the possible negative impact of English on learning Japanese language and culture. This research pursued the issue from a socio-cultural perspective and asked the students about their views about this popular assumption and the principle established in the literature and analyzed earlier in this thesis. The aims of this section were 1) to

establish the students' views on including English as a compulsory subject and 2) to investigate their views on the starting age of English study. Practically, the participants included four early starters of English study who had lived aboard before the age of six, including three students who attended an English-speaking school. The results demonstrated that five students supported the proposition, while three students disagreed and six students remained uncertain. In line with other sections, this section begins with students' neutral or mixed views.

The first speaker (1) described the importance of mother tongue:

> English and Japanese language studies… Let me see, I am not sure if I agree or not agree. Although English is an important subject, it is more important to master the mother tongue first. If the second language has a negative influence on the first language, the priority is wrong.
>
> そうですねぇ。 英語—、国語—、 小学校から導入することに対しては、えー、そうですね、まだ賛成か反対かはなかなか、えー、意見がないですけど. very clearly ただあることとしては、英語ももちろん大事ですけど、やっぱり、日本語は日本語ですごくしっかり勉強するべきだと思いますし、その一。まず自国語をしっかり磨いて、第一言語として、 その、第二外国語よるという意味では、小学生の段階で、はやり日本語教育、国語教育が疎かになってしまうのはそれはそれでいかがなものかなと思います。 (Mr. Ot)

This student (1) acknowledged the importance of English. However, he stated that, a mastery of L1 is the priority. It meant that the development of key skills (i.e. numerical and literacy) are naturally inseparable from L1 education in compulsory education. He implied that early acquisition (time) of the mother tongue of their own country (i.e. the birthplace) is the first priority. Then, I asked him if L1 skills predict L2 skills;

> "It may have some effect. はい、多少あるかなという気もしますね。(Mr. Ot)

The next student (2) was uncertain about the proposition:

> I am not sure…It may be good to start learning English early. English language is not necessary for our life in Japan. Therefore, we forget what we learn at school early. I am tutoring a six grader and her mother complained that English study at elementary school is inadequate because of its shortage of time (i.e. once a week)

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and impractical learning contents such as "*This is a piece of chocolate.*" It is a waste of time. It is better to teach basic language skills such as writing the alphabet and nurture communicative skills by oral practices.

どうなんでしょうね。それでそりゃ早い方がおぼえるのが早いのかもしれませんが. どうしても必然的に英語を使わなくてはいけないという状況になるとやると思いますけど、今は日本語だけで生きていけるから、英語も、高校で習ったことも忘れてしまいます。私がいま家庭教師をしている生徒さんが小学校六年生で週一回英語の授業があるというのですけど、親から見ると全然身についていないといっていて、これがチョコレートですとか、全然身についていないという、そんなんだったらいらないなと思います。ちゃんと教えてくれるなら小さいところから是非、教えてほしかったと思います。やるんだったら週に一回でたりるんですか。やるんだったらちゃんと一人ひとりに、発言する機会をあたえて、文字もやはり大文字小文字ぐらいかけるぐらいにやって欲しいと思います。(Ms. No)

This student (2) studied International relations and said that L2 communicative skills are not critical for survival in Japan (this view is in contrast to what MEXT emphasizes though she did not mention this). Consequently, she considered that the consolidated effort for early language education might be wasted. However, from her English teaching experience, she said that, some parents consider that the current teaching time and materials at Japanese elementary school are inadequate. Then, she suggested teaching practical skills by getting them to express their idea in writing or use communicative activities in English.

The next student (3) is an early starter and emphasizes the question of anxiety – which was also raised in the previous question regarding NETS and NNETs:

The assumption underlying the early language education to reduce students' anxieties of English study in later days is valid. However, to tell my embarrassing experience of my early learning, I still cannot distinguish phonemes of /l/ and /r/ although I can hear my own. From this, I assume that, the early learning of English does not give advantages to students' English proficiency in EFL environment unless students keep learning by themselves. Therefore, in Japanese school, unless students have English lesson more than three days a week, it is difficult to meet the advantages of the critical period and the concerted efforts for early education may end up in half way.

さっき言ったように、抵抗が少なくするという意味では早い始めるのはいいのかもしれませんけど。えーとです
ね、恥ずかしい話ですが、L と R は、自分で発音ができるのですが、実は、聞いていて今の L か R といわれると、
はっきり、それほど区別がつかないのですね。それで、さっき、幼稚園からやっていて、L か R の区別が、自分
では区別できるのですけど、でも、人がやっていると区別がつかない。自分の経験から言うと、あのー、昔から
やっていても、さっき言ったように、週一回とか、途中でやめてしまうと、上手く行かないのであれば、EFL 環
境で、ものすごくたくさん小学校で英語に接ないと、多分そういうのに上手くならないと思うので、それだけた
くさん英語の時間があるならいいのですけど、今のように週三回くらいだったら中途半端に終わってしまうので、
あの、えー、臨界期は、今の状況では獲得できないのではないかと思います。 (Mr. Se)

This student (3) said that, despite his early learning, he failed to hear phonemes. Again, as we saw in the discussion of NETs and NNETS, the question of pronunciation worries students a lot. It implies difficulties of hearing 'perception blind spots (Lado, 1957:11)', which frequently agitate Japanese learners. Ultimately, he said that L2 learners need to have continuous language learning environments or English exposure outside school. For example, learners would make use of media (e.g. TV) to develop language proficiency. In term of language stimuli, his English at kindergarten did not teach the alphabet. He also agreed with the previous student that the current curriculum in Japanese schools is not adequate to develop language skills. For example, there is lack of English lessons to meet the advantages of the critical period. Thus, the students (2, 3) suggested reconsidering the elementary school English curriculum.

Similarly, the engineering student (4) described productive skills:

My research topic deals with developing the system to evaluate the Japanese accents spoken by non-native speakers. Some pitch patterns in Japanese language are very difficult for some foreigners because of a flat melody in Japanese. Japanese language is particularly difficult for English speakers. Let me see, for early learning, although it may have some positive effects, but early English education might influence learners' ideas or L1 culture.

日本語のアクセントについて、日本語のピッチパターンで、外国人が発声した時に少し変になる。それを自動で
評価する仕組みを作ろうと、という研究をやろうと思っています。はい、日本語のピッチパターンです。はい、
それに使えるようなものを作りたいと思います。そう、なかなか難しいパターンがあるようです。どうしても平
板型が一番難しい。あー、英語話者にとっては一番難しいみたいです。 うーん、そうですね。まー。早い方が身

This student (4)'s research topic is to assess Japanese pronunciation spoken by non-native learners of Japanese. He spoke from the engineering perspective that pronunciation is equally difficult for non-native speakers and agreed with the previous student (3) that the notion of difficulties of English learning might derive from gaps between L1 and L2-acoustic features which is a common problem to other language learners (i.e. Japanese language learning for English native speakers). These students (3, 4) agreed that difficulties of English might be obvious in pronunciation and implied that the initial age of learning could be identified from learners' pronunciation. In short, the results revealed that earlier English start might promise better pronunciation, but EFL could be need to prevent disappointing results (e.g. inter-language).

Now, in contrast to the aforementioned students, the data analysis will look at the data from the students who supported early education.

The next student (5) reflected on her early learning:

> I think that, early language learning, let us say at kindergarten, may not determine future language skills. However, experience of having contacts with native speakers at an early age is good to develop awareness of different cultures. For example, early exposure to English speaking people nurture motivation to study English or alleviate anxieties toward language learning. Consequently, having exposure to a different culture at a young age might contribute to affective domains for language learning. Therefore, I think it is good to start learning English as a compulsory subject from the first grade of elementary school. Kindergarten is a place to enjoy.
>
> そうですね。私はすごく小さい時に英語をやってもそれが将来の英語力に直接繋がるとは余り考えていないのですよ。まー幼稚園とかそういうレベルでやっていても。ただ、その時に外国文化に触れるとか、外国人に会うとかそういった経験は残ると思います。そこで得た外国人に対してアレルギーがなくなるとか、外国の文化は面白いとかそういったものは英語力を上げる Motivation になるという意味では早期英語教育は意味があると思いますけど。私は小学校一年生から始めるのがいいとと思います。幼稚園というのは遊ぶところですし、小学校の義務教育が始まると同時に国語とか算数とかとか理科とかといった教科と同等に習って、最初は簡単なものから始め

てほかの教科と同等にはじめていったらいいんじゃないかと思います。(Ms. Za)

This early starter (5) began learning English from the first year at private elementary school onward but her early education did not develop language skills, as we shall discuss in research question 9. Although she supported the previous students (3.4) in that early learning of English does not promise English fluency she supported early learning because, owing to her early English learning experience, she became familiar with cultures of English speaking countries and has enjoyed her English study. Again as in the previous section, the question of anxiety appears here. As there are a number of the students who support early education, there might be something in there. This student raised a relationship between language and culture because her early learning experience gathered her communicative competence with people from different cultures. It implied that language education and culture learning are inseparable. It would suggest, and could answer to the previous student's (4) worry, that English exposure at early age had a positive effect on her cognition. Then, she suggested that it is desirable to include culture knowledge in English curriculum. In order to make early learning more effective, she suggested teaching English as a compulsory subject along with other core subjects.

The next student (6) is a returnee to Japan, having spent some years in the UK.

> From my early experience, I agree with early education. I think it is good to learn English between the ages of 6 to 10 years intensively for memory retention. However, the earlier they learn, the earlier they forget the language in EFL environment.
>
> それはやはり自分自身もそう思いますね、自分自身の経験からいって、多分、一番、6歳から10歳ぐらいの間に英語とか語学をびしびしやった方が覚えやすいと思いますね。そう思うとやはり小さい時は得るのも早いけど、失うのも早いと思います。(Mr. Ta)

This student (6) arrived to the U. K. at the age of nine years (僕は9歳の時から海外に行っていたので) and keeps his language skills while his sister who arrived in the U.K. a few months old and left the country at the age of six could not keep her L2 skill. He agreed with the aforementioned students that the principle has good effects as an experience. However, he

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is in line with the student (5) that early English learning does not promise English proficiency. However, like another student earlier he also says that what is learnt early can be easily forgotten and refers to his sister's experience of this:

> I have a sister nine years younger than me. She began attending a nursery school four years after arrival in the U.K. and later attended a reception year 1. At that time, my sister used to speak perfect English and we talked in English all the time. Strangely, she understood Japanese from our parents. Her English pronunciation and gestures used to be like British. She was only six months old and a little baby when our family arrived to the U.K. My sister only ate English food such as fried food. My sister spent a lot of time with her English nanny and was surrounded by English speaking people. Her English pronunciation and gestures used to be like British. Then, after four and half years in the U.K., our family moved to Thailand, and my sister entered Japanese kindergartens and she spent a lot of time with Japanese friends. My parent made this decision for her future life in Japan and out of financial considerations. Within a very short time, she lost her English skill. If we learn the language, too early, English skills disappear quickly. I sometimes speak to her in English. She now lives in Japan and does not remember that she was able to speak English. Our family speaks Japanese. I sometimes speak to her in English. From this family experience, I think that early exposure to English does not provide speaking skill. Ultimately, it is difficult to develop communicative skills in English at Japanese school. My parents sent her to Japanese kindergarten because of financial reasons and the family prospect to return to Japan.
>
> ただ一の妹がいるのですが、九つはなれた妹がいるのですが、イギリスに行ってちょうど 4 年目ぐらいで現地の Primary school の Year 1 、Reception にいって、Year 1 にはいる前の Year 1 に行って、それまで彼女は現地のＮｕｒｓｅｒｙに行っていて、で、彼女は英語が完璧にぺらぺらで、日本語がほとんど出来なくて、家ではずっと英語でしゃべっていて、僕と英語でしゃべっていて、ただなんか不思議なことに、日本語で親が何か言うとそれは判るらしいんです。わかって、答は英語で返ってくるのです。彼女は発音とか動きとかすべて外国人を真似て完全に溶け込んでいたのです。生まれてから半年、赤ちゃんでした。食べ物も揚げ物みたいな物しか食べなかったし、二歳ぐらいからイギリスの乳母さんみたいな人に預けられていたのですが、周りがイギリス人じゃないで

すか。だから英語でずっとやっていて。それからタイに帰って、日本人の社会とばかり付き合っていて、日本の幼稚園に行って、そしたら英語なんかすぐに忘れちゃって、今度は日本語でしか言えなくなって。そう思うとやはり小さい時は得るのも早いけど、失うのも早いと思います。はい、英語は全く出来なくなって、今は日本に住んでいて、今、英語を出来た事ですら覚えていないです。日本語です。でも僕と妹と二人になった時、英語を使います。そう考えると、日本の小学校で英語をやるのも一緒で、周りの人が全部日本人だと日本人同士が英語でコミュニケーションをとるのは難しいと思います。あまりしゃべれるようにならないと思います。それはやはり日本に帰る事を見越して、日本語を学ばせないと日本で苦労するなと思ったと思います。あとやはり金銭的な意味もあると思います。日本に帰ってインターナショナルスクールへ行かせるのはものすごくお金がかかると思うので、やはり現実的に日本の学校に行った方がいいと思ったと思います。(Mr. Ta)

He (6) said that English skills - in particular for oral skills - derived from early exposure to English does not remain without maintenance from the environment and a desire to maintain the skills. This student agreed with the student (3. 5) that the positive evidence of critical period needs to consider starting ages and levels of exposure outside class. Finally, he was concerned that language education is related to socio-economics in that students need parental support to maintain English skills at early age. Although the overwhelming majority of the students so far support the earlier learning, earlier learning has numerous problems. The next female returnee (7) described the advantages and disadvantages and agreed about the experience of forgetting:

> I lived in the U.K. from the age of one, attended kindergarten, and returned to Japan too young to keep my language skills. I was fluent in English until I was a kindergartner. However, after returning to Japan, I lost all lexical and syntactical fluency that I had in the U.K., but my English pronunciation is better than other students' are. Realistically, my English study began from scratch at junior high school. I envy returnees who have English skills. Nevertheless, I was lucky to have a living experience in the U.K. because I enjoyed learning English at school. Thus, I support teaching English at elementary school. I appreciate the native-like English pronunciation and wish to provide pronunciation instructions. I do not think it is necessary to include syntactic knowledge for young ages. Therefore, I think it is good to focus on oral skill (e.g. phrase repeating) and add writing skills for subordinate information.

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イギリスにいた時は自然と多分話せるようになって．帰ってきたのが早かったので、そのあとに外国に住んでいて帰ってきた人がいて、残っているんですよね、そういうのをみてうらやましいなーと思って。結局、時期が遅いほうがよく残っているし、そういうのを見て羨ましいなと思ったり、思って、長くいれば良かったかなーというと、そうでもなくって。小学校の間、英語を使ったことがないので、やはり一度休憩期間が出来たということで、文法だったり、単語とかはそういった知識はリセットされて、中学校の普通の勉強として始まったと思う。うーん。まー、早い、個人的にも小さい頃から英語を触れる機会があったからこそ中学校から抵抗感なく英語の勉強が出来てきたので、その一、英語に触れる機会が小学校からあるのは意味があるのかなと思います。そうですね、それと、私は発音をこだわってきた方なので、なるべく柔軟なうちに NS の発音に触れることはいいことなのかという印象です。ただ、文法だったり単語だったり、そういった細かい知識的なこと側面を覚えれば何とかなるということを小さい頃からする必要がなくて、それは中学校に入ってから十分出来ると思います。その一、発音の部分は実際に小さい時から聞いていたことで、秀でている部分があって、それによって、それに英語に対しての苦手意識だとかそういったものがほとんどなかったので、それで、個人的にいやだとか、まー、気が楽だとか、英語嫌いにならずにやってこれたのがで行って良かったと思いますね。単語を覚えるよりは会話形式だったり、リピートとかフレーズというか、短い会話の繰り返しでもいいと思いますが、そういう、Speaking が中心で、それに追加として文字情報があればいいかと(Ms. Hi)

This student (7) had a long interval before she began learning English at junior high school. First, her opinion is consistent with the proceeding student (6) that it is difficult to maintain linguistic fluency in EFL environment. It implied that the effects of early language skills depend on levels of exposure. Secondly, she agreed with the student (4) in that differences of learning duration were obvious in L2 pronunciation. It may suggest that a language history is vividly reflected in skill in pronunciation. Then, her experience confirmed the student (5)'s view in that L2 there are isometric relations between culture and language. In terms of intelligibility in language, she emphasized fluency rather than accuracy at early age.

Consequently, she has enjoyed English study and English became her highest scoring subject to study pharmacology at the university (英語は得点元だったので、英語の受験の勉強をするのはすきでしたし。). It meant that early language education might affect self-efficacy (e.g. students' learning and identities). Lastly, in order to improve early English education, she suggested teaching pronunciation at EFL in primary school. Interestingly, most of the students in this study talked about pronunciation, which might mean that Japanese students were in favour of native-like pronunciation.

In short, the students who supported the principle explained that although early linguistic memory declines, their experience might remain to be significant in later life. Now we shall look at the views of students, which expressed a clear disagreement with an early L2 education.

The first student (8) described the limits of the early language education:

> I do not agree with the principle. I have many bilingual friends but none of them is a perfect bilingual speaker. A ratio of their language skills between L1 and L2 would be 80 to 20 at its best. Japanese students are busy studying L1 'i.e. *kokugo'* and it is better to start learning English from 10 years old.
>
> そう思いません。私は Bilingual の友達を多く持っていますが、ほとんどの人がどちらつかずで、片方が perfect だったらもう片方が不完全だったり、一番良くても８０：２０ぐらいだと思います。だから、両方とも完全に出来る人はいません。だから日本人だったら日本語で覚えることが一杯あるので、10 歳ぐらいでいいと思います。(Ms. Ku)

In theory, she (8) claimed that bi/multilingualism is not possible. In terms of bilingualism, some students with mixed parents and they are native speakers of more than language while other bilingual students are monolingual speakers at home and study in English at school (e.g. student 6). In terms of fluency, whether they are native, or one or more language speakers, she considered that, it is impossible to have equal fluency in two languages. It appears to be a grand saga whether perfect bilingualism – i.e. equal proficiency in both languages - is possible or not. For example, Davies (2003:211) considers that, although it is rare, it is possible to master more than one language. Secondly, this student (8) agreed with the student (1) in that an early L2 learning might affect mastery of a mother tongue (e.g. mastery of *Kanji*). It means that L2 acquisition at early age might delay L1 mastery.

The other student (9) described a goal of primary education:

> I think *kokugo* is more important. If you chase two, you will lose both.
>
> 日本語を先にやるべきだと思いますね。というのは、やっぱり二つのことを同時にやろうとして、できる人はい

This student (9)'s view is congruent with the proceeding student (8)'s opinion in that it is difficult to achieve two goals equally at one time. "*Kokugo*" literally means "*a national language*" used by the majority of ethnic group of a country and is '*Japanese language*' taught as a mother tongue. Every student enrolling schools under MEXT jurisdiction have to learn *Kokugo* including roughly 2000 (e.g. 1006 in primary school, 939 in junior high school) and grammar to acquire literacy of their national language (i.e. L1). Students are expected to have Kanji test every few weeks for which students use memory strategy to practice them. In reality, numerous compounded nouns and verbs - nearly 3000 *kanji* are necessary for fluent reading of Japanese newspaper. Drawing on this, in the next question (d), this student (9) will describe how the complexity of Japanese language makes it difficult to operate in computer system. He implied that "A *man who chases two horses will miss both*."

It may suggest that language skills require confidence and identity, which is maintained in L1.

Another student (10) also disagreed:

> I often hear the theory of critical period but I am not sure if L2 learning abilities decline by age. I began learning English at Junior high school and it was not too late. From my experience to learn English from Junior high school, it was early enough. However, this is my experience and it may not apply to all other students. As for myself, junior high school is good.
>
> どうなんでしょう。よく SLA とかで臨界期仮説がありますが、その一、母語の取得と第二言語の習得とは、早い方が良いって、それって本当ですかね。そうねー。早いからー。私なんかは本格的にやったのは中学生からですけどね、それからでも十分間に合ったと言う経験があったのでね。でも個人的な経験があったからと言って、ほかの人に当てはまると言うことはないですよね。私の場合は個人的な経験で中学生からで十分間に合った。(Mr. Sa)

This student (10) studied English in Japanese school and earned numerous successful records in achievement tests (i.e. TOEFL). While he agreed about advantages of early start

of English education, he is more sceptical about employing early English education because he was able to achieve successful results in achievement tests without English exposure in his life. Nonetheless, he cannot clearly see the need of an adoption of the early English education. In sum, it may suggests that, although the student does not see the measurable impacts of early learning on production of English language, some advantage of early learning could appear in later days. Hereafter the author summarize if there are any plausible explanations to justify early learning.

Summary

This section looked at the students' experiences and opinions about the implementation of early language education. Most of the students are aware of advantages of early learning on motivation. However, several contrasting views were uncovered with regard to the ideal starting age of L2 learning.

The advantages of the principle extracted from the students' views include; 1) nurture positive self-efficacy, 2) motivation and 3) interests in different cultures. In another words, the results of this study reveal that students see that L2 learning and culture are bounded. As of language skills, 4) the difference between early starters and later starters remain in their pronunciation. It implies that early starters hear language.

In contrast, the disadvantages of early education are 1) negative influence or delaying of L1 development, 2) that might affect identity because it is transferred through language at early age. In other words, Japanese students are busy in mastering L1 writing i.e. a mixture of four separate orthographical forms, *hiragana*, '*katanaga', 'romaji',* and '*kanji'* by repetitions and memory strategies which is time consuming and may influence both L1 and L2 productions. Then, 4) the students (4, 5, 6) suggested that English exposure at early age might confer students' identification which provides motivational base for learning the L2 rather than identification with integrative-ness to a particular groups of target language

(Ushioda, 2008:150).

In sum, the achievement of early learning depends on culture environments, which involves socio-economic. It is noticeable those students were very concerned about pronunciation and that there are indications of the differences between younger and late starters in pronunciation as well as lack of anxiety, another concept, which appears frequently in the previous section as well as this. However, some students pointed out that their lack clear prospects for the implementation of L2 at elementary school in Japan. One doubt is about culture and language in that early learning of L2 might impede identity and L1 proficiency. This is related to the teaching materials, which are followed by the next section in which the author discuss about the goal of English as a lingua franca or Standard English.

1 - d) English as a lingua franca or Standard English

In this study, 'Standard English' refers to a codified form of English spoken in native English speaking countries, namely in the U.K. and the U.S.A., whereas 'English as a lingua franca' was first conceptualized as English spoken by non-native English speakers in the outer circle (e.g. West Africa) or expanding circle (e.g. countries in Asia and the EU (Kashru, in Quirk et al. 1985:12). English as a lingua franca (henceforth LF) has spread around the world through migration, economic exchange, and access to digital communications. Seidlhofer (2011:7) refers to LF as "any *use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option"*. Jenkins, Cogo, Dewey (2011) point out that English as LF and EFL are distinct as the former is a phenomenon of global English use, while the latter is a phenomenon in modern languages that attempts to approximate the native use of English. Most countries are multilingual today. Moreover, the global use of the lingua franca gives

rise to questions related to interpretation and authenticity of the English language. However, despite these developments, the students' voices of LF, discussed below, are still more similar to be the traditional definition.

During the interviews, the author asked the students if they were happy with the current learning goal of Standard English at school or whether non-Standard English or English as a lingua franca should be included. Establishing a clear goal is quintessential for any program of learning, and the issue is important for English teaching and its assessment.

The interview data shows that six students supported learning Standard English (SE), while one student was in favour of LF and seven students were neutral. Some students were also asked an additional question about the dichotomy of communicative versus grammar approach. There were reasons for this extra question. First, during the interview, I discovered that the term "LF" was unfamiliar to some students; secondly, the students' EFL lessons had been to learn accuracy in SE, which is termed as *Jyuken-eigo* or *Nyushi-eigo*. As a student said, *Nyushi-eigo* is one variety of English. 日本の受験英語も英語ですからね。Sa. Hence, I began to feel uncomfortable asking this question of students who had no choice in their learning. However, given the multilingual situation around the world, this question is still important. I was therefore not able to account fully for the students' situation, taking into account various forces (e.g. political, social, and economical). Still, I trusted that the situation would not affect the result of the research question.

Now, before reporting the results in detail, this section starts by introducing the students' accounts of English as a world language. The student (1) stated as below:

> The use of Esperanto as a world language is not possible today. Naturally, the spread of English is unavoidable. I think the current spread of English started as the result of rapid development of communication technology. The technology requires communication protocols to transmit texts to the other side of the world. There are

three compelling reasons to explain why English dominates computer operating systems: 1) at the time when technology saw rapid advancement, English was used in the U.S.A. – which was the strongest country of the world (i.e. strongly armed by economic, military and political forces). If Korea was a world economic power then, Korean language (Hangul) could have been the world language. 2) The computer system was running in English language at that time. 3) English won the race over other languages partly because of its use of phonograms. Although the Soviet Union was one of the world powers, the Russian language could not be the world language because of its use of symbolic letters. Symbolic letters take more time to process on line. Similarly, a disadvantage of the Japanese language for operation system is clear because Japanese language use symbolic letters. It was only after introduction of Window Vista in 2004 that *kanji* characters (i.e. symbolic letter) became manageable on the computer.

自分はどちらかというと、情報網の発達が大きかったのではと思います。今は世界の裏側にも、今、簡単に電話できるようになったではないですか。そういうつながりが広まった時になにか共同のプロトコールが必要になった。となったときに一番の強国であったアメリカの共用語であり公用語である英語が必然的に広まっていったのではないかと思います。まー。コンピューターは英語で動いていたんです。あと、その、あまりにも、やっぱり英語以外の文字はコンピューターを扱うのは不利だったということだともいます。例えば、かりに韓国がアメリカの立場だったら、ハングル文字を使っていたらハングルだったら単純に世界語になれたんじゃないですか。ハングルのようなああいう文字(symbolic character)文字だったらね。その文字構造が使えるようになったのは Window のビスタからなんです。 (Mr. Ha)

This student (1) studying acoustic engineering explained his views from the engineering perspective and attributed the spread of English around the world to technical development in the past twenty years. Further, this historical change is reinforced by the economic power that the U.S.A. enjoyed. In addition, English is suited for the computer system because it uses a phonetic alphabet. Considering the world history, he asserted that the situation is a natural consequence. Then, he said that as people, and even more so, countries, tend to resist change. As a result, English as a world language fulfils an essential need. I asked him if this situation benefits the U.S.A.

Given that, the U.S.A. benefits considerably from the use of English, English

language further benefits other countries as well. Therefore, it is not problematic.

確かに得はしていると思いますが、それ以上に他の国も得することがあると思うのでかまわないと思います。

(Mr.Ha)

His answer returned to a student's perspective who receives benefit of English from digital

information. Other students also expressed positive views of the spread of English around

the world:

The spread of English language worldwide is a natural phenomenon and I do not

mind about its spread. Native English speaking countries have advantage from this

spread, but other countries also have benefits from the spread of English language.

えーーと、英語が広まるというのは、なんというか、世界の流れなので別にかまわないと思います。確かに特は

していると思いますが、それ以上に他の国も得をすることがあると思うのでかまわないと思います。 (Mr. Su)

Overall, these views illuminate many students' views in this study that the social

implication of the spread of English as either a LF or SE is favourable. This is a way of

developing economic cooperation and LF helps industrial collaboration i.e. division of

labour and distribution of products around the world. I further discuss this issue in question

7.

Then, data analysis turns to the neutral views. The student (2) lived in the U.K. from the

age one to six.

Learners' skill to distinguish varieties of non-standard English is useful in

interactive situations. The priorities depend on the students' goals. Once a goal is

set for communicative skills, it is desirable to introduce LF for speaking.

それはたしかに、使い分ければ意味がある。何の為に英語を勉強するかという、最初の目的が、例えば Interactive

に英語を勉強するというも目的にあるならば、結局そういう実際に話すことが重視されるべきー。 (Ms. Ht)

Clearly, this student (2) values skills of being able to distinguish different LF

pronunciations. However, she stated that, whether to include LF in curriculum depends on

goals. She may have had in mind that in reality, a current focus in Japanese school is

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reading skills notably for entrance examinations and the objective of English study is not straightforward in Japanese schools. Ultimately, she pointed out mismatches between two different academic goals (i.e. SE for academic and LF for social needs).

The next student (3) also agreed with the proceeding student (2).

> Non-native speakers' English such as students from Spain and France were difficult to understand partly because we were still at the learning stage. Seemingly, I acknowledged that I learn a lot of English grammar through preparations for entrance exams. Then, I proved this feeling in UCLA. However, I saw European students using English well without linguistic accuracies. Then, I began to think that it is acceptable to speak English with some grammatical mistakes.
>
> やっぱフランス人とかスペイン人に、まー、勿論学生で英語がぺらぺらじゃないということもありますけど、なかなか通じづらいということがあって。やはり受験勉強で文法に関してすごく磨き上げられたなということをすごく感じます。UCLA へ行っていても、やはり、文法に関して日本人が一番出来ているというすごく感じました。やっぱり、かといって文法が出来なくても、やっぱり、ヨーロッパ人というのはぺらぺらしゃべっていて、だから、そのー、communication という意味では、もうちょっと文法がめちゃめちゃでも大丈夫なのかなーというのをすごい感じました。(Ms. Ot)

This student (3) studied English at UCLA one month before the interview took place and described his oral skills in relation to LF users (i.e. European students). He thought that European students' English was difficult to understand when adapting different dialects in speaking. It implies that LF creates problems in comprehension owing to its use of dialects in pronunciation and incorrect grammar. However, he was surprised that the non-native speakers from European countries are good at English communication despite using incorrect grammar. Ultimately, he realized that grammatical competence of Japanese students was high but overshadowed by lack of communicative skills in English. Nevertheless, he did not recommend teaching LF. It may suggest that due to a lack of English exposure in Japan, students do not have image of target language speakers (i.e. neither English speakers nor native speakers or lingua franca speaker) which makes it difficult to set a realistic goal (i.e. lingua franca or Standard English). Nevertheless, as he stated, Japanese focus on reading skills of Standard English.

The next student (4) talked about his experience of LF speakers:

When I made language errors, I wanted to stop speaking English. Miscommunication in English... In Bangladesh, difficulties in English communication … let me see… English with accent, My English skill is not enough to distinguish English variations… then, how Englishes were different…I cannot explain well. But was able to understand English in Bangladesh. The difficulty came from my lack of vocabulary knowledge rather than pronunciation with accent.

いつも間違えると話す気がなくなる。ミスコミニケーション。えーと、バングラチッシュ人の話す英語で判りにくかったところですか。うーん、そうですね。・やっぱり訛りといってしまうのですけど、そこまで、僕は普通の英語でも完璧ではないので、苦手なので、どこがどういう風になまっていたと言うのは、明確に説明できないのですけど、僕でもわかるぐらいの訛り具合と言うか、うーん、いや、Vocabulary の面の方が多かったと思います。 (Mr. Na)

This student (4)'s answer was not entirely clear. However, he agreed with the previous student (3) that he tries to use accurate grammar in speaking. He stated that language errors de-motivated him to speak English. He reveals that, despite his efforts to learn English, he could not successfully establish connections with his English Knowledge and communicative skills. Secondly, he described that difficulties in English come from a lack of lexical knowledge rather than pronunciation. Consequently, this student was disappointed that, he was not able to express his ideas. Bearing these students (2, 3, 4) in mind, it suggests that communicative confidence may reside at the heart of a speaker, which derives from awareness of current English as EIL.

The next speaker (5) described difficulties in English grammar:

Let me see, how I shall say...I wish to have simplified forms of English from Standard English to the extent that there is no miscommunication. Then, it is easier

to use English.

そうですね。うーん。英語をスタンダードを通して、世界基準として作られるといいのでないかと。そうですね、ビジネスなんかのシーンで事故が起きない程度で、ある程度簡略化された英語が許されるなら、もっと使いやすくなっていくと思います。(Ms. Ho)

Firstly, this successful learner of English (5) was uncertain about the question and addressed difficulties in mastering grammar rules at school. This student is in line with the other students (2, 3, 4) that grammatical difficulties de-motivate students to learn English. Secondly, the student (5) appears to point out that language learning takes time by saying 'busy people'. Consequently, she wished to have simplified forms of English grammar derived from Standard English. Certainly, the question was rather difficult to answer for the students who studied SE for many years at school, and possibly will use English at work in the near future in Japan. The students (3, 4, 5) said that language learning in isolation does not create communicative skills. Clearly, there is a need to help the students to improve their attitudes toward communicative skills.

A bilingual student (6) described the question of authenticity of English:

I always wished to learn authentic English. It was good experience to learn from British Teachers. I do not think English spoken by native speakers is necessarily correct English. In addition, there are increasing numbers of non-native speakers around the world. Therefore, learning SE may not be sufficient. It is good to include some LF as listening or reading materials in the course. Furthermore, one could invite LF speakers to practice LF. For example, in *Hamamatsu City*, there are South American, mostly Brazilian, immigrants who are native Portuguese speakers and whose English can enrich the learning experience of a Japanese student.

余り関係ないのかもしれないですけど、英語を習うのなら、きちんとした英語を習いたいと思っていました。そうですね、うーん、正しい英語がそもそもあるのかというところに問題がありますよね。Native Speaker がしゃべっている英語が正しい英語かというと、本当はそうじゃないと思います。権力みたいなものと言語が関係あると思うので、やっぱり、はは、どうしても、外国人の先生に英語を習うのは余り良くないと思います。イギリスの

先生に教えていただいた英語の方が効果的だったと思います。これからは、英語を話す相手も非英米圏からの人がほとんどとなるでしょう。これは、一生涯日本に住み続ける人、海外に出て行く人に共通していえることです。だから学校でもいわゆるネイティブの発音だけを聞いても十分ではないと思います。リスニング教材にはそういった非ネイティブたちの、話す物を入れても面白いかもしれません。またその学校の地域特性に会った外国人との英語による交流を促進しても良いのではないでしょうか。例えば日系南米人の多くすむ浜松などではポルトガル訛りの英語を話す人たちと交流したり、インド系の多くすむ地域ではそういう人たちと話すなどです。そういった実践で使える英語の体得と、普通の Grammar や読解もあわせて行っていくとより効果的であると思います。(Mr. Ta)

This returnee (6) lived in the U.K. for four and a half years and later moved to Thailand, and attended a British school for four years and half. After nine years education in English, he entered a Japanese university. Meanwhile, he saw NETs in the U.K. school and NETs from the outer circle at an international school and became aware of diaglossic situations. He recommended introducing LF as an addition to the teaching material.

By contrast, a female returnee (7) supported teaching communicative English

> I think it is important to teach communicative English. I entered an American school at the first year in elementary school and I did not learn English as a school subject until I entered to the Japanese university. Therefore my opinion is rather objective. From my experience in teaching English to Japanese students, I think that Japanese students consider English as a subject to study. However, English is a tool of communication. Therefore, LF is acceptable for speaking. At the university, I am attending oral communication class for the first time in my life. During the lesson, although there are individual differences in their personality and place of birth, many Japanese students feel apprehensive about speaking English because of their desire to be perfect. While students are thinking how to say and what to say, the conversation proceeds. I do not know if there is any correct English pronunciation. There are many LF speakers whose communicative competence is good. Low proficiency in speaking among Japanese students could derive from their mental constructs.

はい、はい、私は、そうですね。なんか、伝わる英語を話すことをすごく重点的にやるのがいいのではないかと思っていて正確な英語というのは、私の印象なんですけど。私は日本で英語を習っていないので外部からの意見なんですけど、私は家庭教師で、日本の高校生の英語を補助することがあるんですけど、そういうのを通して思うことは、とても正確に話すことに対して固執しているようなんですけど、英語というとなんか学科のように聞こえるんですけど、結局、英語は結局言葉なので、伝わればいいと思います。考えているうちに会話は進んでいくので。そういう意味で、そういう教育が推進されていればいいと思います。私は始めて大学に入って初めて英語教育を受けているんですけど。それで、普通の必修ですので、それで、普通の英語教育を受けてきた人と一緒に勉強をしているんですけど、スピーキングのクラスなどにいると、すごく思うことは、個人差がありますけど、出身地とか個人差があると思いますけど、間違えないかということを考えていて、話せない人が多いと思うんですよ。それで会話ってどんどん進んでいくんですよね。それでこれはこれかとこう言えばいいかああいえばと思っているうちに会話が進んでいったり、中々言い出すせないんだと思っているうちに会話が進んでいく訳ですから。そんな風に思わないです。そもそも正しい発音はなんだということになりますが。スタンダードな英語が自分の母国でない人が多いと思うんです。それで彼らがコミニケーション能力がないかというとそうではないと思うんです。多分ないと思います。(Ms. To)

This returnee (7) studied at an international school from the second year of the primary school to the graduation with teachers and students from outer circles. In question (f), she agreed with the proceeding student (6) that it is difficult to define native norms of English. Then, she is in line with student (3, 5, 6) that Japanese students appear to spend a long time just forming accurate English and by that time, the opportunity of speaking often just goes away. It means that Japanese students have different attitudes from other non-native speakers toward the use of English in intercultural situation. It may suggest Japanese students' desire to be perfect might be linked to saving face. It might mean, *"Learners may develop cultural expectations of the language classroom. It is part of the classroom culture* (Seliger, H. (1991 in eds. Malave et al. 1991:39). Then, it raises an issue of whether error correction is better or not in class. Concomitantly, she supports teaching LF to focus on communicative skills by creating more comfortable atmosphere in class

The preceding data showed that the 'neutral' students had mixed views about the introduction of LF while one student was clear about the need to teach communicative skills at school. The analysis will now turn to the data from the students who prefer to learn SE at school.

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A student (8) learnt English from elementary school onward in Japan:

The global spread of English is irreversible reality today and the assumption underlying its value is not in question. However, this notion of English around the world does not imply that native speakers of English do not need to study foreign language. It is important to have multiple views of the world that we can learn from different languages. Teaching accurate knowledge is important in education. Students can be exposed to English outside school and it is possible to communicate in English with some language errors. However, if discourses contain too many grammar mistakes or pronunciation errors, it is difficult to understand it. Therefore, it is important to teach foundational knowledge (i.e. grammar rules and pronunciation) at school. In this sense, rote learning is essential to some degree. Then, the learner can use this knowledge for communicative purposes.

もうそれは帰られない事なので、別に英語が世界の言葉として使われている事が結う書されるべきではないと思います。でもだからといって NET が英語以外の言葉を学ばなくていいと、違うかなっと思っていて、やはり彼らも他の言語を学ぼう、多様性を持とうという意識を持つというのは、やはり大事な事だと思います。教育の部分では正確さというのは大事だと思いますよ。あのー、なぜかというと、伝わればいい問いのは、教育の部分でなくて。やっぱり話すことは大事なんですけど、どうしても基礎がないとしゃべれないですし、細かい文法は多少間違えても通じるじゃないですか。でも余りに文法が間違っていたり発音が違ったりするとやはり通じないですね。ですから小学校や中学校の知識は基礎的なことですし、そこはある程度暗記が必要ですし、それからそれを使って Communication ができるようになって行けば、実際の中でできるようになればいいと思います。(Ms. Za)

At the beginning of this quote, this student (8) talked about the role of foreign language study in the global era and suggested the value of learning different views through other languages. It implies the usefulness of foreign language study with regard to culture. Moreover, she said that foundational English knowledge (i.e. grammar and lexicon) shall build English proficiency and subsequently, communicative skills would appear in due course. Ultimately, she agreed with the other student (6) about the importance of teaching Standard English at school whereas students learn communicative skills outside classroom. She worries about miscommunication derived from incorrect use of English grammar and pronunciation. Consequently, this student is different from the students (3, 4, 5) in that, she

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considers, the deeper linguistic knowledge, the easier to use English. Adapting a relatively different approach from the previous student, she emphasized school's role to provide accuracy in linguistic knowledge during compulsory education.

The other student (9) expected to learn SE for practical reasons:

> I support learning American or Standard English even though it is unrealistic to reach to the native-like English. However, we start from SE, we can progress toward that goal (i.e. Standard English). If a student wanted to use LF, they can use LF as needed. Nevertheless, I think, learning SE is good at school.
>
> アメリカ英語か標準英語でいいと思います。それをやったところで、完璧にはできないので。それ (SE) をやったら、そこから日本人も少し英語を覚えていくと思います。。。それ(LF) をやったところで、自分が行くというなら、そのようなものを使えばいいと思いますが、学校教育だったら標準英語で良いと思います。(Mr. Ka)

This acoustic engineering student (9) considers that mastering Standard English is not a realistic goal at school. However, he supported the view of the previous student (8) to teach SE at school as the base of English knowledge. He added that the structures of LF is changeable and it is hard to establish a consistent learning experience on the base of LF. Subsequently he settled on leaving LF learning to the individual, while maintaining the importance of learning SE as an ideal at school.

The next interviewee is an English teachers and PhD student (10);

> I would like to learn Standard English (i.e. British English or American English). I think David Crystal denied this in "English as a global language", nevertheless, I think that, if I learn English from non-native teachers, take *Singlish* as an example, which is different from Standard English, English keeps changing and by the end, learners have no way to check its validity. Therefore, instead of learning a changing form, it is better to learn codified English.
>
> 私個人としては、イギリスかアメリカの英語を習いたいと思うので、というのは、たしか David Crystal はそうでないと English as a global language で否定しいたと思うんですけど、わたしがいつも思うのは、Native でない人に教わった英語というのは、例えば Singlish の英語を教わったら、Singlish は British English とはちがうので。英語が

He (10) is teaching English at high school and, early on, he said that he has a hard time to motivate students to study English. In the theory of David Crystal of global English, he criticized that LF shifts its focus from building coherent knowledge to quick fix, i.e. he is looking for an immediate solution. Then, he agreed with the previous students (8, 9) to focus on accurate meaning and form by teaching SE in instruction. He implied that the students have to focus on appropriate contexts and materials to assimilate into social needs.

Likewise, an engineering student (11) talked about objectives of EFL at school;

What is lingua franca? I do not think it is necessary to set a goal to native-norm of phonic skills, but it is desirable to learn Standard English at school such as American English or British English. Let me see, instead of learning new English - changing forms, it is better to learn formal (i.e. codified) English.

LF はなんですか。別に発音とかに関しては完璧を目指す必要がないと思いますが、習う英語のスタイルとしては、アメリカなりイギリスの正当な英語を習うほうがいいと感じています。そうですね。最新を追うよりは、多少古めでも、なんというか。Formal な英語を並んだ方がいいと思います。(Ms. Su)

The student (11) agreed with the student (8, 9, 10) in that learning LF would be too early before learners make use of Standard English and as a result, level of English proficiency could go backwards. He showed that an important goal of English at Japanese school is to build around the teaching of four skills and its subcomponent (e.g. phoneme). It means that the student (9, 10, 11)'s goal of English is clearer to focus on EFL at school. In short, these students who support SE at school pointed out that, although LF is beneficial outside classroom, the value of SE would meet the diverse demands for academic and social needs. Hereafter, the results extracted from the interviews will be summarized below.

Summary

This section asked the students' views on their goal of learning English as a LF or SE. The

result indicated that most students wished to learn Standard English. The students were in no doubt about the need for a tool of global communication.

According to the students, advantages of learning SE are; 1) its compatibility in writing, 2) suited for assessments, 3) its authority, and 4) its agility and speed of the response to offer needs (i.e. IT). However, the student said that, learning syntactic and lexical rules of English give insurmountable difficulties, which de-motivate some learners.

The students said that an advantage of LF is in its flexible use of grammar rules and lexical items which overtook the results to support SE. On the contrary, a weakness of LF is that it may create misunderstanding because of its flexibility (i.e. language errors)

In sum, this study showed that boosting LF at school might be a good idea in theory, but hard to achieve in practice. Facing needs of communicative skills at school, the student suggested introducing LF as a part of teaching materials while teaching SE. In subsequent section, the data analysis proceeds to the students' views on using the direct method.

1‐e) The use of the Direct Method

Schools need to make decisions on the medium of instruction, teaching material, and education goals. Economic and political forces often influence these goals. To this end, this section explores students' views on the medium of instruction. The basic premise of the direct method is that L2 learning is similar to L1 acquisition (Brown, 1987:57). This section aims to explore how the next generation in Japan views this pedagogical choice.

The results reveal that five students supported the method and one student did not, while

seven students had neutral or uncertain opinions. In the whole group, there were five participants who experienced the method, two were students at primary school n, one at high school, and the remaining two at universities and one is uncertain while the rest of the four students support the method. This section begins with the views of students who had neutral or uncertain views:

The first student (1) said the following.

> The success of the direct method depends on the individual. It is difficult to measure its applicability. The grammatical knowledge is important for non-native learners in Japan, while the direct method works for ESL learners. Here in Japan, the grammatical approach might be more practical and suitable.
>
> それも人によります。一般的にどちらがいいとはいえません。Non-native speakers とってはグラマーが必要ですが、その人が英語を使う環境にいるならなるべく直接話した方がいいと思います。でもあまり忙しい人は文法でやった方が能率的だと思います。(Mr. Ku)

This female engineering student (1) contrasted the direct method with learning grammar and said that grammatical knowledge is necessary to speak English. She suggested that the importance of the method depends on the individual learners' background. In another part of the interview, she noted that students' university exams rarely require them to compose in English.受験生なんてまったく書きませんから。論分などを書いたりしている分には出来ると思います。It means that '*Jyuken Eigo*' (English for entrance examination) examines constitutive knowledge but does not require them to express ideas in English. In a similar vein, the engineering student (2) said the following:

> I think that the usefulness of the direct method depends on availability of time. The method might not work if there is a lack of time. I prefer teachers to make error corrections on the spot, because it is not easy to fix them later. (Mr. Ka)
>
> どれだけ時間をかけられるかということだとも思いますが、出来るならやった方がいいかもしれません。あまり時間数が少ないと無駄な時間が多いので、あまり役に立たないと思います。そうですね。ま、個人的な好みをしてはその場でやって欲しいです。（エラーコレクション）個人的は、先に持ち越されると直すのが大変なので。

He (2) said that the direct method might take longer to develop language skills. By this, he

seems to think that the direct method is similar to L1 acquisition in that the development of communicative skills requires English exposure inside and outside school. He added that in English only class teachers tend to ignore students' language errors, thereby leaving language errors to be diagnosed by the students themselves. He is ambivalent about the use of the Direct Method.

The next student (3) is uncertain.

> Let me see, I think a flexible use of the direct method and the grammar-translation approach is best. The applicability of the method depends on the students' goals. However, Japanese students focus on grammatical competence in order to prepare for university examinations. In return, grammatical knowledge might improve communicative competence. Accurate pronunciation may not be so important for oral skills. However, it may be in the Japanese culture to value Standard English. Although non-native speakers from other countries value fluent oral skills, Japanese people prefer accurate English. I think it is more legitimate to study grammar rather than memorizing situational dialogues because grammar knowledge will provide a logical understanding of English and that student will be able to contextualize knowledge into different dialogic situations.
>
> うーん、両方必要なのかなと思っていて、その Situation によってどう使い分けて、Grammar？？？結局受験英語でグラマーが必要なので個人的に、グラマーが必要なのかなと思っていて、あとグラマーがあることで自信をもって話せることがあるなら Grammar が大事だと思うのですけどー。うーん、いやー。文法とは発音がいいとか話す部分ではあまり意識されないけど、ある程度、日本人全体の印象として、正しい英語を話さなくてはいけないのではないかという意識があって。他の国であまり重要視されていなくても、日本の気質として必要ならグラマーとして必要かなと思いますし。Dialogue を覚えていたほうが、なぜこういうことをいうのかとか、文法的な理論が判っていた方が納得しやすいのかと。単にこういうときはこういうだけだと、他のときに応用が利かないと思うので、そういう意味で文法が必要と思われます。(Ms. Hi)

Firstly, the student (3) agreed with the student (1) in that the grammatical structure remains the backbone of learning. Then, she agreed with Munby (1978 in Carole and Swain 1980:5) who said, "There *are rules of grammar that would be useless without rules of*

language use.'' In her view, valuing 'correctness' is part of the Japanese culture. Globally, as the students said in question (b), non-native speakers from other countries do not see grammatical knowledge as prerequisite to their sense of communicative competence. She implied that language errors could be stigmatized as a marker of education level in Japan, meaning that grammatical competence enhances communicative competence in Japan.

The next student (4) spoke as follows:

> I understand that the activities in the direct method include presentation or group work by using English. I think that group work or a presentation in the direct method would create gaps between fast and slow learners because the students' level of participation varies a great deal. For example, extroverts and fast learners progress a lot by using English while slow learners sit back and keep silent. Then, in fact, it is good to introduce the direct method once in a while because a lesson to use English in class is enjoyable. However, it is not desirable to focus on the direct method. In fact, it is desirable to use English knowledge learned from syntactics and reading classes. Essentially, adequate use of the method would raise students' motivation to use English.
>
> Direct method というとグループで作業したりとかそういうことですね。やっぱりグループで勉強しようとか発表したりすると、出来る人と出来ない人の差が多く出てしまうのですね。英語が得意な子や積極的な子に、あのーどんどん使ってレベルアップしていけると思いますが、一方、英語の苦手意識を持っていることかちょっと積極性がない子は、あのー、ただ座っているだけという無駄な時間になってしまうのですね。なので、ま。そういう時間ももちろん面白いし、たまには取り入れた方が思いますけど、それを英語教育の中心におくのはあまり良くないのではないかなー思います。あくまでそういう授業は、なんというか、普段の文法とか Reading で学んだ英語を、あの、まーたまには使ってみないと面白くないし、Motivation にもならないので、そういう授業は時々おくことで生徒の Motivation Up に使ってみるにはいいと思います。(Ms. Za)

Although this student (4) was similar to the student (2) in that she is aware of the usefulness of the direct method, in her view, English-only class might not be equally effective for all students because of individual differences in personality. She said that occasional use of the direct method might improve students' motivation. Thus, she agreed

with the student (2) in recommending a mix of the grammatical approach and the direct method.

The bilingual student (5) learned by the direct method and said the following

> When I was at the UK school, I did not use a dictionary and did not translate words. Nevertheless, I had a Japanese- English dictionary with me, but did not use it at school. The direct method may not be so effective for beginners who do not have writing or reading skills. In addition, language learning requires high motivation.
>
> 僕はイギリスの現地校でならったので翻訳とか一切なかったのです。ただ和英辞書は常に持っていました。辞書は持っていて、持ってたんですけど、授業の中では英語だけだったのです。日本の読み書きが出来ない段階で使ってやったらあまり意味がないかもしれないですね。何らかの動機がないと語学はなかなか上達しないと思います。 (Mr. Ta)

He considered that the direct method might not create measurable gains for students without sufficient reading and writing skills. In addition, he said that language learning requires higher motivation. This returnee stressed the importance of motivation in language learning throughout the interview. In his view, the effectiveness of the direct method also depends on the age of the learner.

Later, he (5) described an English class that used the direct method:

> I attended an English course by NETs at the university, and recognized that most Japanese students do not want to speak English in class. They answer teachers' questions in a word or two. It means that they can understand discourses but they do not know how to answer in full sentences. Returnee students can construct full sentences and respond in full sentences.
>
> 大学でも英語を使った授業がありますが、大半の生徒は積極的に英語を話そうとしません。 しかし先生の直接的な質問に対しては、一言二言英語の単語を返します。つまり相手が何を言っているかはわかるが、どううまく答えを返すかがわからないといった感じです。一方、帰国子女や留学生はまとまりある文としての返事を返すことができます。 (Ms. Ta)

This was his first time to study English as a compulsory subject. He suggested the

importance of answering in full sentences in class. In his view, students' language anxieties may hinder students in English only class. While analyzing the data, the author was not clear about his opinion. Then, the author emailed the student about his opinion about the direct method and he wrote:

> I began to think that the direct method is more effective after learners of a certain age with basic literal and contextual knowledge. I am taking a math class taught by NETs once a week at the university. English is a compulsory subject for all the students in the math department. The students prepare well for the English class. As I mentioned earlier, the language study requires motivation and it would be difficult to utilize the direct method at public school in Japan.
>
> ダイレクトメソッドは、ある年齢に達し専門知識を身につけてからの方が効果的だと思うようになってきました。今の大学では、週に一度、Native の先生による英語のみを使う必修の科学の course があるのですが、将来理系に進む人は英語が必須となるため生徒もこれを一生懸命勉強します。先の問いにもあったように何らかの動機がないと語学はなかなか上達しないと思います。だから、日本の普通の公立学校でダイレクトメッソドを取り入れても生徒はなぜやるのか分からないため効果が少ないでしょう。 (Mr. Ta)

He said that the direct method is more effective for the students with higher motivation.

The subsequent section looks for the students in agreement. The first student (6) spoke as follows;

> Definitely, it is a good idea. However, it may not be so feasible in Japan because of a lack of competent English teachers for English-only class. I still think it is not necessary to study all skills at school. I also think that also the direct method requires textbooks. Let me see, I still think that grammar knowledge should not be a priority at school. (Mr. Ha)
>
> ああー、いいと思います。やはり、人材が足りないじゃないですか。小学校からやろうと思うと。どうしても。英語教師をトレーニングしたところで、日本中の学校に配置しようと思ったら、全体のレベルが、それが成り立つレベルかどうか難しいところだと思います。総合的なことは授業でやる必要がないと思います。なにかしら、マニュアルを作らないと。うーん。やっぱり文法的なことはそんなに授業でやる必要がないのではないかと。

This engineering student (6) does support the method but points to a lack of competent

teachers. He pointed out that the efficacy of the direct method depends on students' proficiency and teacher training. Secondly, he suggests that textbooks might help students. Nevertheless, this student supported the communicative approach at school.

The next student (7) spoke differently:

> I attended an integrated junior and senior high school and the goal was to send students to prime universities. Then the school differentiated the teaching methods. For instance, NETs taught writing skills by the direct method, which is a prerequisite for university exams. While students practiced writing, NNETs stayed in the back of the classroom to help students upon request and they rarely spoke in the class. In contrast, NNETs taught reading skills by the grammar translation method in Japanese. I suggest utilizing both the direct method and the grammar translation in the Japanese curriculum.
>
> それも Direct method の授業もあるべきだと思うんですけど、すみわけと言うか、例えば高校の時は受験校に行ったのですけど。Native の先生がいらっしゃる時は日本人の先生は前に立たないで後ろでわからない生徒にアドバイスするくらいでほとんどなにも言わないです。Native の先生がほとんど自分で授業をなさっていて、基本的には Writing.あのー。大学入試と関係させながら Native の先生でも出来ること、例えば自由英作文の書き方、レポートの書き方みたいなことを、実際に先生が説明して、実勢に生徒に書かせるみたいなことをして、先生とのやり取りは Native の先生がやる感じだったのですけど、それとはまた別に Reading の授業は日本人の先生が日本語を使いながらやっていたのです。複数あるこまの内、全部が Direct とか、全部が訳読ではなくて、うまく時間として割り振りできれば共存できると思います。 (Mr. Se)

This English teacher and PhD student (7) agreed with the student (3) that mixing monolingual and bilingual instruction are equally important at school. At *Juku*, he had a successful run of the direct method to prepare to apply for universities. Then, he suggested the need of explicit instruction and feedback for productive and receptive language skills. Therefore, he recommends flexibility in instruction.

Likewise, a female student (8) said;

> Prior to matriculation to university, I only had a speech contest by the direct

method. After entering the university, I took discussion and presentation courses by NETs. From this, I thought the direct method is effective. However, I found that it is rather difficult to understand English spoken by Japanese, notably due to irregular uses of pauses. Additionally, I thought that reticence of Japanese students is rather problematic. I think it is good to introduce the direct method at an earlier stage. However, the direct method is difficult without NETs. When I was at high school, I attended a *Juku,* where NETs had ten students for ninety minutes. Students prepared well in advance and were active in discussions and I learned a lot from other students who use English naturally.

自分の経験としてはダイレクトメソッドを使う場としてはスピーチコンテストがあるくらいでしたが、それに出た事がありました。いいことだとは思いましたが、そこで問題に感じたことは、日本人の英語はわからないのですよね。例えば日本人の英語は変なところできってしまったりしてどういう意味か判らないことがありました。それからみんなで例えば、皆恥ずかしがるところがあるんですね。そういう意味で the direct method というのを早い段階から取り入れていくと効果ではないかと思います。あとグループの中に Native がいてくれないとチョッと厳しいかなと思います。それは、高校の時に通っていた塾、それは通っていた予備校のチョッと珍しい塾で、あの、Native の先生の元で Discussion を皆でするという授業で、話したいと思って勉強していきますし、だから、自分で自主的に単語や表現を覚えたりですで、そこで伸びたと思うのは、なかで自然な表現を知っている人がいることが大きいと思います。（Ms.Ho）

Firstly, she said that English spoken by Japanese was not so clear because of a lack of authentic use of English (e.g. non-standard use). Secondly, she pointed out that Japanese students' shyness interferes with natural speech. Then, she disagreed with the student (5) that the direct method is effective for students at young age. Fourthly, she said that NETs' presence is essential in English only class. It implies that students need the native norm of English (i.e. accuracy) in class. Looking back, she said that the students in the direct class were motivated and prepare well for the class. It implies that the method is promising for highly motivated students and unsuitable for unmotivated students.

Another student (9) agreed that his English improved in the English only class:

I am not sure if the direct method is suitable in Japanese class, but I acknowledge

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that my English improved in monolingual class at the university and I gained

confidence in speaking. When I did not understand the meaning well, I used

dictionaries afterwards. Therefore, I support the method.

Best かどうか判りませんが、ある程度効果があると思います。なぜそういうかというと、大学の時にすべて英語でやるクラスがあったのですね。それで随分力がついたんですね、だから、それでもかなり力がついたので、いいと思います。日本語は、ないです。ではわからないままにあとで自分で調べたりとです。 (Mr. Sa)

This student (9) is an English teacher and has successful achievement in TOEIC and

TOEFL tests without experience of studying abroad. From his experience, he said that the

direct method leads to confidence in using English. Those students (8, 9) who gained

competence in linguistic knowledge are more positive about implementing the direct

method in that they can learn from other students in class. In regard to error correction, this

student diagnosed errors and corrects them by himself. These students (8, 9) did not

experience anxiety in English only classes.

Hereafter, the data analysis looks at the students who disagreed with the method. The

student (10) expressed his views as follows:

In reality, Japanese students focus on writing and reading skills for the university

exams. Then, it is after matriculation that the students begin using oral skills. Then,

once Japanese students face communicative situations, I think, they would be able

to manage conversations using knowledge that we learned for the university

entrance exam. I am not sure if the method is suitable for students in puberty. It is

rather embarrassing to speak English between friends. I had similar opportunities to

speak English in class, but I did not try it.

その今の現状、高校、大学受験位まででも、ひたすら詰め込んで、詰め込んで、まー、そこから実用的なのって、おそらく大学になってからのような気がするんですよ、僕は。そのー。使えるような環境に行ったりとかして、いままでのをほり起こしてみて、使って、でも、それでも受験で詰め込んだ下地が出来ているので、会話くらいなんとかなるんですよ。日本人の気質にあうかどうかというと、恥ずかしがったりとかして、そういう時間が設けられたとか、学校の中でもそういった時間は作られていたと思いますけど、恥ずかしがったり溶かして、はは、思春期なので、一生懸命隣のこと英語で話しなさいなんて、"かっこわるいぜー。"見ないな感じで、まー、そういった時間があったけど、話さなかった。実用的に使っていくことがしんきに生徒にあうかどうか、僕はそこに疑

問点を感じます。まー、でも、使っていくべきかどうかは、ちょっと判らないけど、今思うと、僕はー (Mr. Na)

This student (10) attended a private school and said similarly to the student (1) that Japanese school prioritize grammatical knowledge before studying at university. His views are similar to the student (3), that grammatical knowledge is compatible with communicative competence. Next similarly to students (5, 8), he raised the issue of anxiety about oral skills, which might hamper the efficacy of the direct method. He revealed that the efficacy of the method depends on the age, which may suggest that the direct method is better for elementary school and in higher education. He is the only student who did not agree with the implementation of the direct method in Japanese schools.

Summary

The demand for communicative skills is rising in Japan. This section considered the implications for the direct method in Japanese school and the result are mixed which might mean that an implementation of the method is not readily available. Hereafter we summarize what the students' views are:

Firstly, according to the students, advantages of the direct method were 1) increasing exposure to colloquial English, 2) flexible use of teaching materials, 3) NETs' feedback and role models, 4) increased motivation in speaking.

Secondly, the disadvantages of the direct method includes: 1) shortage of teaching hours, 2) difficulty of error corrections, 3) lack of competent teacher, 4) lack of students' English proficiency, 5) students' reticence, 6) apprehension in speaking in class, and lastly, 7) unfairness arising from differences in students' English proficiency and personality. In short, these problems of the direct method are not easily controlled by teachers in class.

Implications for EFL classes in this study are: 1) as the students (3, 6) said that, after

acquiring basic knowledge of English, mixing the direct methods with grammar instruction is effective to improve students' motivation: 2) the students (8, 10) suggested applying the method earlier age (e.g. in primary school) and in higher education, where students have less anxiety and reticence in using English. Lastly, the student asserts that NETs' presence is indispensable in conjunction with communicative interaction. In sum, the suitability of the direct method depends on learners' age, levels of English proficiency, and motivation. In the following section, I asked the student views of learning goal of English study.

1 - f) "The goal of EFL is the native speakers' norm" and the question of grammatical versus communicative language learning

Several varieties of English have arisen owing to the global spread of English. Consequently, the traditional view of teaching the native norm of English is being challenged. Educators have failed to offer concrete advice on the use of methods that are specific to the various norms. This expands on the issues that we have seen in the previous question, where success in learning involves not only the role of a language, but also the consideration of personal factors of learners such as motivation, age, and language proficiency.

This section examines how the students see their EFL goal in face of various norms of English in its specific cultural context. Noteworthy is that the schooling may need to respond to these needs (Richards, 2001:51-55). During one interview, a student said, "*Our goal of English study has long been to communicate with native speakers.*" In hindsight, I suspected from the findings of the previous section that an EFL goal of LF might have put students at odd with SE, which is prerequisite when applying for universities. Then, I

extended her questions to ask specifically about their preference for grammatical or communicative approaches in the lessons.

The aim of this section is to ask whether the students' goal is a native-norm of English in conjunction with a pedagogical preference of the communicative approach or the grammatical approach. The 'native norm of English' in this study refers to English spoken by L1 speakers of English in the U.K. or in the U.S.A. The result showed that four students agreed with the proposition that their learning goal should be that of native speakers, while four students disagreed, four students had a neutral stand, and two students' answer was unclear. This section opens with the students' neutral or uncertain opinions.

The first student (1) said:

> It depends on the individual goal whether to study for native norm English or not.
> それは、各々の、目的は違っていいと思います。(Mr. Su)

This acoustic engineering student (1) attended a public school outside Tokyo. Although his opinion was neutral in respect of the proposition, his opinion and his own situation appear to be that of most English learners' in Japan who do not intend to go abroad to study English.

In contrast to the previous student, the next student (2) had returned to Japan from the USA one month before the interview. Although this next quote appears to disagree with the goal of the native-speaker norm, I interpreted his position as neutral:

> Let me see, when I was at language school in UCLA, I spoke English with grammar errors (e.g. "I will met"), but people still understood me. Then, I gradually began to think that a language is a tool of communication and that it is more important to communicate with people than trying to use English with correct grammar. Therefore, I thought that non-native English − even called '*Japanish*'

would be acceptable for a communicative purpose.

そうですね。これもやはり UCLA の経験からすると、やはりいちいち英語でなくても、やっぱり communication がとれていて、やっぱり言葉の、最大の目的は、その Communication のツール、それが最大の目的だと思いますので、まー、お互いが分かり合えれば、多少、わかっていなくても。実際僕も 'I will met' とかそんなめちゃくちゃなことを言ってしまったのですけどそれでも通じましたし。あのー、そういった意味ではそこまできっちりとした英語でなくても100パーセント理解しなくても、最低限コミュニケーションが出来る段階まで、むちゃくちゃでも、まー,Japanish であろうとなんであろうと、伝われば問題ないと思います。(Mr, Ot)

This economics major student (2) attended elite junior and senior schools to prepare for the university. He sat numerous achievement tests and obtained the highest mark in the TOEIC test. Before summer 2010, he had a job offer from a trading company. Naturally, he placed importance of English study (henceforth ES) on oral skills and attended an English course at UCLA in summer. There he found that, compared to Japanese students, European students were more successful in communicative skills despite their occasional use of ungrammatical English. He said that, since they have no planning time for interactive situations, speakers could rely less on linguistic knowledge learned at school. Following this answer, I asked if he wanted to break away from the grammar approach at school:

My English skills improved a lot between the first and second year at high school in the standardized preliminary examinations for university. When I was a freshman, I had only 60 points in our scale. In the following year, the score went up to 80 points. At that time, I felt that my reading skills improved a lot in preparing for university entrance exams. At UCLA, I experienced relatively higher grammatical competence of Japanese students than that of students from other countries. In fact, I thought that Japanese students' level of grammatical skills was the best in the class in UCLA. Paradoxically, I saw many European students communicating well in ungrammatical English. Then, I began to think that it might be acceptable to speak ungrammatical English.

やっぱり受験勉強で文法に関してすごく磨き上げられたなということをすごく感じます。伸びたというのは高校二年生ぐらいで、あのー、伸びたと思ったとき。なぜ伸びたかというと高校に入ってからセンター試験を受けていたのですが、高校一年生の時はあまり取れなくて、多分六割かその位だったと思いますけど、高校二年生で受けたら、もう、八割かそのくらいになっていて、まー、その瞬間にやはり読解力という意味でははやり伸びたの

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かなということを実感しました。UCLA へ行っていても、やはり、文法に関して日本人が一番出来ているという すごく感じました。やっぱり、かといって文法が出来なくても、やっぱり、ヨーロッパ人というのはぺらぺらし ゃべっていて、だから、その一、communication という意味では、もうちょっと文法がめちゃめちゃでも大丈夫な のかなーというのをすごい、感じました。あ、文法に関してですか。正直に申しますと、文法に関しては、日本 人に対して絶対負けてないなと思いましたけど、Speaking に関しては負けているなと思いました。(Ms. Ot)

In language learning, he showed his emancipation from the grammatical approach.

Likewise, the female student (3) who went to Australia commented.

I forgot to tell you earlier, but I had another opportunity to use English. In the summer of my junior year, I studied English in a language school in Australia for three weeks. It is commonly known that European students have strong opinions and participate in active debates in English with strong accents while most Asian students were reserved in class. I confirmed this image in the Australian language school. Then, I realized that native-norm phonic skills are not a prerequisite for English communication. From this, I felt that native-like pronunciation is not required in English communication worldwide. From this, I began to think that accurate pronunciation might not be a priority of EFL at Elementary School. In fact, it is more important to catch up with the natural conversation. Therefore, I recommend practicing speed dialogue and colloquial English exchanges at school.

さっき言い忘れてしまったのですけど、大学に入ってから英語にふれる機会がもうひとつあって、大学の二年の 夏に、オーストラリアの語学学校に三週間行っているですね。一般的に言われていることだと思うのですけど、 ヨーロッパとかの人は主張が強くて、Debate して、発音が悪くてもよく主張するんですけど、アジア人の人はあ まり主張をしないという一般的イメージがあって、実際そうだと思いました。 そこで、発音がちょっとなまっ ていても通じればいいのかと、それが世の中、世界全体をとられた時の英語なのかなと、私は思いました。発音 絶対というのは小学校英語教育の最上課題でもないのかなと。結局、speed Dialogue だったり、フレーズのやり取 りだったりするのがいいのかなーと思います。(Ms.Hi)

This student (3) studied pharmacology and agreed with the preceding student (2) that the goal of native-like norm of English by the grammar approach does not produce communicative skills. She put the emphasis on pronunciation as the main element in the idea of native-speaker norm, even though there are other aspects of this norm (e.g. use of idioms) and recommended increasing dialogical practices instead of practicing isolated

words. As in the previous section (b, c), she appears to always worry about pronunciation. Her story after her visit to Australia continued as follows.

> Then, I took an optional debate course at the university. After five lessons, I withdrew from the course because I lacked opinions to participate in discussions. Furthermore, the course was not compulsory, and I became busier with my science study.
>
> Option で受けられる授業で、大学二年の後半に、えーと、Discussion か、Debate とかの授業を NE の先生で、それは結局まー、それは必修科目ではなかったので、最後まで出ないで、5 回ぐらい出て Drop Out してしまいました。科目が多かった事もありますし、自分の中で足りないスキルが Discussion skill だと思っていっていたのですけど、でも実際受けて持て、そのー。英語自体のスキルより Discussion 自体のスキルの方が大切だと思って、結局意見がないと Discussion 出来ないということもあって、それでまー、行けなくなってしまったということもあります。(Ms. Hi)

This student (3) dropped out of a course, which would have allowed her to join discussions, showing that in addition to language skills, the ability for communication is embedded in wider competencies, which are not a matter of what is learnt in class. Her experience agreed with the previous speaker (2) that lack of oral skills (i.e. the ability to express opinions) among Japanese students might be a cultural matter. The corollary is that successful communicative skills require not only knowledge of language but also life experience for intercultural communication.

The next student (4) talked about the whole language learning:

> It is difficult to choose one out of two. There are two reasons for that. The priority depends on the learners' goals. Firstly, students in engineering and in humanity studies need different English curricula. Secondly, in online communication, we simultaneously use listening and writing skills. Thus, grammatical skills and communicative skills are linked and it is difficult to have only receptive skills.
>
> それはひとつに絞るのは難しいです。理由はふたつあります。目的によって違います。例えば工学の勉強している人とそうでない人が同じプログラムではいいわけではありません。あと、お互いに関係しやっているので、例えば Chat をしている時に、聞きながら書くわけですが、お互いが関係しているわけでどれかひとつの能力を伸ばすのは難しいと思います。(Ms. Ku)

The engineering student (4) agreed with the student (1) that learners' needs vary greatly.

Secondly, she pointed out that all skills are needed in communicative situations.

The aforementioned students were neutral, uncertain or gave only generalized answers. Hereafter, we will analyze the data from the students who supported learning native-norm of English. A student (5) describes a debate course at *Juku*:

> Yes, the native speakers' English has been my goal in ES for a long time. Recounting my experience in senior high school days, I attended debate courses by a NET at *Juku*. The students discussed a variety of topics e.g. the jury system or the death penalty. Afterwards, we had a writing assignment of 200 words and we received NETs' feedback. I enjoyed the lessons a lot because the students freely expressed their opinions. After matriculation to University, I do not have any similar debate experience, speaking is rarely demanded, and the barrier for speaking has risen.
>
> そうですね。ずっとそれを想定して勉強してきた様に思います。 高一、高二、高校三年生ぐらいまでですか、毎週、NET の先生と三時間、塾でなんですけど、例えば、えとー、死刑は廃止されるべきかどうかと、Jury System についてどう思うかとか、そういう多岐にわたるテーマについてみんな Discussion するとか、あと自分でも、確か２００文字ぐらいの Writing Report を書いて、チェックしてもらって、また書き直すと言うことをやっていた時は、やはりみんなで考えましたし、しゃべりたかったから、そのころは抵抗なくしゃべっていましたし、良かったですね。ただそういうことがなくなって、大学に入ってしまってからは、ハードルが高くなってしまいましたね、話すことに。(Ms.Ho)

This student (5) pointed out that Japanese students have to create opportunities to use English outside classroom. Notwithstanding, she is different from other students (2, 3) in that she enjoyed expressing her opinions freely in English at *Juku*. It suggests that the feasibility of ES activities depend on learners' personality. It would also mean that it is easier to speak English in a small class without assessments at school. Lastly and noteworthy, this student said that peers' feedback and teachers' guidance are beneficial.

The bilingual student (6) spoke about the definition of *native-ness*.

> Defining native-English is rather problematic. I do not think that English spoken by

native speakers is always correct. I always feel that native speakers understand my English even though it is not perfect. On the other hand, in the case of verbal interaction between non-native speakers, it is often difficult to understand each other. Let me see, from the beginning of this interview, I wanted to say that I hope to speak English, which is different from the English we learned at school. For example, I want to express my opinions persuasively and convey my feelings in discourses appropriately. There must be oral skills that we might learn outside classroom.

うーん、正しい英語がそもそもあるのかというところに問題がありますよね。Native Speaker がしゃべっている英語が正しい英語かというと、本当はそうじゃないと思います。やっぱり、Native Speaker の人としゃべる目的でやると、でも Native Speaker はこちらがあまり上手ではない英語でしゃべっても理解してくれると思うのですが、うーん、やはり英語があまりできない人同士がしゃべったら意思の疎通が難しい時が多いと思います。僕はむしろ、学校の勉強ではなくて、なんかこう、会話、うまい会話ができる英語ができればよかったなーって最初にいいたかったのですけど、たとえが学校の英語ではなくて、人を説得する英語だとか、上手く感情を伝える英語だとか、学校ではあまり教えてくれない英語というのがあると思うのですよ。(Mr. Ta)

This returnee (7) moved to the U.K. at the age of seven and attended British school. He studied with native speakers of English from a variety of family backgrounds and ethnicities. First, he said that native speakers English and Standard English are not necessarily isomorphic. Then, he agreed with the student (2) in that native speakers understand non-native speakers' English better than non-native English speakers. It implies that he is more comfortable using English with native speakers. Thus, he supported the goal of the native-norm of English. With the privilege of bilingual speakers, he wishes to acquire native-like fluency including communication with humour.

In contrast to these students, the following students disagreed with teaching native-norm of English. The student (8) said:

I do not think so. It is difficult to define native-norm of pronunciation. At my school, non-native speakers enter frequently, and we were used to communicating with these students without English fluency. I do not have any uncomfortable

memories of this. There are many non-native English speakers around the world whose have good communication skills in English.

そんな風に思わないです。そもそも正しい発音はなんだということになりますが。スタンダードな英語が自分の母国でない人が多いと思うんです。Non-native 同士が話をするので、また新しいできない子が入ってきたという感じでそういったこと Communicate するのに何の躊躇もないです。私もそこまでは、悲しい思いはないです。それで彼らが Communication 能力がないかというとそうではないと思うんです。 (Ms. To)

This bilingual returnee (8) attended an international school from the age of seven until high school graduation, and she disagreed. She took a positive view of the potential of non-native norm English communication. This student is similar to the student (3) in suggesting that native - norm of English implies native speakers' pronunciation. She agreed with other students (2, 3, 5) that non-native speakers' L1 effect on their English does not necessarily interfere with communication in English. Interestingly, there are differences between the two returnees and in that student (8) studied ESL at an American school whereas the student (7) attended the British education system with a prerequisite of fluency in English before admission. In both cases, the major language experiences were formed at school.

The next speaker (9) spoke as follows.

Let me see, from an equal opportunity perspective, considering that non-native speakers of English outnumber native English speakers, I do not think my goal of English study is to communicate with native speakers. Let me speak about Jazz, which is relevant to language learning. Jazz players use a technique called improvisation, which is an ad-labium method deriving new form from old ones. They use codes and add accents to their playing. Some player can charge his playing with his emotion. Quite a few musicians believe that improvisation technique is relevant to language teaching. For example, some English learners are superior in spontaneous talk, while some others are less able in this regard. This is similar to music playing. In theory, there are two ways for music teaching: First, learners start

from theory and then mimic others' players; and the other is to mimic other players' playing techniques one after another without knowledge of music theory. Of course, the majority of musicians work on collaborative practice and study theory simultaneously. I did not take any systematic trombone lessons and learned mostly by playing.

うーん、まー、そうでないと思います。現実的に、Native のひとも国際的なところにいるので、別に Native の人と話すだけではないと思います。音楽で今ジャズというと ad-live play が特徴ですが、ad-lib 分で適当にやるという、code signal があって、和音が決まって極に決まっていて、その上で、その上で自分でメロディーを作っていくと。それって出来る人と出来ない人がいます。まー、今言語教育ですが、そのー、ジャズはアドリブというので、言語の習得に結びつける人がたくさんいて、やっぱりべらべら話す人とそうでない人といて、アドリブもまさにそうなんで。教育方法も、教育法も、ま、大きく二つあって、理論から攻める人と、とにかくコピーして、コピーして、攻める人がいて、理論の人はそういうところから入る。コピーというのはひたすら、意味が判らないけど、ひたすら練習するということです。はい、そりゃもうタイプがあって。全然理論が判らなくても引ける人もいて。センスもありますが、理論を本当に積み重ねてうまくなる人もいますし、いますね。そういう人もいるし、理論がわからないけど上手な人もいますね。はい、もちろん、両方やるという人もいますし、まーそういう人が一番多いです。先生に習ったことはないです。大きな楽器ですが、昔は手が届かなかったです。(Mr. Ka)

This acoustic engineering student (9) expressed his disagreement of the principle by focusing on his English needs outside of school. Then, he compared acquiring musical topology to language learning and described two musical analogues of language learning, namely 1) improvisation, i.e. a communicative approach in that learners practice English by infusing their feelings into words, and 2) studying theory, i.e. a grammatical approach. According to this student, most learners utilize both approaches, which he appeared to favour. This indicates that language training may be helped by a variety of activities.

Summary

This question explored in particular whether students thought they should try to achieve native speaker norms and the consequences for the pedagogical choice of grammar or communication approaches. As the number of non-native speakers is increasing both in relative and absolute terms, non-native speakers of English continue to be singled out in their written and oral discourse. In response to the global needs of English, this section

presented students' views of the goal of native speaker norms and the teaching methodology, notably for schools in an EFL environment. The results are mixed which may imply the students' changing attitudes, which may underscore a traditional learning of a native norm of English.

The data indicated by the students in setting a native-norm of English in EFL class were: (i) native speakers' superior English pronunciation, (ii) native speakers' abilities to understand a variety of highly varied texts or discourse due to inter-language influence, and more enjoyable atmosphere in class. A student (7) suggested that miscommunication might arise in non-native speakers' communication. A problem for a native norm of English that the students said is its high hurdle to achieve it.

The advantages of the communicative approach that the students mentioned were the contextualized learning in dialogue instead of rote learning of isolated words and the ability to pick up the natural flow of the conversation. The disadvantages of the method were uneven speaking opportunities and the shortage of class time. The divergent and conflicting students` views may suggest that many students are independently thinking strategies of learning and using English. Thus, the students are flexible in the strategies they adapt in studying English and communicating in English. It implies that they are no longer passive learners of English.

Interestingly, one student compared learning methods with Jazz improvisation when he spoke of building the language foundation first (i.e. the grammatical approach) versus infusing feelings and gestures into the oral English usage (i.e. the communicative approach).

In addition, a variety of factors contributes to undermine both approaches. For example, Japanese students' academic goal of university exams making it more difficult to use

communicative approach and cultural expectation of European students, which focus on fluency, rather than accuracy of native-norm of English is seen as a most important advantage for communicative approach.

There were no signs that either gender or individual socio-cultural difference distinguish the students' views. It may suggest that culture as transmitted in school through L1 and L2 instruction would influence the students' views.

In the following section, the data analysis shall present the students' views on how the global spread of English might influence national power.

1 - g) Language skills and national power

The spread of the English language around the world appears to lead to changes in cultural, educational, and socio-political perspectives. However, the result of the English spread remains unclear in absence of an empirical analysis in specific segments of affected communities. Phillipson, (1992) pioneered the studies of language power and its imperialism through economic perspectives and said that the dominant use of English language for global communication might lead to an imbalance of power (hereafter – the proposition). This study is not politically oriented but rather looks into whether the worldwide diffusion of English is seen by students as a threat in the community at hand, either in economic or in cultural or political regard. I asked students if they think that English language skills would affect national power balances. The data shows that eight students agreed with the proposition while four students disagreed and one returnee student was neutral or uncertain. One student was not asked this question.

The data analysis begins with this neutral or uncertain student (1).

First, I thought that language affects national power. However, considering the

history of the past 100 years, Japan has achieved economic success, which is next to that of the U.S.A. and bigger than that of the U.K. or Germany, despite the latter's higher English proficiency. I began, therefore, to doubt whether English affects the national power or not. It shall depend on the direction of future economical expansion. If the service sector (e.g. tourism and banking) becomes an important sector in the Japanese economy, Japan needs to have an increased number of people with English language skills.

初は僕もそう思っていたのですが、でもこの百年ぐらい、ずっとそういわれていますけど、日本は第二の経済大国になったではないですか。イギリスより、ドイツより、アメリカは別として日本は、経済力を取ったのではないですか。そう考えると一・しかし。これから将来日本がどうするかという話になると、これから日本が輸出産業だけでやっていくのは難しいので、今度逆にサービス業とか、知的な分野、情報とか観光とは、となるとやはり英語がもっと重要になってくるのではないかと思います。観光が日本は栄えてないので、外国人が少ないのは、英語が通じないという点があるのかもしれません。(Mr. Ta)

Referring to the size of the Gross Domestic Product, which is a measure of economic reach, this student spoke about the relationship between the spread of the English language and power from the business perspective. At first, this student (1) drew upon the history of economic growth in the past 100 years and concluded that, in the past, the success of Japanese economy did not rely on language skills. Then, he said that it is not possible to know if this will be true in the future because how English language affects national power (e.g. GDP) will depend on the direction of future business development. It implies that it is not clear if bi/multilingual countries enjoy lasting economical advantage in global arenas or not. He is the only student who was uncertain about this question.

Hereafter, the data analysis looks at the students in agreement with the proposition. One student (2) spoke about the importance of tourism and international business:

In addition to travel agencies, some Japanese companies (e.g. *Rakuten, Ion*) gradually adopt English as their official working language. Thus, their employees began studying English at language school, while others take private lessons, which are very expensive. I am also considering taking English lessons. Generally, the

English language would affect national power. English is used as an official language in international organizations, and the accounting system worldwide is a good example of a European standard that has been adopted for the world accounting standard. In this case, Japanese accountants could not fully participate in the discussion due to their lack of English skills. They now have to follow European standards in international business. In this way, English language skills might affect national power. It is not necessary for all Japanese people to have skill in English, but the present number of Japanese with English skill is not sufficient. Therefore, it is desirable to have more Japanese who can communicate in English in international situations.

今の観光の話もそうですしが、えー、今、例えば、どんどん、いま日本の企業、各企業も、楽天とかイオンや公用語を英語にしているように、そうすると、やっぱり社員もあせって、Berlitz といったところですとか、まー、人によっては家庭教師をつけていこうかと。家庭教師は値段が高いと思うので、ドンドン勉強していくと思うので、そういった意味では、国力に影響するのかなーと、あのー。また、国連とかそういった国際的な場所でも、やっぱり公用語は英語ですし、それが出来ないことによって、あのー今、会計基準かもたしか、今、確か公認会計士たちとか英語ができないので、なかなか議論に参加できなくて、どんどんどんどん、やっぱり IPASS とかも Europe 基準なってしまったりとか。それを常に日本はあわせなくてはいけないというふうになっていっていると、そういう意味ではやはり、英語が出来ないと国力に影響するのかなと思います。日本人全員が英語できる必要がないと思いますが、ただ今の実情はやはり英語が出来る日本人は少ないのかなとー。あの、一定数ができるべきだとすごく思ってまして、国際的に活躍しているのは大事だと思っていまして、そういった意味では全員が出来る必要がないですけど、もうちょっとやはりふえて、もうちょっとやはり、国際的な場で Communications ができる人がふえていったらいいのかなと思います。(Mr Ot)

This student (2) described implications of the global spread of English from an economical point of view and was worried that Japanese companies have become followers of international rules in global arena due to lack of English skills. He implied that the *de facto* establishment of English as a working language might threaten economical power balance rather than cultural or military balance. In reality, a problem of economical imbalance in global era (i.e. uneven distribution of wealth) is a fundamental operating proposition, which appears to pose the most serious challenge in capitalized society today.

A female student (3) stated from a historical perspective on colonialism:

> Yes, language affects national power and it dates back to colonial history of the past 500 years. It is difficult to stop the spread of English around the world and it is not good to question the situation. It does not imply that native English speakers should not learn foreign languages. I believe it important to cultivate multiple views through languages in our lives.
>
> はい、国力に影響していると思いますし、過去の歴史というか、この５００年の植民地時代の歴史が関係していると思います。もうそれは変えられない事なので、別に英語が世界の言葉として使われている事が問いただされるべきではないと思います。でもだからといって native speaker が英語以外の言葉を学ばなくていいと、違うかなっと思っていて、やはり彼らも他の言語を学ぼう、多様性を持とうという意識を持つというのは、やはり大事な事だと思います。 (Ms Za)

This student (3) studied at Cairo University for one year to extend her Arabic studies at a university specializing in foreign language study. In her view, the origin of the proposition is in colonial history. She implies that language (i.e. English) does not represent a cultural identity. Secondly, she said that language strongly influences people' ideas. It means that, by transferring languages to other countries, languages transfer different cognitive ideas (different ways of thinking). Thereby, she suggested that multilingualism benefits people in understanding other people. In another part of interview, she (3) spoke of language relativity:

> Taking about syntax, different language has a different syntactical system. For example, English and Arabic has 'gerund' while Japanese language do not. Then, when I find it difficult to translate Arabic words into Japanese, I translate Arabic into English first. Then, I translate the word into Japanese, because English has a more similar structure to Arabic. It means that English and Arabic share more similar syntactic features than Japanese and Arabic. Consequently, it is easier to use an English-Arabic dictionary to understand Arabic texts. Another reason to use English for Arabic study is that, Arabic study has long history; the Arabic language study is not so popular in Japan. Consequently, we use English - Arabic dictionary

to study Arabic at the university.

文法用語というのは、例えば形容詞とか、形容詞は日本語にありますけど、動名詞は日本語にないではないです
か、そういった日本語にない概念がもう習っているので役に立つ時があります。あとは、翻訳するときもアラビ
ア語から日本語だとちょっと概念がわからない時、一度英語に翻訳して、それからアラビア語に直すと判りやす
い時があります。例えば言葉の概念もアラビア語と日本語ですごくかけ離れていて訳すと起動してわからない時、
一度英語にするとわかりやすいじゃないですか。その一、ある単語の概念が英語とアラビア語のほうが概念が近
いではないですか。あー、言語として近いかどうかわかりませんが、たまたま、その一。アラビア語と英語だと
ほぼかぶっていて、日本語だと一部かぶっているけど。そういうこともあると、英語を挟むと判り易いです。あ
とーアラビア語教育がそんなに日本で広まっていないこともあって、あと、アラビア語学習が学科としては古い
のですが、そこまで刷新されていないということもあって日本であまり広がっていないので、私たちが使ってい
る辞書は英語アラビア語辞書を使うのです。(Ms Za)

The European colonization of the Arabic world has resulted in good English-Arab dictionaries in the past, and now serves the interviewee to access the Arab language. It could mean that the former colonial countries who adapted English as an official language advanced multiculturalism. This student acknowledged an advantage of using the English language in understanding other cultures. However, she said that Arabic study is not popular in Japan.

The next student (4) spoke from a cultural perspective:

I agree that language affects national power. However, if another language such as Chinese were a world language, the situation would be the same here in Japan. Japanese people are not good at communicating in foreign languages. The basic problem is a lack of communication among Japanese people, which is separate from the issue of foreign languages. This lack of communication is already affecting diplomatic and business sectors here.

それは思いますね。でも日本の場合は、英語が中心の社会になったので英語が盛んになっていますが、他の語学
が出てきたらましになるかというとそうでないと思います。たとえば中国語が世界に広まっても、やはり同じ結
果だと思います。なぜかというと、外国語での communication skill に欠けているからです。日本語以外の
communication skill がビジネスでも外交にも影響していると思います。(Mr. To)

This bilingual student of English and Japanese (4) studied French as a foreign language and majored in international relations. She pointed out a lack of communicative skills in

Japan, which is separate issue to foreign language difficulties. She claimed that this communicative apprehension among Japanese is embedded in the culture, and it is not an effect of English because the same would happen if it were another language, such as Chinese.

Another student (5) spoke of the importance of English in the global market.

> Let me see. Low English proficiency may diminish the opportunities to participate in international trading markets. For example, even if a company has a competitive product, it is not possible to sell it without English language skills. Consequently, the market share will shrink. What shall I say, I think, many Japanese students have a difficult time learning English, therefore they do not enjoy or like it.
>
> 英語に対しての苦手意識というのは、結局日本の海外取引も減る傾向かなっと思って、その一、語学に対しての苦手意識があるだけで、海外に行くというチャンスがあるのに、結局、その一、海外に売れる商品なのにそういう機会があるのに使えなかったり、市場が狭くなってしまったりとか、そういった意味では、海外と商売がしにくくなったりと。どうなんでしょうね、嫌いというより、苦労している人がいるかもしれない。(Ms. Hi)

Firstly, referring to global commodity markets operating in English, the student (5) agreed with the students (2, 3) in that lacking language skills would damage Japanese economical power. Secondly, she noted that problems facing Japanese students in ES are not their motivation but rather difficulties in finding efficient ways to study English. It suggests that the students are ambivalent about learning a new language and that the economy suffers as a result.

The next student (6) studying international relations spoke as follows and focused on a different aspect of power, diplomatic, as well as economic.

> Yes, I agree. I think that Japanese opinions will be weakened at an international conference. Although I have not seen it, a lack of English proficiency among Japanese representatives would affect their diplomatic influence. With increasing

international diplomatic occasions, this situation will be repeated and I am very worried about the situation. I totally agree [that language proficiency affects national power]. In the past, Japan was able to develop our country by ourselves. Nevertheless, today, population in Japan is shrinking and our country needs to rely on international market. Japanese people are slow to take actions. I feel that Japanese people are slow to take actions. It is not only in language, but they are not competitive. For example, Korean people take actions promptly not only in international business but also other issue such as developing nuclear reactors.

I wish if there would be an increasing number of Japanese people with English skills who deal with international affairs to hear our voices and maintain our status in global arena. An idea has just flashed in my mind that Japanese people do not understand what people with different cultures have in mind... It may be due to a short of foreign residents in Japan. I think that my awareness toward realties in a global world today has deepened at the conference. I began to think that it is good enough to maintain economic stability rather than aiming for economic growth. After I spoke with many people in Egypt, I recognized that world today do not wish to live in harmony but they think of their own interests first. Then, people around the world today prioritize their economical interest first. I was shocked to learn this reality. Japan could be at risk when Japanese lawmakers trust the proposition of global harmony. It is important to stand by ourselves. I learned need of awareness of risk management at the conference. English skills could preserve national power.

はい、思います。例えば、国際会議の場などで、全然見たことはないですけど、堪能にやり返していけなければ負けていくではないかと、そうのが益々機会が増えていくのではないかと、本当に心配です。昔であれば Domestic に反映してきたと思いますが、Domestic な工業生産だとか言語を解さないでできる産業で発展できたと思いますが、これからは、まー、少子化の流れがどうなるかよく判りませんが、でも、海外へ売っていく事なしでは成り立たないと私は感じますので、そういった時には競り負けていくという事を思います。

やはり日本はのんびりしていると思います。言語だけではなくて、日本人の初動の遅さみたいなものを感じますけど、例えば、なんか、こう、国で一体になって、流通ビジネスとか原子力とかおいている韓国に日本は競り負けてとられているとかそういうこと、そういうこと、そういうニュースを見ていると、そこには語学的なもので得意でドンドン

出て行ける日本人が臆さず出ていければ、日本人は出て行けて日本はもっと地位、位置を守っていけるのではないかと思います。日本人にいて外国人の人はどういうことを考えているのかをしらないということもあるのかなと。例えば外国人の国内の少なさとも関係なるのかな、今思いついたことですけど。自分の国に対してですか。あ、それは良くなったと思います。エジプトに行って外国人に対しての考えが良くなったと思います。私は、なんというか、これもまだはっきりした結論ではないですけど、経済成長はそんなにしなくても。例えば右肩上がりに成長していかなくてもいいのではないかと。安定成長を保っていければそれでいいのではないかと思っていたのですけど、エジプトに行って彼らの話を聞いていると、全然、そんな、みんなと仲良く他の国とやっていこうなんて思っていなくて、自分の国のことを思っていて、自分の国がどう伸びてどう地位を上げていくかに興味があって、あのー。国益と言うか、なんというか、まずわが国ありきというのをすごくみて、外国ってこういう事を考えていることが判って、ショックを受けて、だから、みんなでのんびり仲良くやろうと思っていたら、そんなのは騙されちゃって、それでみんなで搾取してやられてしまうからだからがんばらなきゃだめなんだということが判って、そういう意味では危機管理が上がって、それは良かったと思います。発言力が弱まっていくと思います。(Ms. Ho)

This student (6) noted that English skills among Japanese representatives working in international meetings are lower than those from other countries. Secondly, she highlighted Japanese people' reserved attitude, which is embedded in Japanese culture. Thirdly, she pointed out that Japanese people lack understanding of people with other cultures. Fourthly, she learned from the international conference that people worldwide began to focus on economical benefits rather than being cooperative toward other countries. Ultimately, she expressed that a weaker communicative skills in English might risk national security. Then, she added:

> I think native speakers of English have advantage due to the global spread of English, which is nearly out of control. However, the term 'advantage' is not synonymous with superiority. They are receiving more benefits out of the globalization than people living in non-native speakers of English are.
>
> 彼らの立場は得な位置にあると思います。得な位置にある問いかな。Superior ではないでが。母語として英語を持っていてそれが不可逆的な速度で Spread していって、得だという位置にあるというふうに感じます。(Ms. Ho)

She implied that benefits of globalization are unevenly distributed around the world. Then, people in native English speaking countries may benefit more due to EIL language skills. Overall, she appeared to suggest that there is a lack awareness to serve to other people in global world today. Difficulties may lie in lack of communication. Then, she concluded that language skills affect national security.

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Likewise, the next student (7) spoke from an economic perspective;

> I think English skills have some affects [on national interests]. I do not know whether it is a good thing or not, but there is [some influence]. Levels of impact vary in each sector. For example, people working in an international environment, for example, engineers or journalists, at least need fluent reading skills.   If Japan lacks a population with English skills, it takes longer to operate business in global market. Perhaps, people working for global markets already have English skills.
>
> そうですね。それはあると思います。あると思いますし、あまり良いこととかどうかわかりませんが・そうですね、まー、分野によると思いますが、国際交流していく分野だと、そうですね、技術的な分野だとか、論文も英語でかかれてますし、英語が出来る人が少ないと時間がかかるし、でもそういう人はもう英語が出きるのかもしれませんが. (Mr. Ka)

This engineering student (7) was somewhat hesitant at first to answer the question. Subsequently, he agreed with the students (3, 4) descriptions of the usefulness of English in the global market. The reason for his initial hesitation might show that the students had not recognized the benefits of EIL. Other students who supported the proposition answered briefly. I felt that during the interviews, the students had not considered the issue deeply because of the obvious benefits of using English in their academic and personal domains.

Then, we look at students' views who disagreed with the proposition. The next student (8) did not agree with regard to the business perspective on language power:

> The benefits of EIL do not amount to a zero-sum game. The situation of non-native speaking countries can be applied to any other non – English speaking country. If the Japanese language became a world language, would Japan be superior in power to the U.S.A.? Today, the U.S.A. has an advantage because their mother tongue is used around the world, but Japan may not be inferior nor disadvantaged because of this fact by itself.
>
> 言い回しで不利というのは、何がなければ不利じゃないかということ。他の国だったら起こりうる事とかもしれ

ませんが。そりゃ、日本語が世界共通語だったら日本は有利でということじゃないですか。それだけのことでは
ないでしょうか。まー、特別に日本が不利ということはないのではないですか。そりゃーアメリカが有利である
とは思いますが。(Mr. Ha)

This student does not subscribe to any mono-causal explanation of the international power balance in terms of language. He appears to question this assumption as simplistic.

A female student (9) described diplomatic skills rather than language, which affect national power:

> I do not think that language affects national power. But, considering the Japanese political debate, I feel the popularity of Japanese politicians is low. For instance, Switzerland has three official languages and leaders need to speak three languages. Many participants from France and Switzerland or other countries, even Chinese diplomats have good political skills and leadership. Therefore, even if the English skills are disregarded, Japanese diplomacy is still problematic because a quality of human resources in politics here is low.
>
> そうは余り思いません。英語限らず、日本のトップの人は、たとえば政治家などの基本的な資質が低いと思いま
> す。国会議論の議論の仕方を聞いていてもがっかりしてしまうことが多いです。かなり低いと思います。例えば
> スイスだったら公用語が三つもあるので、政治家だったらその三つをしゃべれないと困るわけですね。基本でき
> るでしょうし、フランスでもトップのエリートの学校でも、スイスフランスに限らずどこの国でも、例えば、中
> 国でもトップの人たちは政治手段は上手いと思います。そう思うと日本は英語云々ではなくて、基本的資質が低
> いと思います。(Ms. Ku)

This acoustic engineering PhD student (9) was critical in describing the relationship between language and power and agreed with the student (4) in that a lack of diplomatic skill is a central concern in Japan when facing intercultural situations. Crucially, referring to Japanese relatively low skills in handling international issues, she noted that it is not language skills but more the attitudes of politicians, which threaten national interests.

Several further students expressed agreement or disagreement without adding new ideas. This section will be summarized below.

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Summary

This section looked at the students' views on whether the global usage of English would threaten Japanese national interests or not. Despite vehement debates about English around the world, students gave different views from diverse perspectives. The result showed that nine students agreed because of their business and culture perspective. Among them, two students spoke from a political perspective in that Japanese people are slow to take actions due to their language skills; one student referred to cultural inheritance of reticence or conservativeness; and four students commented on functional criteria of English in the global market that low English proficiency would affect national interest.

Four students disagreed with the proposition because the world language benefits global communities and the situation is not seen as problematic. In addition, other factors e.g. diligence contributes to national power. One student was neutral considering the post-war development of Japanese economy, which did not rely on foreign language skills only. The majority of the arguments advanced were in favour of benefits that the students feel result from a world language.

In short, the students appear to worry about a shortage of physical, cultural, and psychological connections in the world today. It may suggest that we need awareness to reconnect each other through intercultural experience. This section closes here, and the data analysis now moves to the next main question.

2 -h) What are their views about the perceived low level of Japanese students' language skills?

The prevailing opinion of the media is that Japanese learners have low English proficiency (hereafter called the 'proposition'). I thought that it is important to analyze the students' perceptions of these views because if they share these perceptions, then this would de-motivate them or affect their confidence in their English study. I trust that students' achievement can be improved, since, as education psychologists (in Christophel and Gorham, 1995: 293) confirm, most students are capable of making rational choices for their goals and, if properly motivated, take action to further develop their abilities.

The results show that seven students agreed with a popular perception that Japanese learners are inferior in learning foreign language as compared to people in other non-native speaking countries. In contract, two students disagreed with the negative views of Japanese learners while seven students were neutral or uncertain. This sections starts by looking at the neutral views.

The acoustic engineering student (1) is an early starter of English study;

> I wish Japanese people would be able to improve their English skills. The reliability of the perception varies individually, but I generally perceive that the communicative ability to carry out casual English conversation is weak among Japanese students.
>
> それは改善できたらいいと思います。そうですね、えーと、分野にもよると思いますが、会話とかは弱いと考えています。 (Mr. Su)

The reticent student (1) appeared keenly aware of growing interest in learning English and has in fact attended English classes outside his school for 12 years since he was at elementary school. He said that the perception of low proficiency of Japanese learners might apply to oral skills but he did not mention other skills

The next student (2) spoke about individual experiences:

> Different students have different requirements, for example reading English journals for academic purposes, while others wish to communicate in English with

the desire to be acquainted with people and with the culture of the target language. Thus, the assumption is half-true and half untrue and unspecific. I have not travelled abroad, and my English proficiency is not high, but I still do not think that Japanese students' are inferior to those of other non-native speaking countries. If we denote the students' skills of various countries in a line chart, the line would be horizontal (i.e. the same). I recognized that exchange students have good communicative skill regardless of their nationalities. There are mainly two categories of students, i.e. high or low proficiency groups and only few students are between these two poles. A characteristic of students with lower communicative skills is that they are not willing to speak English. This tendency only applies to oral skills but not to writing and reading skills nor to communicative skills in Japanese.

それはいやですね。うーんと、それは真実である部分とそうでない部分があると思います。というのは、そのー、例えば、大学は高等教育なので、こういうところで勉強している人は、まー、英語ができないと、論文も読めないし。人と交流できないし,しなくてはならないし、そういう人は出来ないと困るし、でそんな中で、そういう人が結構周りにいるので、僕は外国に行ったことがないので、それはそういうこともあるかもしれませんが、じゃ日本人が全員考えた時に、そんな下手かどうか？他の国も、そりゃ英語が母国の国や公用語になっている国は別としてそうじゃないところで、上から下まで垂直線でデータを集めた時に、本当にそうかなと思うところがあります。うーん、まー留学してきている人の英語は出来ますね。でも留学してこない人達の英語が出来るかどうか判りません。まー、日本人も留学する人は話せる人が多いのでは。周りを見ているとくっきり分かれるような気がします。中途半端に話せる人は余りいないと思います。出来ない人たちの特徴は、うーん、まず話そうとしない。話そうとしない。読み書きは別にして。いや英語だけです。(Mr.Ka)

Firstly, the student (2) said that any assessment of English proficiency would need to be specific to a purpose in studying English. Secondly, he contended that the level of English fluency is a result of students' attitudes toward using English, rather than of their language abilities. Finally, he agreed with the student (1) and stated that the poor reputation of English proficiency might apply to their oral skills but not to their reading and listening skills. Overall he does not accept the proposition, finds it too simplistic, and attributes it to personal traits

The next student (3) reconsidered the issue:

I wonder whether this strange assumption of low English proficiency is correct or not. I am not sure about it. I think one origin of the dispute might be pressure from stakeholders of English such as the Japan Economic Federation. Then, the story might be exaggerated by capitalist propaganda, which does not reflect students' ability. I think it is necessary to reconsider our educational purposes. Since 1980, the communicative approach has flourished and English literature has disappeared from English class. Now, scholars emphasize their own expert fields of studies e.g. literature, linguistics, etc, and EFL becomes the subject of political debates. This is my real concern for EFL. I am a researcher of a history of English teaching in Japan and many people ask for my views. Curriculum reform took place in the Meiji period and similar issues e.g. teachers' quality, or error corrections have been raised repetitively. I hope the same mistake will not be repeated. I cannot trust the proposition.

そもそも日本人の英語力が低いというのは正しい判断なんですか。わたしも、その一、客観的に日本人の英語教育というのが低いのかどうかという命題が正しいかどうか判らないので、私もなんとも言いようがないのですけど。それが正しいかどうか判らないので。多分。経済的な、日本がこれからいわゆるグローバル競争に勝つ為に、その一。で一、経済団体とかが文部省に圧力をかけて、そういう流れが見えますよね。だから子供の教育とはそもそも何なのか、日本で教育するというのが一体何なのかということを考えずに、結局、資本主義の論理で、子供を教育するのはなんなのか、でもな一今の教育論理がそうならしょうがないですけど。もう少し子供の教育は何なのか考える必要があると思います。1980年代のCommunicative approach義から英文学がなくなってしまったと、教材から、それに対して、いわいる保守的な人が出で来て、自分の利害に絡むことを言うわけですよ。英文学の専門家が出てきて、英文学をやれと。それで自分の専門とするところを教育でやれという、、で、言語学者も身分のやっているのが面白いと、だから教育に入れろと、だから結局、Ideology性で、Politicalであると、それが私が心配するところで、いやですね。英語教育史をやっている身からすると、英語教育史をやっている身からすると、明治の時代もやっているのですね。同じような、教師の質、結局、小学校で間違えて教えるから、中学校でコレクトする時、問題があるのだとか、そうですね。なんとも言えないのですが、明治と同じ間違いを繰り返して欲しくないですね。賛成、反対両派があるんですけど、イメージがPoliticなのですよ、そこで経団連が入ってきたりですね。非常に実態に基づかない議論が行われているように私には思えます。どうも、あまり信用できない。(Mr. Sa)

The student (3) is teaching English and researching the history of English teaching in Japan. He considered the proposition as being unfair. In the first place, he remarked that this

negative perception of the proficiency is fashioned by capitalist values of English education rather than reflecting the needs of students. He pointed out that the dull image of Japanese learners is created and sustained by dominant groups of society and does not represent general views. Then, he reconsidered the history of EFL in Japan and said that similar discussions (i.e. pedagogies, qualities of teachers) took place during the *Meiji era* (AD 1868 - 1912) and worried that the recycling of this discussion is detrimental to progress. Referring to historical prospective of EFL, this student was eager to endorse that pessimistic views surrounding Japanese students' English proficiency was what stakeholders want people to believe.

The next section will look at the data that show agreement with the belief that Japanese students have poor language skills. The first student in agreement (4) spoke as follows:

> I think that the English proficiency of Japanese students is poor because the Japanese environment created this situation. First, Japan has achieved an economical success without English skills, even in a short period. Secondly, Japan is surrounded by the sea and people living in a homogeneous country tend to be conservative. In this respect, the U.K. and Japan are both island countries but the realities on the ground are very different. Japan achieved its economic success without English skills and the country lacks a sense of crisis because people are patriotic.
>
> まー出来ない方だと思います。島国という環境と、島国という環境の中で、一時的にでも経済的成功を経験したこと島国であることで閉鎖的ですし、あまり他国と交流しようとしない。他の国と違ってとにかく、皆、日本人という意識があるので。日本人どうして内戦するようなことも今ではないですね。　同じ島国でもイギリスと日本は大分周囲の環境が違がったと思いますね。一度、経済天国にのぼりつめて、英語をやらなくてもやってこられたからやはり危機感がないですね。島国だったことということもあると思いますよ。自分は日本が大好きなのでまーいいんじゃないですか。(Mr. Ha)

The student (4) described the situation through cultural and economic perspectives and claimed that an alleged conservative nature of the Japanese culture would affect negatively people's motivation to English study. Only looking at the past, he appears to suggest that

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economic success and conservative Japanese people have no need and motivation to learning a foreign language.

The next student (5) agreed on grounds of his teaching experience:

> What is language ability? … I also think I do not have English language skills. There are many university students majoring in English literature who cannot even get 600 points in the TOEIC score. The situation is not good at all. TOEIC is to test only reading and listening skills. However, I think low English ability is a problem not only in Japan. I think the situation in other countries is similar and so I do not think it has a biological explanation here. The media introduces only people who work in an international environment, but the situation of ordinary people would be the same as in Japan.
>
> なにが語学能力ですか。えーーと、能力がないと思います。自分に関してもないと思います。文学部の英語専修の 4 年生で TOEIC が 600 ぐらいの学生がざらにいます。それはまずいのではないかといつも思います。そのレベルだとしたら読むことすらちゃんと出来てないのではと思います。TOEIC です。TOEIC は読むのと聞くだけですよね、聞くのも出来ないのではないかと思います。はい、えーと、日本だけ出来ないというのではなくて、他の国も実は外で活躍している人以外はあまりできないのではないかと思っていて。というのはテレビで出てる人は出来る人ばかり写っていて、他の人は、同じ教育レベルのではあまり出来ないのではないかと思います。(Mr. Se)

The student (5) is an English teacher at a well-known Japanese senior high school and based his agreement on the relatively poor TOEIC marks of his students and on a negative self-assessment, he agreed with the proposition. However, he remarked that the situation might be similar in other countries. To an extent, he said that if the current study included L2 learners from other countries, then the proposition would hold there as well. Consequently, he suggested that a problem with EFL is not only an agenda in Japan but visible in other Asian countries.

Next, a female student (6) also agreed on grounds of her experience in Egypt:

> I agree that the language skills among Japanese are low. However, it appears that

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the research experts are not worried about the situation. They let it go as it goes. In Cairo, I attended an international conference discussing life and death. Delegates from Islamic countries expressed their ideas well, while Japanese speakers spoke English very slowly as if they were reading the sutra. The attitude was inferior to the other speakers and they were unwilling to communicate with the international participants of the conference. Therefore, I consider the assumption correct. However, it is not only English study that they are slow to take up. In contrast, Korean people take action swiftly. For example, their action is fast in developing nuclear reactors. I wish that the Japanese would take on international challenges more swiftly. This is a prerequisite for securing our present status in the future.

実際にそう思いますが、でも研究者の中にはなんとかなるのではと思っているのではないかと。英語に力をいれてないかなーて思うんですけど。それはエジプトで、カイロで学会に出させていただいたのですね。それは、イスラムと日本の死に、というより、エジプトと日本の死生観の違いの考え、市に多雨する考えを討論するシンポジウムがあって。それに出させてい頂いた時に感じたことなんですけど。そのイスラムの人たちしっかり自分の意見を言えていたのですが、それに対して、日本人の人はしどろもどろしていて、文章を読むのも念仏のように読みますし、日本人の英語に多雨する取り組みって、Communicate しようとしてというよりは、文章を読んでいるという、それを伝えようとする意思が余り感じられなかったので、まー、その出来ないという指摘は妥当だと思います。言語だけではなくて、日本人の初動の遅さみたいなものを感じますけど、例えば、なんか、こう、国で一体になって、流通ビジネスとか原子力とか置いている韓国に日本は競り負けてとられているとかそういうこと、そういうこと、そういうニュースを見ていると、そこには語学的なもので得意でドンドン出て行ける日本人が臆さず出ていければ、日本人は出て行けて日本はもっと地位、位置を守っていけるのではないかと思います。. (Ms. Ho)

On grounds of her experience in Egypt, the student (6) identified two important factors to confirm the proposition. One was identified as attitudes and the other was identified as culture trait, which comprised measures of low language proficiency. She pointed out that a characteristic of slowness was distinctive among Japanese speakers and worried that this Japanese characteristic affected their performance in English communication. Consequently, she seems to agree that there is a cultural explanation. She further suggested that, today, a low proficiency in English language affects the international outlook. The students (5) and (6) both agree with the proposition but have a very different outlook on the issue.

The next student (7) studied the Arabic language at a university, which specializes in foreign language studies and agreed with the proposition:

When I was a freshman, I attended a language school in New York City and met many students from Asian countries, including Japanese students. Japanese students appear to have willingness to study English, and their grammatical knowledge, writing, and reading skills are fairly good. However, Japanese students spoke slowly and lacked desire to communicate with other people in contrast to students from other countries whose English was not accurate in pronunciation and grammar. They know that it is important to use English. For example, Taiwanese students could communicate well without accuracy of English knowledge. Japanese students lack their desire for communication.

一緒の時期に留学していた日本人もたくさんいたのですけど、彼らも英語を勉強する意思はもちろんありますが、結構、筆記は出来るのですけど、文法問題だったり reading は結構できるのですけど、あのー、普段の会話が結構難しくて、しゃべるスピードが遅かったり、そもそもしゃべろうという意欲みたいなものが他の国の人に比べて、すごく低いなと感じて。他の国の人は結構、文法とかめちゃくちゃだし、発音も結構違ったりするんですけど、それでもいいからとにかくしゃべることが大事だということをみな共通に思っていて。台湾の人など、文法、結構違うんだけどけどしゃべれるという人が結構一杯いましたね。やはりしゃべることが大事だと思う気持ちが日本人は低いと思います。(Ms.Za)

This student (7) agreed with some of the previous speakers in that the negative notion of low proficiency is attributable to a reluctance of the Japanese students to engage socially. She also felt that Japanese students spoke English very slowly and that this affected their interactions. Seemingly, she has the same view as the preceding student (6) in claiming that there is some kind of biological factor. However, she brought up that Japanese students had strong syntactic and grammatical knowledge.

The next student (8) agreed implicitly:

I think that English skill in Japan is low. How can I say? It is not English skills but

rather Japanese people lack wiliness to speak to other people. I do not think that it is because of a lack of ability of learning.

出来ないと思います。なんだろう。出来ないというより、もともとの問題は積極的にしゃべろうとしないというのが。。。能力がないということではないと思います。(Ms. No)

The student (8) is studying international relations and teaching English to some elementary school pupils. By her teaching and learning experience, she said that Japanese students' English proficiency is rather low. She implied that Japanese students' oral communication skills in English is lower than other English skills, which could come from their attitudes toward English communication.

The next student (9) is a bilingual student and explained the perception from a cultural standpoint:

Yes, I agree. The low English proficiency is attributed to culture. In Europe, there are many different cultural identities. In addition, the European education system is different from that of Japan. Naturally, the social environment influences language skills. In Australia, the immigrant identity is a frequent occurrence. For example, there were 30 students in my high school and only one student whose parents were both born in Australia. In this respect, Australians are motivated to study foreign languages. For instance, many people speak both English and Chinese.

はい、そうだと思います。そうですね、根本的に、問題を言うと、本当に、教育方法がちがうとことはあるとは思いますが、ヨーロッパでは環境が違うというか、家庭が混ざっているというのが大きいと思います。でもシドニーもそういう意味では、Asia でも違うんですが、シドニーってアジアに近いので、中国語との Bilingual が多いです。オーストラリア人は割合、外国語を習いたいと思っていると思います。オーストラリアは multiple identity ということをもっていますが、でも Australia はアジアの一部という Identity を持ちはじめている。オーストラリアもアメリカ人もなにが人種というのが判らないオーストラリア人はなんなのか、移民国家としてのアイデンティティーが強い。たとえば、私の同級生は３０人いて両親ともオーストラリア人だという人は一人しかいなかったです。そうですね、私はイギリスとアメリカに住んだ事がないので判りませんが、アメリカより語学を習おうという事が強いと思います。(Ms. To)

This student (9) had her education in three countries: at an American school for her elementary education, at a Japanese private school for her junior high school and at an

Australian high school. From these educational experiences, she spoke about social environment, and pointed out a facet of second language that is identity. She said that family cultures (e.g. mixed parents, multilingual country) affect language skills. She meant that L2 skills thrive in immigrant cultures in Europe and Australia, whereas L2 skills in homogeneous countries as in Japan are lower.

Finally, the data analysis turns to the students' views who disagree with the proposition. The first student in disagreement (10) said that the assumption is theoretically inconsistent because of inappropriate use of data:

> The reliability of the argument depends on the supporting data. I do not think that research data of this kind of study is convincing. To begin with, take China as an example, where the percentage of students who advance from school to university is much lower than in Japan. Thus, Chinese university students belong to an elite group. In Japan, most senior high school graduates advance to universities. Consequently, English skills i.e. TOEIC scores of Chinese students are higher. If you compare students in Chulalongkorn University (Thailand) and this (elite) Tokyo University, the result would be compatible and reliable. In short, the media coverage refers to inappropriate data to claim the low language proficiency because the data is limited to those from internet poll participants. I felt that Chinese students in the southern part of China speak English better than students in the northern region do. I visited the Microsoft Company for my internship and our meeting was in English. When I spoke to a German student in China, our English communication was not so fluent. After all, I feel that I cannot blame Japanese students' insufficient communicative skills in English. It does not mean that Japanese students were lacking in English ability because the issue is not convincingly proven. More generally, the position is not logical because there are no differences in human abilities at students' level.

それは評価によりますね。私は、今の評価が必ずしも平均を比べているとは思いません。たとえば中国の場合、大学までいく割合が日本とは同じではないです。大学に行っている時点でかなり、かなりトップの人たちですよね。それでその人たちの平均を取っているわけなので、なおさら東南アジアとか対人とか、考えると、日本人はほとんどの人が大学へ行ける環境ですよね。そう考えると、全体の平均を取っている数字と、トップの平均を取ってくる数字では、　例えばチュラロンコーン大学の学生さんと東大の学生さんの普通を比べるなら判りますけど、しきも、Toffle の成績なんてどういう風にあつめているかわかりませんし。例えばインターネットの調査だったり知ると、インターネットを持っている人じゃないと答えられないので、調査参加者がかぎられますのね。特に発展途上国だと。とくに一般的に中国に行った経験から行きますと、東部の学生は上手いです。インターに行った時のマイクロソフトの研究所では普通のミーティングも英語でやっているところです。でも私と、もう一人ドイツから来た学生さんと何の問題なく英語が話せるかというと、そうでもない。やはり、そう考えると必ずしも日本人が得意でないとは忌めないと思います。私はそんなに基本的な能力というものにどの部分もそんな大差がないと思います。例えばオリンピックとは黒人選手が速いとか言われていますが、トップレベルというときには話は別ですが、中学校レベルでは日本人とも外国人ともないとないと思います。(Ms. Ku)

This student (10) first pointed out that the study uses skewed data to compare English skills in different countries. Secondly, she said that language proficiency is regionally different. Lastly, she mentioned her experience of intercultural communication with European non-native speakers of English and implied that the fluency in English does not depend on ethnicity. All her comments revealed that having English skills involves more than language ability and she thinks that international comparisons are unfair to Japanese.

The next student (11) said that the perception of low English proficiency of Japanese students is distorted:

> I did not see many students from Asian countries at UCLA. However, I perceived there that the Japanese students' listening proficiency was quite good. In another words, their listening skills were the highest in the class. Overall, Japanese students narrowly missed to achieve highest or have equivalent skills to other non-native learners.
>
> そうですね。アジアの中で、アジアの人と UCLA でかかわることがなかったので良く判らないのですが。英語が出来ないと、Listening Base はしっかりできていると、ベースはやはり世界 top class だと思うのです。だからもうちょっとのところであっという間に。(Mr. Ot)

This student (11) attended an English conversation course in summer and returned to Japan one month before the interview. From his fresh memory, he said that he did not see any

notable differences of language skills relating to nationality. He implied that the image of Japanese students' language skills is prejudiced and rather an issue of introverts versus extroverts. In UCLA, he said that the Japanese students had good listening skill, which does not require shared experiences. It implied that the negative perception is a result of prejudice.

Summary

This section reviewed students' views of communicative EFL abilities of Japanese. Nearly all students were either neutral or agreed with the negative perception of L2 skills. However, two students said that Japanese students had comparable or even higher skills excepting oral skills in English. The students who agreed with the proposition had the following explanations: geographical isolation from other countries, slow delivery of speech, a lack communicative skill, reticent attitudes toward English use attributed to anxieties, and conservative attitudes derived from a homogeneous culture. One student (6) appears to worry that a lack of oral performance may risk the security of the country. The student (3) said that there is political intervention by interest groups, insufficient lessons of communicative skills, and a goal to pass educational requirements, which fail to raise students as independent thinkers.

Some students suggested that an L2 skill is not solely predicted from knowledge learned in the classroom but results from affective, cultural, personal and pedagogical factors. Male students are concerned with lack of EFL goals apart from tests, grades and academic achievement, whereas the female students appear to worry more about the issues of using English to communicate with people with other cultures. It is no surprise that this question is not only a language matter in a narrow sense but is more squarely part of an agenda for foreign language study. In the following section, I shall look at students' achievement of English language skills.

2 - i) What are the students' levels of, their attitudes towards and their opportunities for learning English?

In this section, the students' self-evaluation of their English skills will be presented. More specifically, there are two purposes to this section: to discuss the attitudes of the students 1) to some of their competences; and 2) toward their opportunities to acquire these competences. Here, attitudes are socially embedded values (i.e. negative or positive feelings) (Bertram, 2010:12) that the students have. I was interested in the students' skill ratings as individual judgments of their own proficiency, relying on neither certificates nor the results of achievement tests. In particular, it was not necessary or important to know their scores in these tests. The reason for this is that the students in this study had to achieve a minimum level in English to get into the university and the students achieved passing marks. However, at the interviews, some reserved students were reluctant to talk about their competencies. To this core trait, the frustration at not having the necessary skills (e.g. oral skills) to match their self-efficacy appeared frequently. Reticence is seen as one category of frustration. Before the interview began, the author asked the students to fill in a form (see appendix 2) to ask the students to describe their best English skills and least developed skills.

Hereafter this section starts by presenting a brief summary of the results of their self-assessments and then the analysis will proceed by presenting students' verbal answers.

As it turned out, six students identified listening as their best English skill, while speaking was the best for four students and reading for four students. Nevertheless, writing was perceived to be the most challenging skill. Seven students perceived speaking as their most limited skills, while writing for four students, listening for three students, and reading for

one student were their most limited skills.

The structure of this section is organized into three groups of students. The first group deals with the L2 learners of English who had English education before they entered junior high school. The data analysis in the second group will proceed to the students without English education before they entered junior high school. The last group of the students studied in an L1 environment abroad.

Now, let us look at the description of the students with early English education. The first student (1) described his listening skill.

> The listening skill is the best for me, but the speaking skill is not satisfactory, and reading and writing are at acceptable levels. The result of TOEFL or TOEIC showed that to me. My worst skill is the oral skill. The second best skill is writing. I think I am good at listening because I began learning English early when I was a kindergartener. I had a hard time to write the alphabet in primary school days. At *Juku*, I was involved a lot with NETs in English and NNETs played an observation role in the back to help students. They used the Japanese language only when students could not understand the NET. In this semester, I am taking an English course, and I will take another English course in the next semester. Those lessons are not statutory requirements.
>
> Listening が得意でしゃべることはあまり得意でなくて、読み書きはある程度出来ると思います。テストの結果で、学校のテストで、Listening が点が良かったりするので、そう感じます。（不得意なスキルは）Speaking。（二番目に得意な英語のスキル）えーと、Writing だと思います。小学校の前くらいからずっと習いはじめたのが良かったと思います。小学校のころアルファベットがなかなか覚えられなかったことか。そのくらいでしょうか。TOEIC とか TOEFL の点数が他の人よりいいのでそう思います。小学校のころから塾に行っていたのですが、その時にまー、結構大量の英語を聞いていたので、それで得意になったのだと思います。直接です。はい, そうです。簡単なところは英語でなさって、どうしても判らない大変なところは日本語で説明していただきました。英語の授業がひとつあります。この学期は、それほかにも英語の？？というものがあります。必修ではないですね。(Mr. Su)

This was the first interview at the department of acoustic engineering, and the first interviewee (1) spoke briefly, and inserted pauses between the answers – which might suggest a lack of certainty- when speaking about his listening skill, which is considered

difficult for Japanese students (Saegusa and Gay, 1988). Then, the author asked a follow-up question of how he developed the listening skills. "*I think it was learned from English conversation with NETs for over 12 years.* [小学校のころから塾に行っていたのですが、その時にまー、結構大量の英語を聞いていたので、それで得意になったのだと思います。１２年ぐらいです、学問としてです。] He suggested that he acquired his listening skills by practice in EFL environment. The acoustic characteristics of English such as rhythm control, stress, and unstressed durations in English are different from Japanese, which causes difficulty in listening. This student learned to listen to them at young age by NETs speakers in classroom composition.

The next female student (2) also studied acoustic engineering and said:

I began attending English classes when I was 9 to 10 years old. My oral skills stood out. I am not good at listening and writing. I did not have English-speaking environment at home, but my parent studied French and taught me French vocabulary. I am blessed with luck. My father always told me that I have nice people around me as I need. For example, if I want to study Chinese, there are many Chinese people in front of me. If I want to study English, I meet linguists. I think the environment affected me the most. I do not have much fear of communicating with other people in English in daily conversation. Spoken English does not require correct grammar rules. I do not have a memory of studying the English language enthusiastically. English proficiency did not improve much while I was preparing for the entrance examinations, but my level of English improved a lot when I made friends with whom I spoke English. I am gifted with communicative skills and I enjoy it. I think I learned English communicative skills by using it. For example, a visiting Swiss linguist gave me English lessons once a week while I was helping his data management on the computer. English has improved a lot from this experience. Considering non-native English speakers in Europe, if we have negative perception of ourselves in that European English

speakers are much better than Japanese. We feel uncomfortable communicating with Europeans.

9 歳か十歳ごろから塾にいきました。そういうことはありません。特に英語がということはほとんどありません。ただ、父と母がフランスで勉強していたので、フランス語の単語を教えてくれたり、意味を教えてくれたりとか、小さい時からありました。私はすごく運がいいので、父にもよく言われましたが、出会う人たちがものすごくタイミングも人もすごくいい人たちが多くて。例えば中国語を勉強したいと思ったら中国人がずらーと目の前にいたりとか、英語を勉強したいと思ったらを専門にやっている人が身近にいたりだとか、私としては環境が一番大きかったと思います。私は話す事が一番楽です。 聞くことと書くことはそれほど得意ではないです。普通に暮らす分には英語に不足ないです。というのはこれはスピーチではないので、多少文法が違っていてもかまわないので。でも、不思議なことに、語学に関しては努力して覚えたことは経験が私はあまりなんですね。例えば受験英語に関しても、私はあまり受験英語を余りしたことがなし、ほとんどしてこなかったけど、英語に限らず、中国語にしても英語にしても、受験勉強をしている時はあまり伸びなかったんですけど、逆に受験を離れた時に友達ができた時に、急に伸びたと思います。これは Communication 能力だと思いますが、それだったら私は得意だと思います。そういう風に、覚えようとしていない時の方が、覚えようとしているときよりも、ぼけーと自然に聞いている時の方が、もっと上手くなると思いますね。というのは、私が言語学の先生にお目にかかった時、週一回づつ英語を教えてくれたんです。べつにお金を取ったりするわけではないですが、同じ研究室にいた言語学の先生でスイス人の方ですが、その方とレッスン以外の時間によく話してしたのですけど、レッスン以外の話なので、覚えようとしていないので、なおさら良く覚えます。例えばヨーロッパから来た人と話していると、その人たちは英語ができるわけではないので、一対一で話していると、この人は出来るのに自分は出来ないのだと思っていると、しゃべれるものもしゃべれなくなると思います。 (Ms. Ku)

This PhD student (2) appeared comfortable and confident during the interview and had a positive attitude towards English. In contrast to the previous students (1), she enjoys oral communication in English. Firstly, she said that her family environment had good influence on her positive attitude to communicate with others. Then, she has no anxiety in communicating in English. Secondly, she noted that oral communication is enjoyable because oral communication does not require following rigid grammatical rules. Thirdly, she described the notion of cooperative attitudes in face-face communication. It may imply that the mutual understanding is solidified by cooperative attitudes toward intercultural communication. Fourthly, similar to the student (1), she voluntarily created opportunities to use English outside class. She showed that learners' attitudes towards the use of English affect development of different English skills. She showed how environment outside classroom influenced the development of her English skills.

In contrast to the previous one, the next student (3) finds oral skills difficult.

I attended English conversation lessons by NETs since my fifth grade of primary school for five years, following my parents` wishes. I sometimes felt embarrassed to speak English. Later it became my will to attend English classes. I do not have any proficient English skills now, but my reading my might be better than my other skills. Reading English journal is important for my study and I use English mainly for academic purposes. I sometimes speak with exchange students at the university. The students are clearly divided into two types; some students enjoy English communication wholeheartedly while the others do not try to make use of it. As for myself, recently, I wish to improve my reading skills to read research journals. I used to check words in a dictionary. Today, I am trying to read English without 'word to word translation' because I understand the context. I am now making efforts to understand English in English.

(Primary school 5th grade) 会話中心でした。両親の意向だったと思います。自分がどう思っていたか良く覚えていません。Sometimes, feel embossed to speak English). はい、多少そういうこともありました。グループでした。そうですね。自分の意思でした。あー、どれも今一ですけど、そうですね、しいて言うなら読むぐらいです。えーと、やはり、大学関係で、論文は英語のものがたくさんあるので、それを読んだり、留学生の方とお話を聞いたりする必要もありますし、英語で聞く必要もありますし、まー, ほとんど大学関係です。周りを見ているとくっきり分かれるような気がします。中途半端に話せる人は余りいないと思います。出来ない人たちの特徴は、うーん、まず話そうとしない。話そうとしない。読み書きは別にして。いや英語だけですとにかく、論文をすらすらと読めるようになりたいし。英語の単語を調べたり、ただ、あまり日本語を入れたりして、訳しながら読むのは好きじゃないので。日本語が入ると日本語に惑わされて判らなくなるので、なるべく英語のままでおきたいと努力しています。(Mr. Ka)

This engineering student (3) also studied English before taking it at junior high school. However, in contrast to the previous student (1, 2), he did not develop any proficient English skills and he thought his oral skill was unsatisfactory. He supported the student (2) in that people who have interest in communicating in English voluntarily look for opportunities to use it. Today, he wishes to improve his reading skills for his study. It appears that his attitude toward English study is a typical of Japanese students who have a general desire to do well on English study but lack of opportunities to improve it. It may

suggest that motivation is prerequisite in studying a foreign language. So far, whether there is gender difference in oral skills is not yet shown in this study.

Now we will proceed with the other female student (4).

> I have lived in an English- speaking environment when I was young and therefore I was able to start learning English at junior high school with joy. English is a compulsory subject for all students for two years at the university and the marks in exams count towards the degree; my reading and listening marks are consistently high. I am not good at debate. I think my experience of staying in the UK at an early age provided me an advantage. Sometimes, I wish to have stayed longer to retain my English proficiency of my young age. I returned to Japan at the age of six and I lost English fluency at that time. However, my English pronunciation is better than that of other students. Consequently, I was able to enjoy my English study.
>
> 個人的にも小さい頃から英語を触れる機会があったからこそ中学校から抵抗感なく英語の勉強が出来てきたので、大学入って、文系も理系も二年間は共通過程になっているので，点数として安定して取れるのはやはり、reading と Listening ですね。自分の中で足りないスキルが Discussion skill だと思っていっていたのですけど。六歳で帰ってから小学校の間、英語を使ったことがないので、はやり一度休憩機関が出来たということで、リセットされた感があって、特に文法だったり単語とはそういった知識レベルはリセットされて、中学校の普通の勉強としてスタートしたと思うのですけど、その一、発音の部分は実際に小さい時から聞いていたことで、秀でている部分があって、それによって、それに英語に対しての苦手意識だとかそういったものがほとんどなかったので、それで、個人的にいやだとか、まー、気が楽だとか、英語嫌いにならずにやってこれたのがで行って良かったと思いますね。
> (Ms. Hi)

This student (4) lived in an English speaking country at young age. After returning to Japan, she was not able to keep her English skill except for her pronunciation. Interestingly, she did not talk about speaking skills, but she said that she is not good at debate skills. It appears that oral skills and gender might not have direct relation. Then, she said that early exposure of English has positive effects on her pronunciation. It might imply 'musical intelligence (Gardner 1991) which considers that musical sensitivity such as rhythm, pitch and some others has developed at early age. Then, the student appears to agree with the student (1) that acoustic input at early age has good effect on listening.   Secondly,

although she forgot her English skills, her experience of living in the UK gave a positive effect to develop positive attitudes toward English learning. It suggests that different cultural experiences would have positive effects on self-efficacy. This student and the student (1) showed that aural input at young age remains without efforts to keep it.

The next student (5) is a high achiever in the TOEIC and TOEFL tests:

> I began learning English at *Juku* when I was a third grader at primary school for one year. At *Juku*, we listened to native speakers' English on tape and I learned listening skill. It was worth spending this year there. I did not attend English *Juku* from fourth until sixth grade because I was preparing for the entrance exams for junior high school. At junior high school, I did fairly well in English. I learned the alphabet for the first time, and struggled to learn writing especially with cursive writing. By the third grade of junior high school, my listening was good because I practice a lot by oral reading of the textbooks. From this experience, I think the oral reading of textbooks is good to acquire English skills.
>
> 英語塾というものもありましたし。三年生の時は一年やったのですが、小学校４５６年は中学受験があったので、英語はやっていないで、やっている暇がないです。英語は三年生の時にちょっとやったのです。テープを良く聞いていたので、英語の発音はこういうものだということをよくわかって。そういう意味では生きていたと思います。ええ、ＮＥＴの先生が発音するものを聞いて、こういう発音だということを習ったので、変だなーとか日本語と違うのかと思いました。あの、絵があって、その時は意味が判るのですね。絵があったので、字ではなく絵です。それで、tape recorder から、This is milk. なんて流れてくるんです、それでみんなで｢"milk " なんて言うのです。いや、あのー、単語のケースもたくさんありましたね。いやー、なにもこうしなくちゃいけないということはなにもなかったです。私は教科書をよく音読をしていたのですよ、それで文章をよく覚えちゃうので、それで教科書に出てきたものがそのままぱっと出てきちゃうんですね。対応できたから、だから教科書を音読すればかなり出来るかなーって思いました。(Mr.Sa)

This PhD student (5) had a positive attitude toward English learning. In contrast to the previous student, this student did not have English- speaking friends outside school. He is one of the highest core earners on TOEFL and TOEIC and he assessed that his reading and writing skills are excellent while listening and speaking are good in four levels. He agreed with the student (1, 4) in that early learning had positive effects in his English skills (i.e.

listening). However, unlike the other students (7), his achievement of English skills has mainly relied on self-study. In other part of interview, he said that he enjoyed English study owing to his teacher at junior high school. It implies that teacher-student relationships affect English learning. Today, he is an English teacher and a researcher of history of English teaching in Japan.

Similarly, the next early learner (6) is an English teacher and a PhD student:

I have attended an English conversation class during my kinder garden years, which was taught by NETs. I continued until I was in the first year in high school. I still cannot distinguish /l/ and /r/. However, I did not have opportunities to use English in daily life. Therefore, early learning experience was good. It is not only an issue of early starting, but also of attitude, because the learning context at Junior high school is not difficult; the students feeling toward English study affects their proficiency. English study is still difficult for me, but I had an advantage when I entered to junior high school. For example, I already learned how to change assertive sentences into interrogative sentences at *Juku*. Therefore, early *Juku* was good, because I learned Basic English knowledge. I had advantage to learn a new subject at junior high school. I acquired lexical knowledge through reading. However, I cannot read and understand entire texts (i.e. long text). Therefore, I recommend teaching reading skills and pronunciation rather than oral practice at Japanese school, which eventually develop listening skills within the limited school hours. I already know that I wanted to be an English teacher when I entered to the university.

英会話の塾には高校一年生まで行っていましたが、途中に途切れた時はありましたが。好きというより、昔から やっていたので生活の一部になっていました。 はい、ずっと同じ学校に行っていました。えーとですね、恥ずか しい話ですが、/L/と/R/は、自分で発音ができるのですが、実は、聞いていて今の/ˈl/か/r/といわれると、はっきり、 それほど区別がつかないのですね。 (Juku) ツールとして使うというのは、普段使えないので、使えたということ が良かったと思います。うーん、やっぱり良かったと思います。臨界期云々というよりは、motivation の問題で、

中学校で入る時点で、受け答えの仕方を知っていたので、advantage があったので、英語をまっさらの状態で始めるよりは、ずっと、あのー。良かったなーと思います。中学校一年というのは大体気持ちの問題だと思うので、普段の会話のなかで疑問文の作り方など、染み付いていれば、疑問なくスムーズに移行できると思う。えーと、今でも難しいと思っていますけど、というのは、基本的な事を教えて頂いているので、新たに習うのとは多少慣れているという Advantage があったにで、そう意味では良かったと思います。移行がスムーズに出来たという意味でよかったと思います。中学校の時点では短いですが、高校以上になってきて時々、サイドリーダーがあって、それを読み続ける持久力がなかったということが一番苦労したところです。vocabulary は読む中で獲得してきたと思います。習ったものもあるし、自分で、学校で習ったものもあるし。そうです。うーん、限られた中であれば、読むこと、speaking というよりは発音を鍛えることが大切だと思います。というのは、流暢にしゃべれるかどうかは、使う機会が余りないので無理かなと。そこまでできるのかなと思いますが、発音はちゃんとした先生に習えればある程度は判るようになるので、正しい発音を習えば、と教授が言っているので、出来る事はそのあたりが良いと思います。あと、聞く事も出来る様になると思います。それが学校でできるぎりぎりのところなのかなと思います。一番少ない労力で点数になったという気がします。大学に入る時点でもう英語の教員になる気持ちになっていたので、そういう風に考えれば大学一年生だと思います。(Mr. Se)

This early starter of English study (6) appreciated his early English education at *Juku* that motivated him to be an English teacher. He rated that his reading skill is the most developed while speaking is the least developed and listening and writing is average. During the interview, the author thought that this student was different from the previous student (1) in that he had a negative attitude toward his English achievement levels. However, from his early learning experience, he suggested that, firstly, attitudes toward English study affect the proficiency in English study. Secondly, unlike the students (1, 4), he still struggles with distinct blind spots. The difference between the student (1) and this student (6) is that, although both students learned from NETs from kindergarten days, the first student learned the alphabet earlier than the latter student did during their early education of English. It might imply that visual and aural input is more effective than only aural input for EFL learners. Fourthly, apart from early learning experience, the student (6) mentioned his difficulties of comprehensive reading. I note here that reading requires not only linguistic knowledge but also contextual understanding. It may imply that anxiety may affect reading. Then, for instruction, he suggested that teaching pronunciation rather than speaking and reading skills are important and the only feasible goals to improve English skills, which also improves listening skills within the congested time schedule of

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school at Japanese school.

The next student (7) who is studying Arabic at a university specializing in foreign language answered the question indirectly:

> I attended a private school and learned English as a compulsory subject starting from the first grade. My speaking is the most developed skill. I developed the oral skills from my experience with many American classmates in Egypt. I also studied English in New York City when I was a freshman. I tried to follow English conversation at a natural speed. I also learned English from the school textbooks.
>
> Speaking が一番得意だと思います。それはカイロの語学学校の同級生がアメリカ人だったので、休み時間に英語でしゃべらなくてはいけなかったとか、大学一年生の時に NYC へ行って語学を沢山使う機会があったとか、とうのもあるので、そういう経験を積むことによって他の人より話す能力が高くなったと思いますし、あと、なんといいますか、しゃべる時に、文法とか正しさとかを重要視しないようにしていて、それより、スピードとか会話の流れについていくようにしているのが会話をする上では大事なのかと思っていて、話す時はそれを大切にしています。(教科書は) 役に立ったと思います。(Ms Za)

This female early learner (7) is different from the student (4) in that she learned English from early age at language school due to her parents' wishes. As a result, she was quite good at English in her school life. She said that speaking is the best skill while she rated her listening "good" while reading and writing average. She appears to enjoy communicating in English and, in contrast to the previous student, she paid more attention to fluency rather than accuracy. Then, she noted that she learned English knowledge through reading of school textbooks. Interestingly, although the student (6) and (7) have different focuses on ES, both students agreed in that reading is one of the most important skills at school. It may suggest that reading is the most important skills for EFL learners. Unexpectedly, later at the university, she discovered that there are noticeable differences in English between English learners in an EFL environment and those in an ESL environment. Her story continues in Research question 9.

The next section will look at the second group of students who did not attend the English

lesson at a young age.

The next student (8) is studying acoustic engineering and briefly said:

> I do not have any successful English skill. English skill is poorer than anyone else's
>
> is. I could not learn English via grammar and conversation studies, and I tried to
>
> systematically memorize English vocabulary.
>
> 得意なものがないくらいです。・率直に言って自分より下はいないのではないかと思うぐらいです。得意なものが
> ないです。自分は、もう、自然に習得することができなかったのでシステマチックに、そのー、ひたすら英単語
> とその対語をひたすら丸暗記しました。 (Mr. Ha)

This student (8) is studying acoustic engineering to develop a system to analyze non-native

speakers' English pronunciation. This student (8) had a clear opinion on every interview

questions and spoke quietly throughout interview. He rated his four skills in English as

unsatisfactory. He said that he failed to learn English skills. At the interview, the author felt

that the question was difficult to answer for him due to his modesty. Following this, the

author asked about his motivation and goal of English Study (ES).

> English was dispensable at school. Today I need to read research articles in English
>
> and work with computer in English**.** I have not had any goal of English study. I
>
> rarely think about setting goals.
>
> やっぱり単純に必要不可欠だったから。変わらないです。論文も読まなくてはならないし、コンピューターも英
> 語でさわらなくてはいけない。自分はゴールは設定していないと思います。まーあまり自分はそういうことはし
> ないです。 (Mr. Ha)

A problem here is his narrow interests in ES. He illustrated that Japanese school have

failed to provide a primary impetus for the students to study English. For example, there is

a lack the chance to test his English skills. Nevertheless, from this perspective, he appeared

not to be anxious about his English proficiency.　He may need extra support as to "*Why I*

do?" or "*What I do?*" to provide a consistent learning motivation. On the other hand, those

who had more desire to communicate with NSs had set their own goal to use English and

had a higher degree of satisfaction in their English skills. He showed that there is a need of

critical awareness that students can experience ES in different ways.

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The next student (9) spoke about difficulties of oral skills:

Indeed, English is the most important subject in applying for universities. Therefore, I set my goal towards English to achieve higher scores on the TOEIC test. Together with my fellow students, I took the *Eiken* exam in my junior high school. We aimed to pass the third level in the second grade. At school, I needed to learn a variety of vocabulary with the same meaning for university entrance examinations. To take '*endure*' as an example, we must memorize the synonyms such as '*put- up- with*', '*stand with*' and a few more. In addition, we memorized many grammatical rules, which are not significant in daily conversation. This is my enduring memory of English study. It was difficult to study for communicative skills since the oral skill is not included in TOEIC and we could not have any assessment of that skill.

やはりどこを受けるにしても文系理系にしても、やはり英語は最重要科目だと思いますし、東大を受ける時にはもウエイトは高いですので。学生時代は受験がゴールでしたし、最近ではやはりが、何点取りたいとかを Motivation でやっていますし、まだ TOEIC があまり高くないのでいま当面それを目的として勉強しているのですけど、最後はやはり、Communication がやっぱり出来るようになるのと、ただこの、あのー、TOEIC は点数がしっかりあるので、点数がはっきりしているので浮けど、Communication がどの位できたらいいのかと、これはやっぱりチョッと抽象的で、なんとなくちょっとそれがはっきりしなくてふわふわしているのでそれはどうしようかなと。例えば我慢するという意味があったとすると、Endure、Put Up with、stands with , マーもっといくつかあったと思うのですけど、それを全部覚えて、また Put Up with だったら Catch up with といったような単語があって、また、その違いを覚えたりとか。とか, あと、文法、多分、日常会話ではあまり使わないのではないか問う文法、言い回しをたくさん覚えされられるというのが辛かったかなー。(Mr Ot)

This student (9) appears to be confident about his achievement and articulate in interview. During the interview, I felt that this student is different from the previous student in that he said; "I have had school rivals throughout my life. I appreciate my family as well who sent me to private schools. Finally and the most of all, I have worked my best that I am proud of it. つねにライバルがいましたし、やはり両親、やっぱり私立に通わせてもらった両親、塾にも通わせてもらった環境もそうですが、最終的には、やっぱり、がんばって自分自身で努力して、自分自身で勝ち取ってきたという自負はあります。

However they are similar in that they attended private school in Tokyo to apply for elite universities. In his student (9) private school, all were required to take an English exam (i.e.EIKEN, TOEIC) and the results were used to advance to higher education. He rated

that reading is average while other skills are unsatisfactory. He mentioned that his goal of studying English was the university entrance exam, which was the prime goal of his school. This made him work hard to develop reading and writing skills. He experienced frustration about this kind of repetitive learning, which did not develop language competence. He rated speaking as his lowest skill. Nonetheless, he perceived that the concept of communicative competence is vague and hard to measure without assessment. The trouble with students without English opportunities in their life is that the oral skill is difficult to learn without assessment tools. He showed that, in Japan, English is the first and the foremost important subject for entrance examinations to higher education. Consequently, the programs offered English in junior and senior high schools. Thus, similar to the previous student (8) the students engage in memorizing vocabulary/idiomatic expressions.

The next student (10) spoke about how she succeeded in English without early learning.

> Oral skills are the worst. Speaking was better when I was practicing it at *Juku*. Now, I would like to improve my weak skills of English, which are writing and speaking skills. My friends feel the same way, that since it is difficult to develop oral skills, some friends are taking English lessons by NETs, or go abroad to improve oral skills. Consequently, I feel that we can develop listening and reading skills by ourselves, but writing and oral skills require opportunities and feedback from an audience.
>
> やっぱり、Speaking が一番出来ないです。集中的にやっていた時は、というのは、英語でしゃべる習慣があった。そういう時は良かったんですけど、そこから離れてしまって。そうですね。でも、足りてないところを伸ばしたいなというところがあります。なんで、私の場合、英語で自分を表現をする力が足りないと思いますので、それは Writing や Speaking だと思います。はい、それを感じている友人も多く、自主的に英会話学校へ行ったり、留学にいったりとかしたりして、そういうのを見ていて、それをみていて自分で足りないのは、Listening と Reading は自分でも出来るのですけど、場がないとなかなかできないのは Writing と Speaking だと思います。 (Ms. Ho)

This student (10) had been helpful throughout the interview and introduced her friends to participate in the interview. She appeared to be successful at academic achievement throughout her school life. Comparing her English skills to returnees in the university, she

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rated her reading as the most developed while her speaking the least, and her writing and listening skills as average. She stated that speaking and writing skills are difficult skills due to lack of opportunities. This student agreed with the student (4) in that EFL and ESL learners had gaps in their level of English achievement. They agreed in that the difference between L1 and L2 learners might be in their oral skills.

The next student (11) spoke similarly:

> I attended a Catholic school for my junior and senior school and the school focused on English reading and writing skills. My reading is good. Speaking is very poor and I wish I had more time to use English. First, Japanese students feel awkward to communicate with other people. Willingness to communicate with other people is more important than worrying about using correct pronunciation. The writing skills are also important.
>
> 高校も本当に読み書きばかりで、だから英語の論文は普通に読めるのです、しゃべるのは本当に苦手で「もっとしゃべる時間を作ってほしかったな。」と思います。日本人はしゃべることに苦手意識をもつ。何でもいいからとにかくしゃべろうという気にならないと。発音というより、こだわらずに、そんな発音より、とにかく話せるように、そういう姿勢を先に作って欲しいと思います。やはり、文字が判らないと。 (Ms. No)

This student (11) rated similarly to the previous student (10) in that her listening, speaking, and writing skills as unsatisfactory and her reading skill as average in the questionnaire. Then, she pointed out that Japanese people are not good at oral skill due to their lack of communicative willingness rather than lack of language skills. Then, for instruction, she suggested schools to help students to develop communicative skills. She recommended teaching speaking and writing skills concurrently at school. These four students in the second group showed that oral skill is the final skill to appear for EFL students. These students' (8, 9, 10, 11) main goal of English was for academic needs. Compared to the early learners, it appears that early education provided by parents has impact on the students' achievement for a long time. It implies that students' achievement of ES is judged in the historical context of ES.

Finally, the data analysis turns to the bilingual students who studied English outside of Japan and were at that stage not primarily motivated by the hurdle of the Japanese entrance examinations.

The next student (12) lived abroad for 8 years.

I did not have much experience in writing long essays and my writing skill is the most difficult. Native speakers have more vocabulary, which made me realize that I was not a native English speaker. I enjoyed reading and read three times more Japanese books than English books. My handwriting of the alphabet was not neat and I had a difficult time to learn the alphabet writing. In terms of grammar knowledge, I relied on my intuition in the university entrance exams. Articles were still difficult. For writing, Japanese teachers do not teach writing skills, and it is better to learn writing skills from NETS. For listening, I comprehend almost everything. I think my listening skill is the best. I need to improve my writing skill.

ただやっぱり英語が第二言語だなと感じるのは語彙がやっぱり少ないと思っているのですよね。もともと僕、本を読むのが好きで、結構海外にいる間も、土曜日に補修校があって、日本語学校があったのですが、そこで図書室があって、読書量では日本語の本をたくさん読みました。日本語の本は英語より三倍ぐらい余計に読みましたね。作文は、あまり長い文をあまり書いたことがなかったので、苦労しました。あと、Handwriting は、ちょっと、字が汚かったので。なかなかきれいにかけなかったのが辛かったですね。ほとんど講読でしたけど,僕の場合はそういうのを問題を解く場合でもいちいち文法的に考えないで、感で、たとえば黙読してこれがふさわしいなと思ったら、自分でドンドン黙読しながら、どんどんうめていったんですが、そこが日本で取り組んできた人と違うんです。はい、大体あたるんですよ。ただ一番難しいのは Article、a とか the とか、品詞、あれはいくら練習しても出来なかった。難しいですね。日本人の先生はエッセーとかは教えてくれないのですね。はやり Ａ４一枚くらい書くではないですか。そういう時は外国人の方がいいです。案外、Listening が得意だと思います。はい、判ります。やはり全部大事だと思いますけどね。　やはり、Writing につきますね。専門的な文章を書いたり、Formal な手紙を書いたりする機会が増えると思うのですけど、そういったフォーマルな英語をどんどん書いていってこなしていかなければいけないと思います。　(Mr. Ta)

This bilingual freshman (12) returned to Japan to apply for mathematics study. He rated his listening skill highly, while his writing skill is lower than other skills. Firstly, he increased his vocabulary by reading and noted that the lack of vocabulary put him at a disadvantage to native speakers. Secondly, he has no problem understanding oral communication.

Interestingly, similarly to the student (1, 5), he found that the alphabet was difficult to learn. It may exemplify that students who are used to learn characters (e.g. Japanese writing) have difficulty in learning phonographs (the alphabet), which has much fewer symbols. Or it may be attributed to a gender difference in perceptions (e.g. expectation) toward handwriting. Unlike EFL learners, he demonstrated that contextual writing skills appear the latest skills to appear for ESL learners. He has a positive attitude toward language learning due to his needs and opportunities to use English. Finally, he reported on his efforts to maintain his English skill in Japan:

> When I was abroad, I paid more attention to the content and the manner of speech (e.g. with humour, persuasively). Now, in Japan, I recognized myself that I pay more attention to acoustic features in English (e.g. accents). I do not know why my focus of attention has changed.
>
> 海外にいた時は「何を」話すかに自分で焦点を当てていたのに対し、今日本で英語を話すときは「どのように」、つまり自分のアクセントなどに気がいってしまっている自分に気づきました。根本的には話す内容こそが最も大切であるはずなのになぜそういった別のところに意識が行ってしまったのかは分かりません。(Mr. Ta)

He discovered himself that, in an EFL environment, he is unconsciously paying more attention to phonetic details of his English. This might suggest the Japanese culture that English users in Japan value native-norm of English.

Another student described her experiences in ESL:

> I like to communicate with people. Therefore, I enjoyed studying at an American school. I knew nothing about English when I entered an American school in my second year at elementary school. I think the language skill is affected by learners' attitudes, which may be similar to other subjects, but students' attitudes affect EFL more than other subjects. I think it is important to begin communicating with people rather than worrying about how to speak English.
>
> 私は話すのが好きなので、ＩＳＢであったのだと思います。そもそも話すのが好きなので、元々だと思います。

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授業は最初まったく判らないです。ＥＳＬへ参加しました。ただ、私の印象としては、語学というのは好きと上手いというのが相関していると思います。まー、ほかの科目もそうですが、嫌いでもできるということはあるじゃないですか。でも、英語はそれが強いと思います。例えば、音声のことですが、繰り返しより、間違ってもいいから、とにかく英語で話すということができればいいと思います。(Ms. To)

This student (13) attended ESL before she mixed with native speakers, whereas the British school attended by student (12) accepted only students with native – norm English competency. She enjoyed oral communication, which, she said, is in her nature. Then, she said that communication skills and resilience in L2 learning might be a result of the learners' personal character (i.e. their aptitudes). She is similar to the previous student and had positive attitudes towards communicating with other people. The students (5) and (6) are similar in the way that they communicate freely in the target language. However, their salient skills are different, which might be attributed to their personalities or gender.

Summary

This section summarizes the students' best and worst skills and their attitudes and opportunities in English study. Most students' English proficiency was upper-level, which was confirmed by the results of a survey of the students' English learning history. Most of them (nine students) had received private English lessons prior to beginning English in school. Four students reported living abroad for longer than three years. Two of them attended local schools from the early state of elementary school, while the two other students lived in English native speaking countries before entry to elementary school. Individual performances were widely spread. The transcripts are presented in Appendix 1. We note that the symbol 'L2-1' is used for the students who learned English before students entered to junior high school. 'L2-2' represents students who began learning English at junior high school. In addition, the entire data of the interviews are incorporated. Hereafter, the data analysis starts with listening skills. Let us summarize the findings of the students' highest and least high skills before we discuss each in turn.

Summary of answers on Listening skills

As the onset of the study showed, six students identified listening as their best skill and three identified it as their worst. One of the students (Male L2-1) said, "*My listening skill is the best because I heard a lot of English at Juku.*" Similarly, the other male (L2-1, 5) said, "*I attended Juku for one year and listened to native speakers' on tape, which contributed to my listening proficiency.*" In addition, the other male (L2-1, 4) student said, "My scores for reading and listening are higher than for speaking and writing skills." The L1 male learner (11) also said, "*I think my listening skill is the most developed.*"

On the other hand, the female student (L2-1, 2) said, "*My speaking skill stands out, while I am not good at listening and writing skills.*" It may suggest that male students develop fluency in listening faster than in speaking. For the opportunities, all of them learned English at an early age. The opportunities for listening include attending English lessons outside class or practice listening by self – study.

In sum, we conclude that 1) English study at young age had advantages for the development of listening skills; 2) students without English environment developed listening skills by practice; 3) language anxiety affected listening skills; 4) there may be relations between gender and listening skills; 5) students who learned writing concurrently with listening at young age developed better listening skill.

Summary of answers on Oral skills

Four students said that speaking was their best skill and seven said that it was their worst skill. The attitudes about speaking include positive ones - "Communicative skills are talents and I am good at it" (L2-1; 2). Similarly, a female student (L2–4) said, "*My English pronunciation was the best in my class. I was able to enjoy studying*". The other female (L2-1; 6) also said, "I *developed the oral skills from the experience.*" Furthermore, the other female L1 speaker said, "I enjoyed communicating with people." By contrast, a

male (L2-1; 5) said, "*I did a lot of oral reading of the textbooks and store words into my long-term memory*". The other male student (L2-1; 3) also noted, "I *sometimes felt embarrassed to speak in English.*" Then, the other male student (L2-1; 9) pointed out, "*The oral skill is not included in proficiency tests (e.g. TOEIC) since it is difficult to examine.*" This illustrates that male students learned speaking by self–study, while female student enjoyed communicating in English.

To summarize speaking skills, 1) English education at young ages had positive effects on speaking. 2) Personal character would influence English communication. 3) Female students had more positive attitudes to initiating conversations with L1 English speakers. Sunderland, (1998:76 in Williams, Burden, and Lanbers; 2002:507) said that if girls speak better, it is not from the innate superiority but because girls feel more comfortable in class.

Summary of answers on Writing skills

No student said that writing was their best skill and four said it was their worst. Attitudes to writing include; a male student (L1-1; 2) "*I did not have much experience in writing long essays and writing was the most difficult.*" Similarly, a female student (L2-1; 10) said, "*We can practice listening and reading skills alone whereas writing and oral skills requires shared experiences and feedback.*" So, the other female (L2-1; 2) student mentioned, "*Students seldom use writing skills to prepare for entrance examinations.*"

Ultimately, taken together the present results suggested that 1) writing is the most difficult skill to develop. (Writing skills here include lexical and syntactical accuracy as well as fluency in creating or retelling the stories). 2) Learners need to create opportunities to incorporate their ideas into writings. Interestingly, 3) Three male students struggled to learn the alphabet at junior high school. It may suggest the need for teaching the alphabet at primary school.

Summary of answers on Reading skills

As for reading, four students said it was their best skill and one student said it was the worst. The students' attitude towards reading was generally positive. By the way, the students described prominent factors of reading difficulties as followings; '*I struggled with reading long stories* (e.g. intensive reading) L2-1 (6) while L1 (10) mentioned his fluency as "*I enjoyed reading.*" He talked about using reading for deliberate vocabulary learning "*I did systematic reading for memorizing vocabulary*" (L2 -2; 8). That might mean that reading is used at different levels for different purposes i.e. vocabulary learning, enjoyment, or comprehensions. For opportunities of reading, two students used oral reading. It seems to suggest that the four English proficiencies are linked each other to build English competency. Finally, the list of students' comment is presented in appendix 1.

Summary of section:

This question asked the students' about their opportunities for English exposure and their perceived communication competence. Taken together, the present result suggested that: 1) Female students have more positive attitudes toward using English than male students; 2) In terms of fluency, although it is in contradiction to Bailey *et al.* (1989), who said that listening skill is the major concern for English learners, the students in this study considered writing as the most difficult English skill. This may suggest that writing is the final step of achievement in English study, as it requires both accuracy and fluency. 3) Language education at a young age is beneficial to create positive attitudes to language learning rather than to language competency. Bailey and Nunan, (1997:509) said that motivation to language study might decrease with age. 4) Students without an English milieu developed their English skills by self-study (i.e. oral reading). During the

interviews, the interviewees answered all questions from their own experience and the data shall be a reliable compass for skill development.

In sum, with regard to the research questions posed pertaining to communicative skills, the students' self-confidence in L2 communication was widely spread, which was combined with communicative anxiety in English and its proficiency, which is explained in detail in the next section.

The following section will look at how students learned the skills from the perspectives of instruction, student – teacher relation, and the learning environment.

2 - j) How did the students acquire their English skills?

In recent years, the communicative approach has become popular in language learning. In order to explore the practical classroom situation in this regard, the author asked students about their learning experiences in a variety of physical and socio-cultural contexts. This section aims to analyze the interview data to identify contributing factors to English learning from the following three perspectives: 1) their instruction (e.g. types of input); 2) their teacher-student interaction; and 3) their learning environment. The goal is to consider the critical importance of social and affective factors in language acquisition.

For the data analysis, the participants were grouped according to their school environment; 1) district schools 2) schools in the capital, and 3) international school. Thematic analysis was used to examine frequent factors in English language instruction, teacher-student relations, and socio-cultural aspects of English learning. Now, the data analysis will start by considering the learners' early experiences of English in district schools.

The first student (1) explained how he attained listening skills.

I began learning English at *Juku* when I was about to enter primary school. The class had five to ten students and I attended this class for 12 years in total, following my parents' wishes. We did not have textbooks for speaking with NETs, whereas NNETs used textbooks for grammar instruction. At first, the NETs taught us how to ask and answer questions. We learned about the sentence structure and students used these English constructions to practice the transfer to other situations. We sat summative tests every two months to check our progress. My listening skill is the best among the four skills, but my speaking skill is still not satisfactory on assessment tests. In my fifth and sixth grade at elementary school, I had NETs a few times a year. I had a difficult time to learn the alphabet in the primary school. Today, I use English mostly to read research papers.

小学校の頃だったと思います。塾に行き始めてきっかけです。12 年位です。主に英会話が多かったと思います。あまり覚えていないのですが、両親の意思だったと思います。学問としてです。先生が英語で質問をしてそれで答えることが多かったと思います。英会話クラスには教科書はなかったですけど、それと平行して文法のクラスがあってそれでは教科書を使っていました。（NETS）小学校の頃から高校の時までずっと習っていました。文法のほうの先生は日本人で、会話の方はカナダ人でした先生が一人いて、生徒が、そうですね、5 人から 10 人いてそれで会話をしていくということです。直接、聞くようなことを習っていて、わからないことがあったらその表現を使って聞くようにしていました。はい。良くある質問とそれにはどうやって答えたらいいかを習っていて、まー例えば、提携分にしたがって例えば自分の好きなものを答えてかいうやり方でした。基本的にはないのですが、文法のテストを、時々、二ヶ月に一度ぐらいやっていて、どれだけ進んだかをやっていました。学校で英語を習い始めた時期ですが、小学校 5、6 年生の頃、年に数回程度、簡単な英会話の練習があったように思います。小学校の頃、アルファベットがなかなか覚えられなかったことか。そのくらいでしょうか。今は論文を読む時がほとんどです。(Mr.Su)

This acoustic engineering student (1) is from a small town, where people are rarely exposed to English and live in a non - competitive academic environment. His parents wished to give him an early English education. The main focus of *Juku* was speaking and grammar. He developed successful listening skills through the monolingual method, but lacks good speaking skills. He was clear about the roles of NETs and NNETs in his learning. His set of English skills suits his needs for the university entrance exam and for reading English-language research papers. He would therefore be a successful English learner by the standards of his environment.

Similarly, the next early learner (2) attended English class from kindergarten to high school days.

My parents sent me to English conversation class at my kindergarten. The lessons by a young NET were enjoyable in the familiar environment of my kindergarten and my friends. We did not learn writing or reading skills, and the lesson was similar to a L1 environment, without any apprehension. In my third or fourth grade at elementary school, we had English lesson by NETs. The students were waiting for their NET at the gym and we had oral lessons using flashcard or playing games, without using writing and reading. At junior high school, I had EFL three times a week, where NETs visited once a week. The rest of the lessons were by the NNETs. The textbook called '*Crown*' had many pictures, songs, and poems, and most of them were skipped. However, I learned my Basic English knowledge from the textbooks. In senior high school, NETs visited the school once a month. Our school focused on reading and writing skills for the university exam. I attended the same English class until I was in the first year of high school. It was part of my routine. EFL once a week is not enough to improve English skills in an EFL environment. In my senior high school, we learned writing skills from the NETs by the direct method and reading skills by the NNETs by the grammar translation method. From this experience, I believe it is useful to use both the direct methods and the grammar translation method at school.

親に英語塾に行かせてもらったということが（英語を初めてきっかけ）。幼稚園の中の塾の中でやっていたので、とくに街中でしゃべられているわけではないです。幼稚園なので日本語ですら、あまり読み書きできないので、あまり読み書きといった内容ではなかったと思います。普通、幼稚園で日本語でやるようなことを英語でもして見るような感じだったと思います。その時間多分楽しかったと思います。なぜかというと、その後、幼稚園を卒業した後もその塾に自分から通ったこともあったので、わざわざしたのは楽しかったのだったからだったと思います。英語の先生が怖いと感じたこともないです。多分、小学校—3－4 年ぐらいだったと思います。小学校の遊戯の練習したりする広い部屋に集めてもらって、なんか、体育づわりかなにかで先生を来るのを待ってそこで活動をしました。読んだり、書いたりするのではなくて、多分、先生がカードを持ってきて、活動しました。評価

されると、中学からです。えー、基本、英語は週三コマぐらいであったと思いますが、二週間に一度ぐらい NET と一緒で、二週間は六コマですよね。六コマに一回の授業が NET といっしょで、後は日本人の先生が Crown の教科書を使っていました。絵が多く、これを全部つめていったら Paper Book１０ページにも満たないのではないかなと思っていましたね。あと章と章の間に歌とか詩が載っていたと思いますが、そういうところは基本的に飛ばしていました。基本的に英語の知識を得るのには役に立ったと思います。ＮＥＴの授業があったのですけど、受験校だったので、月に一回ぐらいしかなかったと思います。文法中心です。英会話の塾には高校一年生まで行っていましたが、途中に途切れた時はありましたが。好きというより、昔からやっていたので生活の一部になっていました。はい、ずっと同じ学校に行っていました。自分の経験から言うと、あのー、昔からやっていても、さっき言ったように、週一回とか、途中でやめてしまうと、上手く行かないのであれば、EFL 環境で、ものすごくたくさん小学校で英語に接ないと、多分そういうのに上手くならないと思うので、それだけたくさん英語の時間があるならいいのですけど、今のように週三回くらいだったら中途半端に終わってしまうのできないのではないかと思います。大学入試と関係させながら Native の先生でも出来ること、例えば自由英作文の書き方、レポートの書き方みたいなことを、実際に先生が説明して、実勢に生徒に書かせるみたいなことをして、先生とのやり取りは Native の先生がやる感じだったのですけど、それとはまた別に Reading の授業は NNETs が日本語を使いながらやっていたのです。で、あのー。複数あるこまの内、全部が Direct とか、全部が訳読ではなくて、うまく時間として割り振りできれば共存できると思います。 (Mr. Se)

This English teacher and PhD student (2) is similar to the student (1) in that he learned English from kindergarten by NETs before entering to school and continued until his entry to senior high school. In kindergarten, he enjoyed learning from NETs. The difference between this student and the previous student (1) is that his lesson focused only on conversation and did not include wring skills. At elementary school, similar to other public schools, NETs visited his school. However, from his experience, he said that it is difficult to maintain the skills without English exposure. In high school, he attended *Juku* to prepare for university exams and found that flexible use of both the direct methods and the grammar translation method suited him well. Importantly, from his nearly 20 year long English learning experience, he said that it is difficult to maintain communicative skills without English exposure in daily life. He implied that infusing of communicative approach into the grammar instruction was effective in his EFL situation. This is consistent with the observation that "*idiomacy*" is best learned via target language cultural and interpersonal experiences (Seidlhofer *et al.* 2006:3). This student said in the other part of interview that he quit the lesson because a new NET began using Japanese language in class, which he found unsuitable.

The next student (3) also learned English from age nine:

I started learning English from a Canadian teacher at *Juku* when I was nine to ten years old. There were about 10 students in a class and nobody spoke Japanese, as if there was a silent agreement. We did vocabulary games, reading books and grammatical rules were explicitly learned by English composition without direct translation. I do not have any good memory of EFL in junior high school. I felt uncomfortable with NNETs because lessons were so boring. The textbooks were filled with fictional dialogues, which are not useful in our everyday life. I felt repugnance toward NNETs because they were over-confident. I accepted those NNETs who could teach English for university exams and those who spoke English in good pronunciation. Students with low English proficiency do not want to speak in English. NNETs were intolerant of students' language mistakes. It is a small mistake. I often hear students' complaints about the Japanese teachers who pointed out the vocabulary mistakes of the students. It is not acceptable that teachers points out such a small mistakes. Error correction is acceptable among friends. I learned English and Chinese from native speakers by communicating with them. For Japanese learners, the Chinese language might be easier because of our familiarity with Chinese characters. Today, I am using English with my friends abroad in internet chats. I presently do not take any English class.

九歳か十歳頃から塾に行きました。カナダ人でした。他の友達と遊んだりとか、日本語をしゃべってはいけないとは言われませんでしたが、なんとなく雰囲気から、みな、英語を使うものと思っていました。10 人ぐらいでした。10 人ぐらいでした。grammar もやりましたし、ちょっとだけ本を読んだり。ゲームもしました。中学の方はあまり、あのー、少なくても私にとっては興味をわかせて様な英語の授業ではなかったです。その先生自体があまり英語が好きではなかったと思います。私は特に日本人の外国語の先生に嫌悪感を持っています。それは発音が悪いかとかではなく、受験英語を教えている先生以外は、まず第一に英語の先生は自分のことに自信を持っている先生が多くて、それはいいことではあるかもしれないけど、すごくきれいな発音の先生だったらもちろんそれはかまわないのですけど。だから出来ない人が、がんばってしゃべろうと思わない。あの人をこういう単語がどうのかとか、こんなことは小さい事ではないかと。それは友達同士の会話ではいいですけど、教える立場にある人からそんな事を言われると .‥‥.どうしてか判りませんが。友達と使うことが多いです。そう考えると、私に

英語を教えてくれたのは、中国語でも英語でもほとんど NET の方がほとんどなんですね。どの言語もそれぞれに違った難しさがあるので、単純に英語が難しいとか言えません。ただ日本人に対して読み書きでいえば、漢字を知っているのでその意味では簡単ですが、英語は新しい言葉だから、ちょっと難しそうに見えるかなと思います。仲良しのお友だちと英語でチャットをしたりします。それはかいたり、聞いたりしゃべったり、いろいろ勉強になります. 英語の授業はいま受けていません。(Ms. Ku)

This acoustic engineering PhD student (3) is different from the previous students (1, 2) in that she learned oral, reading, and writing skills concurrently in a monolingual environment. She raised several new issues about teacher-learner relations. She does not accept being corrected by NNETs in front of her peers. She sees them as arrogant and thinks that they place too high importance on details. Their behaviour de-motivated her and her fellow students. However, she is different from the previous student in that she successfully developed oral skills outside classrooms by socializing opportunities outside of class. Her opinions reflect a lack of authority of NNETs in Japan resulting from their perceived lack of subject skills.

The next early starter (4) spoke about his admiration for America:

> I started learning English when I was in third grade of elementary school. I admired America at that time. I had asked my mother to attend English conversation classes, and began studying English. The class was located on the top of a mountain and the teacher was married to a foreigner. She gave nicknames to students. About eighty percent of the lesson was in English. We used CDs for listening and used textbooks for reading and speaking. I attended the same class once a week with four students in a class. I attended it from the third grade to the first grade in senior high school. NETs visited school for two weeks and the students practiced the expressions with games with other students and reviewed the grammar. NNETs stayed in the back of class to help students. I liked to study English, but I do not recall any pleasant memory at EFL in school. I dropped out of high school in my second year and prepared for university by myself by rote memorizing. For example, I looked for

important vocabulary in the textbooks and memorized those words. My English improved a lot when I was preparing for the university and I feel that university examination is a useful opportunity to study English.

小学校三年生の時です。その当時、アメリカとか格好いいなと思って、母に英会話スクールに通いたいと言って、行きました。えーと、同じ三年生位の男の子、小学生の違う学年の生徒もいたんですけど、一緒くたになって、先生が一人一人に英語のあだ名をつけられて、夫が外国の方で、どこの国か忘れてしまったんですけど、その方が教科書を使って、復唱したり、例文を読ませたり、その例文を使いながら会話させたり、あと英語でミニゲームをやったり、あとそうですねそういった形の授業を週一回ぐらい、えーと、一時間半ぐらいでしたかね。ほとんど英語だった。八割ぐらい英語でしたかね。一対 4 ぐらいでした。三年生から高校一年生の春ぐらいまで。あまり、なんだろ、途中でも、面倒だと思ったこともありましたが、そこまで苦ではなかったです。中学三年間の中で二人の NETs が二週間位、この間この学校にいます。という感じでおりました。そばについている先生が必ずいました。元からいる英語の先生と外国人の Native の方がお二人授業をする、それでその先生と外国人の先生がお二人で授業をすると、それで主にはその外国人の方が授業を進め、NNT が助け舟を出すという感じで授業が進んだと思います。英語は英語が好きで、英語のクラスで, あんまり、すごくわくわくしたとか、たのしかったとか、強烈な、鮮明な記憶が沸いてこないです。自分で、家で、繰り返し、繰り返し、同じものをやったのですけど。そうですね。僕のやったのは、文章の中に覚えるべき単語を、読んで、意味何かなーて思って、次のページに答えが書いてあるので、それをみて、あーそうなんだと思って、文章の意味を入れてひたすら覚えました。僕は高校一年で高校をやめているので、そうですね。僕は高校一年までは学校へ行ってたのですけど、二年三年といっていないので、普通の生徒とはちょっと違うのですけど。それで、塾とか自分で本で勉強したのですが。一番覚えたのはやっぱり単語帳でした。(Mr. Na)

This student studying at a private university was initially motivated to study English by his admiration for America. Throughout the interview, he was reticent and polite. In line with the aforementioned students, he attended English class earlier than starting English at junior high school. His English study at *Juku* is different from the previous students (1, 2, 3) in that he learned English by a NNET focusing on reviewing English classes at school with occasional use of retelling stories by using aural or pictorial stimuli. It appears that he had a good relationship with the teacher at *Juku*. In contrast, he dropped out of high school in the first year. In Japan, the dropout rate is very low and the author did not ask his reason for leaving his high school. His opportunity to advance to university therefore depended on self-study, which was by *memorizing*. He said in another part of the interview that setting goals is important for his life.

The next student portrayed difficulties of acquiring linguistic competence at school.

> I started attending an English conversation class from fifth grade of elementary school and, since my family moved to another city, I learned English for five years at two schools. I enjoyed NETs' lesson more because they created more enjoyable atmosphere and because of their good pronunciation. It was good to see foreigners at *Juku* with lack of English milieus outside school. I made this decision by myself. I began learning English as academic subject from junior high school. At school, lexical items that I learned at schools were not enough to prepare for the entrance examination. I learned a lot of vocabulary by self-study. It took two years to get into the university after high school graduation.
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> 小学校の五年生の時、英会話学校へ行っていました。先生は、その英会話教室には 3 年間行っていたのですが、転勤したので、その後の英会話教室には 2 年ぐらい行ってました。NETs の人との NNETs と人は半々位でした。時期によって違ったという事です。やっぱり、NET の先生の方が、楽しかったと思います。楽しかったし、まー、発音がいいので良かったと思います。まわり外国人がほとんどいなかったので、その Native の人と話できること自体が良かったと思います。自分の意思でした。学校の授業としては中学校からです。当時はなんとも思っていませんでしたが、いま中学校の教科書をみると、よくこれだけしか勉強しなかったと思います。高校だと Vocabulary は多少増えるんですけど、はっぱり、教科書に載っているものだけだと、大変だという感じはありますね。大学受験をした時も、今も Vocabulary は人より少ないと思いますけど、やはり自分で覚えたりとか。私は二浪したのですが。(Mr. Ka)

This engineering senior student (5) changed his school five times in Japan due to his parents' moves. Firstly, after attending five Japanese public schools, he recognized a variety of accents used in Japanese language and learned code-switching to accommodate a new culture. This motivated him to study acoustic engineering to analyze Japanese accents spoken by foreigners. Secondly, he said that NETs English class was enjoyable. As a result, students are exposed to a different culture. Thirdly, he is similar to the previous student (4) in that he relied on self-study to enter to the university. He used positive words (e.g. enjoyable), which may suggest his positive attitudes toward ES as well as other people.

All of the students who studied outside Tokyo attended English Juku before studying English at school. It may suggest that English has gained importance for Japanese students.

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Academically, English is a sine-qua-non to advance to higher education for them.

The next students studied at private schools.

The next student (6) addressed a number of issues but at the end, he spoke about peer pressure.

My motivation to study English had been for university entrance exams. Now, I got a job offer from a trading company and I wish to have communicative competence in English. I started learning English at Junior High School. I had no English-speaking neighbours near my house. I do not recall any enjoyable experiences of my English lessons… Except that, I was excited to see a teacher checking our English essays. I took a correspondence course in my Junior High School days to prepare for the entrance examination. I attended *Juku* during my Senior High School days. The focus of my English study has been reading skills. We had conversation classes by NETs who understood some Japanese. The goal of English study was passing the university exam and for this goal, reading skills come first, and then writing and listening. I always felt that I want to achieve as well as my classmates did.

昔はやはり受験でした。今は商社に来年から入ることになったのではやり英語は絶対必要だと。やっぱり僕自身国際的にがんばって、外人ともうまくビジネスしていきたいと思うので、そういった仕事の為といった Motivation です。中学校です。（Juku）行かなかったですね。全くの日本人に囲まれました。授業で英語が楽しかったなということはほとんどなかったですが、あー。でも楽しかったのは英作文の時間に、やっぱり自分で英作文を作って、先生に添削しているその瞬間は、結構楽しかったと思います。塾は、そうですね、受験勉強という意味で、駿台予備校などへ受験勉強に行きました。はい、もう高校生で。あー、中学校のときは Z 会の勉強はしていました。 通信教育なので、テキストが送られてきて文法を中心でやはりリーディングに重きをやるやり方です。やっぱりどちらかと言うと Reading へ重きをおいた勉強—、ずっと。たまに Conversation という時間がありましたが、そこでは Native の先生がいましたが、基本的には日本人の先生がやりました。日本の先生が主導で、やっぱり日本語で説明していきました。僕にとってはやはり、受験と言うのがまずは英語科目だったので、やはり受験はあまり Listening がないですし、ただまず第一に Reading があって。その次に Writing があって、Listening があって、それで Speaking はほとんどなかったですね。やはり勉強する時、一番大切なのはやる気だなっーと思っていて、例えば大学に合格したりですとか、あいつには負けたくないという気持ちも僕には結構強くて. (Mr. Ot)

This student (6) had experience living in the U.K. at an early age and then he entered a

private integrated school in Japan. Similar to other students (7, 9), he had little memory of his life in England. Secondly, he said that he did not enjoy English study. He did not give any reasons for this, such as students' anxiety, or NNTs' lack of efforts to create comfortable atmosphere as NETs have been seen to do. Lastly, and interestingly, a peer pressure was a strong motivator for him in Senior High School. It may suggest that one of the significant de/motivating factors is the learning environment. It may also imply that motivating factors are student-owned.

The next student (7) described de/motivation factors at school.

> My parents were eager for me to learn English and I attended English *Juku* since the fourth grade at primary school. Syntactic rules were implicit in the taught material and the learning at primary school was good in teaching grammar rules. The students were from affluent families and many friends at school attended English *Juku.* Textbooks named '*Progress*' were used in my school and they are very useful. The textbooks were written by a foreign missionary and this advanced series of textbooks is used by a number of private schools. We had LL class once a week by the NETs. During my senior high school days, I attended *Juku* and learned 'discourse grammar', which was very useful for understanding the story and summarizing the context for the university exams. I like teachers who have the skill of teaching grammar rules well, teach briskly, and have immediacy. At the university, I took reading and listening classes in the first two years. Then in the third year, I attended a discussion class with exchange students. I have seen many students with English proficiency at the university and I began to feel that my English skill is not as good as I had believed. Consequently, my self-efficacy has dropped. I wish I could maintain my self-esteem and that my achievement could be better than it is today.
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> 勉強を始めたのは、私は小学校が私立の小学校で英語教育を小学校一年生から取り入れている学校だったんですね。

文法を文法として教えられた経験は小学校ではなくて、例えばこれは This is a pen と読むんですよという形では習っていても、単数を is で使って、複数では Are と使うことはなかったので、体感をされるという感じでした。小学校の英語の勉強としてはそれで良かったと思います。まー、Audio を使ってもいいと思います。あと両親は英語を一生懸命させよう家だったので、小学校の時は英語の塾に通っていて。(教科書) 役にたったと思います。Progress English という、あのー、大阪かなにかの、あのー、神父様が作った教科書があって、よく私立の中高一貫の学校で使われているのですが。はい、チョッとまー、進度の速い教科書ですが、それを多くの学校が使っていますが、うちもそれを取り入れていて普通に授業がありました。私立でチョッと裕福だったこともあって、英語の学校へ通っていた人が周りにもたくさんいましたし、あと私は大学受験のために予備校へ行っていたのですね。高校三年間の間、それでその予備校で習った先生が気に入った先生がいて、その方も外大出身なんですけど。英語も、文法だけではなく、文法も大切ですが、談話文法というのを,なにが大事でとか、何が要旨で、ここが例をあげているとか、テーマを上げてそれをどう展開していくかなど、文の読み方を教えてくれる先生で、それが面白かったですし、大学入試にも良く役に立ったですね。その先生が、まー、今まで習った先生の中で自分的に一番好きな先生です。そうですね、良かった先生は、学校ではすごく判りやすく文法を説明してくれる先生がよかったと思います。後半ぐらいになると塾のほうを一生懸命やっていて学校の授業を余りやっていなかったということもありますね。(University) 一年生、二年生、三年生の前半まではとっていました。一二年の時は Reading のするような授業と Listening の授業を取る様にしていました。私は大学に入った後に、やはり周りの子が英語も出来るし、自分が思ったり出来ないということに気づいて、まー英語に限らずレベルの高い人が多かった大学だったので、思ったより自分が出来ないということが判って、ちょっと自信をなくしてしまったり、いろいろ行動力を落ちてしまって、まー、大学には楽しく通ったのですけど、まーそこでそうやって自信を失わないで、努力をし続けられていたら、英語力なんかももっと上がっていけたと思うんでけど、入試のレベルにもさらに上乗せしてあがっていけたと思うのですけど、ちょっとそこで、やる気がおちて、すこし、落ちた感があるので、すこし落ちた感があるので。そこで自信を失わないで、そのまま進んでいけたら、英語の面だけではなくて、いろいろな面で、今より上がっていたのではないかと思います。 (Ms. Za)

This enthusiastic student (7) studies Arabic at a university specializing in foreign languages. Due to her parents' wishes to give her an early English education, she attended a private primary school and learned English from both NETs and NNETs. A natural approach was used, such as retelling or using the story as fluent as possible without grammatical explanation. Secondly, she pointed out that the school textbook was motivating. Thirdly, she agreed with the students (4, 5) in that the teachers at the Juku had effective teaching skills, which met their needs in the university exams. Fourthly and finally, in contrast to the previous student (6), she was de-motivated to study English after seeing returnees at her university. These had a higher English proficiency than herself. Although she was extroverted, she realized that her L2 English was different from that of the returnees. The other students' superior English proficiency affected her motivation. For this student, the

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de-motivating factor is not learner-owned.

The next student (8) spoke similarly about his school textbooks;

My school used textbooks named "Progress". I learned English by memorizing these textbooks. At home, I did oral reading and studied vocabulary. My school and a Canadian school had an exchange program. As a result, a Canadian student stayed in my house. He had studied Japanese language and we talked in Japanese. When I visited Canada for a school excursion, I was able to help other students in English. All students have to stay at Canadian families, and I helped students as an interpreter. In the third year, "*Progress*" was replaced by "*New Horizon*" and they were much easier. After school, I attended *Juku* from the first year of junior high school until the end of senior high school. *Juku* focused on reading skills. For listening skills, ten- minutes - listening stories were used followed by comprehension quizzes or close tests to ask about the content. I practiced dictation a lot to prepare for university exams including oral reading… Indeed, I am good at mimicking people. At school, when I saw a person, I could understand their expression and I mimicked them on the spot. English pronunciation is similar with this. It means that learners copy native speakers' English pronunciation. I was influenced a lot by my English teacher in the second year at junior high school. After senior high school, I have not had such an experience. Nevertheless, the Japanese English teacher had such a good English pronunciation and I admired him a lot. It is my self-effort, which moves me forward. I must work alone to continue my research.

私たちが使っていた教科書は progress というのだったんですけど、それの book 1 と book　2 をやったのですよ。それで中学 2 年の時に。全員の方がやっているはずなんです。だけでも、それだけで足りなくて、まー、足りないと思って、自分で本屋に行って、単語帳を買って、そこで自分で覚えていったのです。それでテストに出る順みたいに、簡単な単語から段々難しい単語にして行く様に、単語帳はやりましたね。カナダの学校と交流していたのですが、私の学校が。そこでホームステーがあたったのですが、私の家にもひとりカナダの学生さんが私の

うちにもやってきたのですよ。それでとまりに来て、彼も結構日本の教育を受けていたので会話も結構できました。それで修学旅行もカナダに行った時も、私は英語が好きだったので、それに良くできたので、みんなのために翻訳をやることになったんですよ。みなカナダ人の家庭に入れられてしまうので、「斉藤、ちょっと来い。」というわけで。高校生の頃に私がやっていたのが、New Horizon と Mile Stone だったのです。中学二年までは Progress だったんですけど。それで三年から New Horizon になって、これはすごく簡単な教科書だったのです。だから学校でできるものは全部予習してしまって、あとは塾で大学入試に備えるということです。Juku での学習方法は、文法単元ごとに、今月は接続詞のみだけとか、現在完了形だとか、まず文法的なことをやって、長文も良くやりました。たとえば１０分間ぐらいのストーリーを聞いて、穴埋め問題とかここで何を言っているかとか、あと Dictation をよくやりましたね。受験用の塾でした。私は教科書をよく音読をしていたのですよ。対応できたから、だから教科書を音読すればかなり出来るかなーって思いました。あー。自分はなぜ英語が得意になったかと言うと、物まねが得意と言うこともあるかもしれない。高校の時は先生の授業の真似をして人を笑わせたりとか、やはりおんなじだと思うのですよ。やっぱり中学二年生の時に会った英語の先生のお陰です。やはり、学業面では、中学高校に限れば先生と自分の努力、それ以後は先生からの感化と言うのはほとんどないです。自分で研究していかなければ行けないので。(NNET) 発音のいい先生だったので、すごくそれにあこがれてできたということもあったのですね。(Mr. Sa)

The student (8) agreed with the preceding student (7) in describing a number of factors, which are seen as motivating or effective to achieve their English skills. The motivating factors they found are; 1) early start of English study, 2) useful and challenging textbooks, 3) good teacher-student relations, 4) repetitive oral reading, and 5) autonomy of study. This student admired a teacher with good pronunciation, whereas the previous student admired a teacher with good grammatical knowledge. It may suggest that grammar and pronunciation might be the most de-motivating factors (i.e. difficult) for Japanese student. In addition, he is similar to the previous student (7) in that their parents were eager to promote an international environment for them.

The next student (9) also learned at a private school in Tokyo.

After returning to Japan in the first year of primary school, I attended Berlitz School until I was in the third year of elementary school. Then I stopped attending English class when I began preparing for entrance examinations to junior high schools. NETs visited the primary school once in two weeks and we played English games or watched videos about the NETs' home country. I entered a private integrated junior and senior high school that valued English education by inviting

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NETs. When I was in senior high school, I visited America for a home stay of three weeks. Then, I attended *Juku* to prepare for the entrance examinations to the university. I attended *Juku* in senior high school because I had good results in achievement tests. I enjoyed studying English for the entrance exams, and I spent a lot of time at it. Teachers at *Juku* were skilful at preparing for the university examinations, and I trusted the teachers at *Juku* rather 'liked them' and followed their instruction to get into higher education. I trusted the teachers who had good English pronunciation and I preferred lessons by NETs.

小学校の一年生に相当する時だけ、日本語の日本人の学校に週一回行っていました。小学校の時は英語はなかったんですけど、個人的に英語を忘れないように親が忘れないようにかえってすぐからベルリッツに、はっきり何年か覚えていませんけど何年か通っていて、多分、中学受験が始まって、英語どころではなくなったので、しばらくお休みしていて、中学校からは学校で英語の授業を受け始めました。中学高校は、教育としてはそれだけで、学校は通っていないです。高校一年生の時にアメリカにホームステーに行く事があって、３週間ほど行っていたのですけど、その、前くらいの時に、留学機関がやっている定期的レッスンに行ったことがあります。小学校高学年ぐらいまでは、ほとんど英語には触れていない、ベルリッツに行っていたのは小学校 3 年ぐらいまで、前半なので、高学年は英語に全く触れていないです。そういえばあった記憶がありますね。そういえば小学校の時にアメリカとカナダの先生が一週間に一回ぐらい、週一はなかったですね。二週間に一回ぐらい、英語のゲームをしましょうとか、当時の現地の生活の Video を見たりして、現地の生活に触れてみましょうとか、そういったものがありましたね。高校の時から塾に行っていたので、その時は科目としての対策というのを受けていました。私は、英語は得点元だったので、英語の受験の勉強はするのは好きでした。塾の先生は受験英語のプロという意味で、信頼はしていて、その先生がしますプログラム、というか問題をこなしていけば問題ないんじゃないかと信用していて、あと、学校のほうの英語は、一応わたしの通っていた学校は中高一貫だったんですけど、英語には力を入れていて、学校の英語が全く意味がないと思っていなくて、その、それぞれ保管しあう部分があって、学校の英語の受験という意味では細かい文法だったりするところをやっていたので、受験に役立つし。大学の二年の夏に、オーストラリアの語学学校に三週間行っているですね。私は発音というものを自分で意識というか、発音を判断基準としてみていたので、日本人の先生が発音が上手じゃないと、あまり信用していなかったというか、そういう意味では,Native の先生を好んでいました。(Ms. Hi)

Firstly, this student (9) majoring in pharmaceutics is similar to the student (6) in that her lexical and syntactic knowledge of English at her young days did not remain. Secondly, she and the students (7, 8) are similar in that their parents provided them with an English-speaking environment. However, as a consequence, unlike the previous students (7, 8), she did not choose to study English in higher education. She, as others, admired teachers with good pronunciation. For them, the level of English is established by the

quality of pronunciation.

In contrast, the next student (10) learned English for the first time at school.

At the beginning in junior high school, I was not good at English. For instance, I wondered why the third person uses "does" and the first person uses "*do*". It is just a rule, but I could not understand it. I felt it was not good to continue in this way. Then, I asked my mother to look for an English class and I entered *Juku*. Our NNET from Hokkaido learned English at a church. After I started learning English at Juku, I enjoyed learning English. I received a lot of praise for my good English pronunciation. I was always the best student in the class. Only few students attended *Juku* in my school. Since my second year at junior high school, I had perfect scores on English tests. I did not work so hard to memorize textbooks. I read the textbooks many times, and prepared for next lessons as well. Before the examination, I reviewed again. NETs had too many students at school, and it was quite boring to speak English with classmates. However, at Juku, I learned in a small group taught by NETs. I owe a lot to my parents. My parents always gave me praise. Ⅰ felt that my mother brought me up with praise. Recently, my self-efficacy is affected by many highly capable students in my university.

　最初はとても苦手だったんですね。なぜ He のときは Does でなぜ、You の時は Do なのかとか、どうして違うのかとそういうことがわかなくって、ずーと、そういう言葉だからそういうものだと思えばいいのですが、なぜかと思ったのです。それでそのままじゃだめだと思って、英語を勉強したいといって母が探してくれて、その先生は北海道出身の方ですが、その当時、修道会に通って英語を覚えて後言うことです。そうですね、やはり、塾と併用して、読めるようになってきたり、あのー、発音がきれいだと言われるようになってきたり、あと、クラスで一番できるようになってきたあたりから、自信の源という感じでした。はい、毎回大体、満点みたいな感じでした。中学二年生ぐらいからでした。あとまず、苦手意識が強くかったので、ドンドン嫌いになって、またドンドン嫌いになっていったと思いますね。それは、それは教わったことを完璧にしたことだと思いましたテストはすべて教科書を確認することでしたので、教科書を確認すれば教科書は出来るわけですので、それをなんども訳して、また訳しなおすと行くことをやって、覚えてしまったことで、出来たのではないかと思います。そんなにがんばって暗記したと言う記憶はないのですが、結構すらすらと暗記できたのですけど、そうですね。でも復習を何度もやったと言うことだと思います。まず予習をして、授業に望んで、そこでまた聞いて、また復習して、また試験前また復習してと繰り返してやったことだと思います。Ｎａｔｉｖｅからでも一対Ｍａｓｓでやるのは

あまり意味がないなーと感じました。それは両親にいつも褒められて育ったというのはあると思います。いろいろ学業以外にもいろいろな意味で成功するとすごく褒められましたし、あと成功しなくてもかわいがられて、いつも評価されるというか。あと、うまくいかなくてもいつも肯定されながら育ったというのは良かったと思います。東大に入ってから、もっと、断然に優秀な人とか、断然に大きな夢を達成している人を見るとそういうのにくらべて、全然自分なんかだめだなという思いをすることが中高に比べて多くなったと思います。 (Ms. Ho)

This student (10) majors in international law. Firstly, she spoke about the difficulty of English grammar. Secondly, she agreed with the student (7) that she made an autonomous decision to study English. Thirdly, she is similar to the student (7, 8) in that she described the importance of reviewing the lessons. Finally, she is unique in showing how praise works positively for the students' efficacy and the resultant progress afterward. She mentions her parents' positive feedback on her academic success. Finally, after seeing many returnees with better English proficiency, she realized the difference in the quality of L1 and L2 speakers. Her story continues in another part of interview.

The next student (11) spoke about her experience at her Catholic school:

> In my catholic school, I had English lessons three to four times a week and English conversation classes took place twice a week. The nun teachers were fluent in Japanese but they did not use Japanese. The class size was about 20 students for a teacher in a class. The goal of the school was to develop reading and writing skills and we had little time for oral skills. I liked one teacher who prepared handouts for grammar rules that were helpful. It could be more to her personality that I was attracted to. Her English pronunciation was very clear. We learned from a NET once a week. The teachers at school were very strict, but they gave students a lot of praise. My parents also praised me a lot and my self-efficacy would be higher than the reality justifies. If there is a need to use English, we study well. However, today in Japan, we can live comfortably without the English language and forget what we had learned at school.
>
> 学校は英語の授業は週に３回か４回ぐらいありました。あと週に二回英会話の時間がありました。カトリックの学校だったのでシスターが英会話を教えていました。日本語はぺらぺらでした。英語しか使いませんでした。英

会話というより、教科書に沿って教科書の内容について、絵とかをみて質問すると行く形でした。1 対 20 ぐらい です。高校も本当に読み書きばかりで、だから英語の論文は普通に読めるのですが、しゃべるのは本当に苦手で 「もっとしゃべる時間を作ってほしかったな。」と思います。NET は週に一回ぐらいです。中学の時の英語の先生 で、日本人の先生でしたけど、とても判りやすく教科書の内容を説明してくれてプリントにして書き直してくれ て、文法はとてもよく判りました。スタンダードなスタイルでした。その先生のおかげで。先生の性格が好きだ ったのかなー。でもとても判りやすかったです。そのお手製のプリント。先生自身もタイで生活をしたことがあ って、日本人の先生でしたけど、発音もとても良かったです。NET は週に一回ぐらいです。厳しかったですね。 それが必ず成績に反映されあたし、女の先生でした。厳しかったけど良く出来ると褒めてくれる方でした。多分、 両親が叱らないでほめて育ててくれるタイプだったので、なんというか、自信が、中身が伴っていないのに、出 きるという力がほとばしっている気がします。（環境は影響すると）思いますが。どうしても必然的に英語を使わ なくてはいけないという状況になるとやると思いますけど、いまは日本語だけで生きていけるから、英語も中高 で習ったことを忘れてしまいます。(Ms. No)

This student (11) attended an integrated junior and senior high school. Similarly, to the student (8), she appears to have a good teacher-student relation with NNETs at school owing to their positive feedback to her. She appreciated NNETs' good pronunciation and their handouts on details of the grammar. Lastly, this cheerful student was similar to the student (10) as they have received positive feedback from parents and teachers, which was expressed in their smile. This shows how teachers' personality turned out to be a strong motivator for their students.

The next student (12) spoke about motivation in a similar way.

At school, I had NETs for English conversation lessons. They understood some Japanese, but did not use it. I took summer courses at *Juku* and learned from NETs. I attended a preparatory school, which focussed on grammar for writing and reading skills. The lesson started with five basic sentence patterns with basic lexical knowledge such as "*I, MY ME MINE*". I used vocabulary notes to memorize. At the university, we had several English courses but I avoided all courses conducted in English**.** I do not recall any exciting nor painful memory in English classes**.** I have not used English at all in my life. I begin to feel that I need to study English now.

夏期講習とかそういうのを受けた時は NET でした。 学校は会話時間に NET がありました。日本人の先生がつい ていました。片言ができました。 駿台予備校へ行ったので、そこでの予備校の教科書が主だったんです。それは、

一般の教科書のように会話から始まるのではなくて、いきなり文法から始めました。I my me. とか。五文型は最初にやりました。文法中心でした。普通の読み書き中心でした。30 人ぐらい。まー解説はしてました。先生の言葉で教科書を解説をするという典型的なものでした。はい、日本人でした。夏期講習とかそういうのを受けた時はNET でした。学校は会話時間に NET がありました。日本人の先生がついていました。辛いというより）というより、自然に習得できなかったので、英語はひたすら単語帳を覚えて済ませてしまいました。英語の授業はたまにあった事はありました。四年の夏休みで終わりました。そういう授業はありましたが、全て避けました。なんかその、特に楽しいとか悲しいとか言うはなかったです。いまでも英語は全くふれていないので、そろそろ積極的にふれないといけないかなーと思っていますが。というレベルなのです。（Mr. Ha）

This acoustic engineering student (12) has not travelled abroad and his achievement solely depended on his self-efforts. In contrast to the previous students (10, 11), he seemed to lack interaction with teachers in class. At school and in *Juku*, he had teacher-centred instruction in a competitive environment of preparation for the university exam. This teacher-centred exam preparation ignores other needs of the students. Indeed, after entering the university, the student (12) developed an intrinsic motivation to use English, but found himself insufficiently prepared.

The aforementioned seven students in the second group studied at private schools.

Lastly, the students in the third group have received education abroad. The first student (13) described how she learned at an international school abroad:

I attended ESL at an American School for one year and a few months. Every non-native- English learner is required to attend ESL. While we studied English at ESL, native English speaking students studied L1 English or took sociology classes. All students studied together for subjects such as mathematics, science, music, or art. At the beginning of every academic year, the school conducts a proficiency test of English for ESL students. Then the school asked the students who achieved a pass-mark whether they were comfortable to leave ESL. I spoke to the teacher that I want to leave ESL in the middle of the third grade and managed to leave ESL then. The students who stayed in ESL longer tended to spend more time with Japanese friends rather than mix with English speakers. I like to communicate with people.

Therefore, I did not have any problem to learn at the International School. I did not experience any language problem since my third or fourth year at elementary school. After returning to Japan in the middle of my fifth grade, I attend a public elementary school for two years and the school did not have English lesson. I attended English lesson for returnee students to keep their English skills. We read English books or discussed about the topic chosen by the NETs from the U.K. or the U.S.A. Teachers did not speak Japanese at all in class. The class had about 15 to 20 students. I stopped attending this class in sixth grade. Then, I entered a private junior school in Japan and studied French with seven to ten returnees every day. NETs and NNETs taught us three times a week. I also had English lessons once a week. Then, I advanced to a public senior high school in Sydney. I also studied French there. I have studied French for ten years in total and have affection to French culture. My level of French proficiency is B2 level in the DELF scale. It became part of my identity that I can speak three languages. In addition, I enjoy communicating with other people and this is my nature.

ISB はまず入ると何も判らないので、ESL へ入って行くのですよ。ESL はどの授業に変わっていくかというのが決まっていて、Writing とか、国語の授業とか、社会のところを多分抜いて、そこの授業の時に先生が迎えに来るんですよ。「ESL の子は来なさい。」って。でも理科とか算数とかあまり関係ない、語学に。ですから、Art とか Music は全部でている。私は早く出たいていたいといって、小学校の二年生はちょいちょいぬかれていたのですけど、３年生の半ばぐらいからいっさい出なかったです。なかなか上がれない人がいましたが、その人は日本人の人と一緒にいることが多かったと思います。学年のはじめに、大丈夫かなという、Follow Up Test があって、簡単なテストでチェックされるんです。卒業みたいな感じです。三年生の後半から四年生は大丈夫でした。私は話すのが好きなので、ＩＳＢであったのだと思います。日本の学校は五年生の半ばから六年生までです。総合の授業は入っていましたけど、総合の授業のリキュラムを学校が自由に決められるので、英語の授業はなかった。帰国子女財団がやっている英語の力を維持する為に英語保持教室というのがあってそこに週一回通いました。本を読んでみたりだとか、あと先生がテーマを決めてそれをやったり、学期前に変わったのですが、最初はアメリカ人で次がイギリス人でした。まったく話せないです。対 15－20 人ぐらいです。できないです。あ、判ったかもしれないけど、日本語を、授業では一切使わなかったので、先生が日本語がどのくらい判るか判らなかったです。小学校六年生でそこもやめました。帰国者が 7－10 人ぐらいいたので。英語圏からの帰国した人は大体フランス語を取るんですね。それで、何かをやろうという時に、みんなで英語で映画を見ようとか、文章をちょっと読もうとか、先生が文章をもってきて読んだり、新聞を読んだり、海外の思い出話をしたりした。高校はシドニーの現地校へ通っているんですね中学三年間ずっとフランス語ですね。フランス語選択者は、英語の授業が週一回入りのです。

週 5 回フランス語があって、週二回は NET で週三回は NNET でした。Delf というフランス語の教育相にやっているフランス語の検定試験をうけて、Ｂ２までいっています。英語以外の語学ができることが advantage を感じてますね。それ以外にできるということは大事な意味があると思います。私は話すのが好きなので、ＩＳＢであったのだと思います。そもそも話すのが好きなので、元々だと思います。 (Ms. To)

This self-claimed extroverted student (13) spoke clearly and fast during the interview. She was able to integrate with native speakers when she was about nine to ten-year old. By the beginning of puberty, she felt comfortable in English and took up a second language. Her extroverted personality helped her to develop her English skills by interacting with students of different cultural backgrounds. She observed differences in ESL achievement among her peers and attributes them to their social habits. She is highly aware and observant in her peer group and is in control of her environment.

The next student (14) had a similar experience in the UK:

Six months before we moved to the U.K., I attended an English class near my train station once a week. We learned very simple English expressions – for example, "*This is a pen.*" or "*What is your name*?" from a Canadian teacher by playing games with flash cards or listening to music. When I first arrived in the UK, I did not use these phrases. Nevertheless, it was enjoyable to learn English with my friends there. I entered a state school in the UK, and had a supervisor attending me every day. I was told that he would help me solve academic problems, if any, for six months. In addition to this supervisor system, I attended a private tutorial outside the school once a week. I learned English grammar and English comprehension there after school. By the end of grade six, I was doing well**.** I was able to learn English in a natural way because it was necessary for me to use English in my life. For instance, when I arrived in the UK, I wanted friends to play with. Then, I thought that, if I can rattle English on gaily, I could make friends.

イギリスに行く前に転勤が決まってから海外に行くまで半年ぐらいの時間がありましたが、その間に駅前の英会話スクールがあって、そこに通い、簡単な単語のようなものを本当に簡単なことを習ったんですけど、いざ現地に行ってみるとそんなこと、「This is a pen.」といってことは余り意味がないので(smile) 週に一回です。 読み書き

はアルファベットは読めたんですが。まー簡単なことは読めたんですけど、でもやっぱり、音楽を聴いたり、耳とかあと絵とかを使って学習するということです。カナダ人でした。はい、楽しかったです、友達が一緒に行っていたので。小さい時はすぐに覚えるんですよ。毎日英語ばっかりの生活をしていると大体わかってくるようになるんですね。学校で Supervisor みたいな方がいて、すべての授業についてきてくれて、英語だけではなく数学とか理科とか。すべての科目で判らない事があったら聞くように言われて、半年ぐらい一緒についてくれて、その人にいろいろ質問とかするようにします。それと加えて、週一回、学校とはまた別に、英語の家庭教師の人についていて、文法とか英語の Comprehension とかをやっていました。放課後でした。イギリス人でした。多分、昔、教師で退職なさったとか。Primary School か Year 6 とか。その後行った現地校が私立校ではもう普通の授業をうけても大丈夫でした。そういう意味では、日本語はあまり使ってはいませんでしたけど、語彙は日本語の方がかなりあると思います。そうですね。二年目か三年目ぐらい、１０歳ぐらいが一番伸びたとも思います。生きていくのに必要だったからで。自然に覚えたのは、英語が絶対必要だったからで、イギリスで英語が絶対必要だったので学んだと思うので。イギリスに行った時は、やはり生活の為というか、具体的に言うと友達がほしかったし、遊ぶ相手がほしかったので、やっぱり英語をしゃべれた方が友だちと遊べるし。(Mr. Ta)

In contrast to the previous bilingual student, this mathematics majoring bilingual freshman (14) spoke without gestures in unusually polite Japanese, which might indicate his parents' education or his living or studying experience in the UK at an early age. Firstly, similarly to the student (11), he talked about the simplistic learning material at *Juku*. Secondly, regardless of their learning history, four male early learners (2, 4, 5, 14) said that that English lesson by NETs with his friends was enjoyable. It is not clear whether the result is linked to learners (i.e. gender) or whether it depends on teachers. Finally, in contrast to the student (6), he described his intrinsic motivation to communicate well to make friends. At one point, he thought he was a *normal* British (そうした時は、自分も普通のイギリス人であれば良いと思いました。). Similarly to the previous returnee, at an age of eight, he developed the desire to communicate with others. Finally, he said:

> Three years after I moved to the UK when my English proficiency was improving rapidly, I found myself talking in English to myself because I was surrounded by an English speaking environment outside my house. But it was difficult to switch to Japanese language at home.
>
> 英国に住んでから三年あまりたって急激に英語力が上がっていたある時、ふと自分の考えや独り言を英語ですべて言っていることに気づきました。日常生活の中で家の外では常に英語を使っていたため自然とそうなってしまったのでしょう。ただ、家に帰れば親とは日本語で話さなくてはならないため、そこの切り替えが難しかったです。(Mr. Ta)

This student was nine to ten years old when he was able to internalize his discursive thought in English. However, he had a difficult time to use code-switching at home. This might suggest that true bilingualism is difficult for students who have monolingual L1 environment at home. I have here another case of a successful learner constructing his opportunity for a natural English-speaking environment.

Summary

This section investigated the students' EFL experience at school and outside school. All of the participants from Tokyo studied English before taking English at junior high school; and attended private integrated schools. It may imply that parents' attitudes to early education would have strong influence on academic success of their children. Their English skills vary widely. In this section, in a way to summarize the results, I will describe the motivating and demotivating factors that emerged from the data.

The motivating factors that the student mentioned were (1) early learning experience in small class in familiar environment, (2) NETs' ability to create an enjoyable learning atmosphere, (3) teachers willingness to help students, (4) good teacher-student relationships, (5) teachers' superior pronunciation skills and handouts for grammar learning, (6) parents' positive feedback and students' reviewing classes on a daily basis, (7) appropriate or challenging English content level, 8) interactive classroom atmosphere, (9) interesting textbooks and finally, the students' autonomy. It may imply that their motivation factors depend on learners' attitudes toward English study.

Then, de-motivating factors that students mentioned include (1) unsocial teachers' personalities, (2) rigid teaching methods, (3) teachers' low English proficiency, (4) NNETs' boring lessons, (5) competitive classroom atmosphere, (6) uninteresting content, (7) students' unwillingness to use English, (8) lack of motivation.

The data have suggested that the majority of de-motivating factors are teacher-related rather than student-related.

In addition, difficulties expressed by male students (3, 4, 5, 6) is learning the alphabet and for others learning articles, pronunciation, and grammar difficulties.

However, I thought that despite learners' busy schedule in their competitive environment, 1) students think that the entrance examination is a positive experience, 2) few students had an experience of direct methods such as presentation, group work, or discussion, 3) there is a lack of communication with NETs at school, 4) the students have unpleasant experiences of rote memory learning, 5) school peers affect students' self efficacy and motivation of ES, 6) effective early listening skills;,7) effective oral reading, 8) positive praise at home and at school, 9), a limited memory of early English education and finally; 10) importance of autonomy in English study.

In sum, few students experienced setbacks and the students realized their need to enjoy English study. The following section will be devoted to the English skills that the students further wish to learn.

2 -k) What type of English skills do students wish to develop further?

In a previous section, we saw how individual variables come into play in developing language skills. Some learners are good at communicating with people and developed oral skills, while some others are competent in receptive skills such as listening. These differences were shaped by the individual and social environments surrounding the interlocutors. We have also seen that the students' individual needs of English skills are

skewed by the mid-term need to pass the university entrance exams. Later, after entry to university, the students note the gaps between their skills and those of real-life situations. As a result, the students desire to gain critical English skills to fulfil their needs. The term 'need' in this study refers to 'desire' or 'want'. The data analysis of this section goes on to elucidate specific English skills that students wish to master for higher education and their life. Finally, the author will address some implications for the EFL syllabus (i.e. material, instruction, and method). The following Table IV.1 reports the students' skills that the students wish to develop. In the question (i), where the author asked the students' about their most proficient skill, there was a general observation that female students were better at speaking than their male peers were. Therefore, the data in this section has been divided into two groups; the data in the first group were from the male students and the data in the second group were from female students. The table 1 reported that more students wish to improve speaking, writing, reading, listening and finally pronunciation in descending order of priority. The data analysis of this section follows in this order.

Table 1 V.1.

What skill do you want to improve or learn more in school?				
Speaking	**Writing**	**Reading**	**Listening**	**Pronunciation**
Mr. Ka	Mr. Ta	Mr. Se	Mr. Sa	Mr. Se
Mr. Ha	Ms. Ku	Mr. Ka		
Mr. Ot	Ms. Za			
Mr. Su				
Ms. Ho				
Ms. Hi				
Ms. To				
Ms. No				

Now, the data analysis opens with data from the male students' perception of speaking skills.

a) Speaking:

The first student (1) said:

My life is confined in Japan. We can study grammar from books by ourselves. However, speaking is difficult to learn alone from books. It is good to focus on conversational skills at school.

まったく国内向きで、外国なんてという感じです。 やっぱり文法は人から教わらなくても出来ないじゃないですか。家で本を読めば。でも英会話は難しいのではないですか。そういうのを学校が重視するべきではないですか。(Mr.Ha)

Likewise,

I was born and brought up in London until I was three years old. However, I do not remember anything about my life in UK. I was surrounded by Japanese community. Now, the salient goal of ES is to develop communicative skills. I regretted that I did not practice speaking and listening skills at school.

ロンドンで生まれまして、三歳までいたので、記憶はないんです。三歳までなので、全然、覚えていないです。いいえ、いなかったですね。全くの日本人に囲まれました。最後はやはり、Communication がやっぱり出来るようになる。すごい後悔しているのは、やっぱり Speaking と Listening をあまり重点をおかず、やっぱり中高とまー, 大学もそうですけど。(Mr. Ot)

These students did not have a need for oral skills prior to university, which resulted in a failure to utilize opportunities to speak in English. It implies that there is a need for teachers to create opportunities for oral skills in class. At university, reflecting upon individual needs for English skills, these male students (1, 2) wish to develop oral skills at school. It highlights the gaps between the English skills before entering universities and after matriculation.

A returnee (3) noted:

I usually think in Japanese, but when I get mad, English articulates my feelings well and I switch to English because English has more vocabulary that is aggressive and it is easier to express anger in English. I think that language stimulates feelings.

自分自身の体験からいうと、僕は普段、日本語で考えるのですが、感情的になった時、ついつい英語で考えてしまうんですよ。例えば罵り言葉とか英語の方が、straight ですし、種類がありますし、なんかいいやすいし、やっぱり、インパクトがあるんで、そう考えるとやはり言語的に感情をつかさどることがあるでしょう。(Mr. Ta)

This student (3) implied that culture is decoded in language. It means that, culture is

interwoven with, formed and transferred by human interaction. Other male students expressed their desire to improve oral skills in a similar view. The subsequent section looks at the female students' views. The next student (4) said:

> I enrolled in an optional debate course but dropped out after five sessions because of lack of time and of opinions and it was not compulsory. In addition, I lacked opinions to participate in debates. Students from western countries are good at debating skills whereas Japanese students rarely learn these skills at school. I would like to have instruction of these skills.
>
> 大学に入って、文系も理系も二年間は共通過程になっているので、英語は必修科目として、それで大学の二年後半まで授業は一応ありました。あとは日本人の先生が行う Writing の授業を受けたと思います。あと Option で受けられる授業で、大学二年の後半に、えーと、Discussion か、Debate とかの授業を NET の先生で、それは結局、それは必修科目ではなかったので、最後まで出ないで、5 回ぐらい出て Drop Out してしまいました。科目が多かった事もありますし, Debate できるというのは、日本では余りないですけど、海外ではかなり頻繁に行われていて、よく日本と海外の教育の違いといわれるではないですか、ヨーロッパとかアメリカとかと。だからそういう機会があればよかったと思います。(Ms. Hi)

Firstly, she (4) described her problem of knowing what to say rather than how in English. In order to solve this problem, she took a debating class. Then, she dropped out of the class because it was not required and she had no opinions. Secondly, she agreed with the student (3) that there are differences in attitudes between Japanese and English speakers. Her main problem might not come from English skills but from a culture in public speaking (e.g. reticence). She may suggest that polemical skill is prone to be developed by speakers' mother tongues which limits what language instruction can achieve.

The next student (6) spoke similarly;

> Our curriculum included reading, listening, and some writing skills. However, the class was too big, and I feel that learning from NETs was wasted due to a mass class. There was a discussion class with foreign students but the class was not so active. I wish we had a chance to speak with NETs during the recess at campus if only for a short time.

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私の学科は、他の学科は、経済とか法学とかはもう英語の授業はないのですが、私たちの教養学部では３－４年生になっても英語をある一定範囲、取らなければならないということがあります。ただそこではやはり、Reading とか Listening がほとんどですね。Writing の授業もありますが、一対 Mass で先生もあまりやる気がないような状態で、非常にもったいないなーと思っています。留学生が来ているので、留学生と交えて、彼らと日本文化について Discussion という授業も、まー、形だけになりつつあります。あとは、さきほど申し上げた、Native Speaker による、外国の Writing の lesson もありました。集団ですと、なかなか進まなかったりとか、判りにくいまま進んでしまったりとかいうことがストレスに感じることが多かったです。学校の中に Native の先生がいたのに週一回しかなかったり、先生達が空きがあって、もしその先生達と１０分でもいいからその先生と練習する時間が与えられていたら良かったと思います。(Ms. Ho)

The student (6) is well aware of the shortcoming of a large class for learning speaking. She agreed with the other students that Japanese students lack opportunities to practice oral skills. She implied that this problem is overlooked and suggested that NETs should engage in students' conversation outside class.

The returnee (7) talked about language anxiety:

> Successful communication depends more on expressing ideas rather than on using accurate English. While Japanese students are looking for suitable words, conversation is proceeding. Japanese students lack communicative skills. I think it is important to teach how to express their own ideas by using their English knowledge, however limited it may be.
>
> あれはこれかとこう言えばいいかああいえばと思っているうちに会話が進んでいったり、中々言い出せないんだと思っているうちに会話が進んでいく訳ですから。外国語での communication skill に欠けているからです。自分が英語の知っている範囲の中で、それを結集してどこまで会話ができるかということをもっとしてあげられればいいと思います。 (Ms. To)

Reflecting on the Japanese culture of reticence, this student (7) agreed with the previous students that Japanese students tend to cause delays in oral communication. It implied that oral skill is affected by culture (e.g. paralinguistic interaction, turn taking). Then she suggested that oral skills would improve by trial-and-error.

Now, the data analysis will turn to writing skills, which are seen as the most needed skills and the least proficient skills for the students.

b) Writing skills:

A student (8) said:

It is the English writing skill that I need the most now. I did not have much experience in writing long essays and I had a difficult time in writing English. At the university, I will have a lot of opportunities to write formal letters and essays in English. Regardless of academic disciplines, there is a clear need for English writing skills at the university. Talking about neatness of writing, before entering university, students had to hand-in papers in handwriting and my handwriting was not neat and I had difficult time with it…(with smile). From now on, I wish to write in English as much as possible.

やはり、Writing につきますね。作文は、あまり長い文をあまり書いたことがなかったので、苦労しました。専門的な文章を書いたり、Formal な手紙を書いたりする機会が増えると思うのですけど。あとは論文とか、やはり国際研究に関しては英語が必要なので、物理やるにしても何をやるにしても、英語が論文を書くので、そしたらそのためには英語が必要なので、学術の為には英語が必要です。あと、Handwriting は、ちょっと、字が汚かったので。きれいさという意味で、今もそうですけど、結構、字が汚いので、(smile) なかなかきれいにかけなかったのが辛かったですね。そういったフォーマルな英語をどんどん書いていってこなしていかなければいけないと思います。(Mr. Ta)

This bilingual student (8) mentioned that he lacked experience in English writing prior to university entry. He also implies that there are differences in formal and informal writing e.g. presenting the ideas cohesively and persuasively in academic English. Therefore, the school needs to offer opportunities to practice English writing prior to university. He briefly talked about handwriting. In a different part of the interview, this student said that the dichotomy of native-non-native becomes relevant in lexical knowledge (ただやっぱり英語が第二言語だなと感じるのは語彙がやっぱり少ないと思っているのですよね。). He may suggest that writing skills require an audience and teachers' or peers' feedback.

The next student (9) described the pleasure of writing;

I enjoyed when I saw teachers going through and fix my writing with several new revisions afterwards.

楽しかったのは英作文の時間に、やっぱり自分で英作文を作って、先生に添削しているその瞬間は、結構楽しかったと思います。毎回先生にみてもらって、その時間は楽しかった。(Mr. Ot)

This student agreed with the previous students that the students need correction to improve their writing. It may imply that teaching writing skills requires feedback, which may increase the teachers' workload. Despite this, writing skills are clearly needed at higher education.

A female student (10) spoke similarly;

> I appreciated a teacher who taught me a discourse grammar at *Juku*. For example, it tells readers how sentences are connected each other. Yes, discourse grammar was also useful in university entrance exams because students were often asked to summarize English texts.
>
> 英語も、文法だけではなく、文法も大切ですが、談話文法というのを, なにが大事でとか、何が要旨で、ここが例をあげているとか、テーマを上げてそれをどう展開していくかなど、文の読み方を教えてくれる先生で、それが面白かったですし、大学入試にも良く役に立ったですね。文章の読み方ですね。一文一文ではなくて。文のつながりを教えてくださって、そうですね。(談話文法)要約しなさいという問題も入試で良く出るので、その対策にもなりました。(Ms. Za)

This student (10) firstly spoke about differences between English and Japanese writing principles. Secondly, she said that speaking and reading skills are correlated.

Time constraints make it difficult to learn writing skills. It implies the school needs to teach composition skills such as paraphrasing expository texts, where students need to practice a short essay by using their grammatical and lexical knowledge. The aforementioned students (9, 10) suggested the need of teaching coherent writing skills.

Next, the data analysis will turn to listening skills;

c) Listening skills:

The first male student (11) described shadowing skills:

> Although it is rather hypothetical question, I wish if I had more dictation and shadowing practices at school.
>
> Dictation とか shadowing を典型的な練習をもっと小さい頃からやっていたらもう少しましな英語にあっていたか、

はてなはてなと思います。(Mr. Ha)

This engineering student (11) would have liked the use of a shadowing technique – namely quietly mimicking recorded native speech – to improve his listening skills at school. It implies a lack of listening opportunities for EFL learners. I tried assessment tools to use shadowing at his research room and found that shadowing may be more efficient than chorus-reading because of following native speakers' English.

Finally, a female student (12) had difficulty in listening at natural speed:

> I wish to tell the following difficulties to native English speakers. When it comes to interpersonal situations (e.g. one to one), native English speakers modify their speech rate to accommodate L2 speaker. However, when it comes to an open conversation, native speakers tend to speak fast ignoring whether non-native can follow the content or not. We (i.e. non-native speakers) feel isolated or ignored in this kind of situation. There are quite a number of Japanese people who feel the same.
>
> 欧米人というか NES に言いたいことですが、彼らは私としゃべる時に英語のスピードを落として話しているというか、私が判るようにゆっくりしゃべってくれる。私にとっては Communication がとりやすいのでありがたいですが、グループの会話であった時はスピードを落とすことは絶対ないのですね、一対一の時は落としてくれますが、グループで私だけの時はスピードを落としてくれることは全くないので、無視されている open discussion は中と寂しい思いをしているというか、無視されている気がします。それは結構多い日本人がそう言うので、あのー。English Native Speaker に共通するのではないかと思います。(Ms. Za)

The student (12) spoke about her difficulty in following the natural speed of English in conversation. It suggests that, in a group discussion, the participants may require not only English language skills, but also content knowledge as well as communicative skills. She meant that a variety of English spoken by the participants would interfere with listening. In a group discussion, attendants have little idea about the participants' language backgrounds.

The aforementioned students attributed difficulties of listening because of paralinguistic features, which do not exist in Japanese. In order to offer a solution for this problem, the

student suggested giving instructions for awareness of pitch patterns and using a shadowing technique during lessons. The next section will look at reading skills.

d) Reading skills

The first student (13) talked about his reading strategy:

> I want to read research journals more easily. For example, I do not prefer to use dictionary nor translate English into Japanese because translation makes the meaning unclear. I am now making efforts to understand English in English.
>
> とにかく、論文をすらすらと読めるようになりたいし。英語の単語を調べたり、ただ、あまり日本語を入れたりして、訳しながら読むのは好きじゃないので。日本語が入ると日本語に惑わされて判らなくなるので、なるべく英語のままでおきたいと努力しています。(Mr. Ka)

This student wished to improve his skills in reading academic articles. This student agreed with the returnee (8), who said in another part of the interview that, it is important to think in L1 language.

The next student (14) spoke as follows.

> I think teaching reading and pronunciation skills should be prioritized at school. Then listening skills will be naturally promoted. School can offer these skills despite a limitation of school hours.
>
> 限られた中であれば、読むこと、speaking というよりは発音を鍛えることが大切だと思います. 聞く事も出来る様になると思います。それが学校でできるぎりぎりのところなのかなと思います。(Mr. Se)

This English teacher and PhD student was aware of advantages of reading to develop listening skill. This student contradicts student (1) in that he placed a priority of ES in passive skills within give time at school. The contradictory result seems to indicate that there exist individual differences in skills of English.

The next male student (15) spoke about the level of textbook content.

> "*Progress*" textbooks were used for two years at junior high school and they are very interesting. Then, *"New Horizon"* was used for the third year in junior high school and it was too easy. I was class president and asked an English teacher to

change textbooks saying "The context is not good enough for us." This appeal did not go through. Therefore, I decided to pre-review textbooks, and studied for the entrance examination at *Juku.*

中学二年までは Progress だったんですけど。それで三年から New Horizon になって、これはすごく簡単な教科書だったのです。思い出話になりますけど、自分が先頭に立って職員室に行って教科書を変えろと頼みに言ったことがあります。こんなんじゃだめだと。変えてくれなかったです。だから学校でできるものは全部予習してしまって、あとは塾で大学入試に備えるということです。(Mr. Sa)

Likewise, a female student (16):

Our school used "*Progress*" edited by a missionary for high proficiency learners at private school. The texts were long and challenging. At first, I found it difficult to understand the texts. Gradually my reading, writing and lexical knowledge have improved a lot over time. I learned a lot from these textbooks. (Ms. Za)

Progress English という、あのー、大阪かなにかの、あのー、神父様が作った教科書があって、よく私立の中高一貫の学校で使われているのですが，はい、チョッと,まー、進度の速い教科書ですが、それを多くの学校が使っていますが、うちもそれを取り入れていて普通に授業がありました。役に立ったと思います．私の学校の教科書は公立の学校が使っている教科書でなかったのですが、Progress English という教科書だったのでそれはわりとレベルが高くて、結構難しい教科書で長文も長かったし、英作文も結構難しかったので、ついていけないというか、それが完璧に出来るということはほとんどないのですが、それを繰り返しやっていくことによって、公立の教科書を使うより語彙はあり、教科書はほぼすべて Reading と writing と grammar でした。身についたと思います。

She (16) agreed with the previous student that she successfully developed her reading skills thanks to the challenging reading textbooks used at school. In this vein, both students (15, 16) singled out the most/least interesting textbook and showed that learners' with higher motivation prefer challenging reading materials. It means that good materials serve to supports students' motivation whereas some materials were below their proficiency levels. Then, the student recommended teachers' needs to prepare extra readings for higher levels of learners. Referring to reading, in the research question (j), these students agreed with the usefulness of pre/post-oral reading of school textbooks. (私は教科書をよく音読をしていたのですよ、教科書を音読すればかなり出来るかなーって思いました。) This means that simultaneous uses of aural and visual stimulus would foster their potential communicative skills by keeping language input into long-term memory. These students (14, 15, 16) agreed their preferences

for reading difficult texts to easier ones.

In contract, another student (17) said:

> Textbooks at junior high school were boring to read and, I think, even teachers did not like it. English in the textbooks were so easy. But textbooks for the high school emphasized reading skill for university exams and I enjoyed reading the stories in the textbooks a lot.
>
> 中学校の教科書というのはつまらないというばかりではなく、その先生自体があまり英語が好きではなかったと思います。というのは内容が余りにも多分簡単すぎたと思います。日常会話ではこんな会話をしないじゃないですかというものが出てきていたので、あまり興味が出なかったです。それに比べて高校は受験を取り入れていたので、しゃべるほうがあまりないのですが、読む方では本当に文章として面白ので、試験の時に読んでいると内容的に、もう少し先まで読みたいなと思う内容がちょこちょこ出てきました。(Ms. Ku)

This student (17) was able to scan and read long sentences. She agreed with the student (15) that textbooks in junior high school were boring for her while textbooks at senior high school were enjoyable and enjoyed reading. It implied that reading comprehension activates when readers concentrate on getting the gist of the content.

To summarize (1) the students lacked contextualized English usage, as more challenging contexts were more interesting; and that (2) length of textbooks de/motivate students in reading; and (3) easiness/difficulty of school textbooks may be attributed to content knowledge.

e) Pronunciation

This study implies that Japanese student learners value the native pronunciation and prefer learning the native-norm of English pronunciation. In contrast, Korean students did not prioritize this as long as their communication was successful (No, *et. al.* 2008:83). First, we shall see how Japanese male students (18, 19) said:

> I admire a teacher (i.e. NNET) with good English pronunciation.
>
> 発音のいい先生だったので、すごくそれにあこがれて。 (Mr. Sa)

Similarly;

NETs' pronunciation is attractive I enjoy learning from NETs.

はやり発音がきれいですし、こちらの言うこともよく伝わるし、はやり NET はいいと思います。(Mr. Ot)

Regardless of NETs or NNETs, these male students agreed that native norms of pronunciation have an authenticity and motivate students to learn English.

A female student (20) agreed with the male students:

I can put up with NNETs' intolerant attitudes if they had correct English pronunciation.

先生は自分のことに自信を持っている先生が多くて、すごくきれいな発音の先生だったらもちろんそれはかまわない。Ku

Likewise the next female student (21),

An advantage of studying English at an early age would be to develop better pronunciation because many Japanese students are reluctant to speak English owing to their English pronunciation with an accent.

早いと良いと思うのは発音の問題で、発音を気にして出来なくなる日本人が多いのではないかと、周りでも感じますし。(Ms. Ho)

In the same vein, another female student (22) said,

I value a native-like pronunciation and want to learn good pronunciation at early age, whereas at junior high school it is early enough to learn grammar and vocabulary.

私は発音をこだわってきたほうなので、なるべく柔軟なうちに NS の発音に触れることはいいことなのかという印象です。ただ、文法だったり単語だったり、そういった細かい知識的なこと側面を覚えれば何とかなるということを小さい頃からする必要がなくて、それは中学校に入ってから十分出来ると思います。 (Ms. Hi0

She noted that it is difficult to achieve the native like pronunciation. Nevertheless, they (20, 21, 22) agreed that native-norm of pronunciation is important for effective communication.

To summarize, many students value native-like English pronunciation in class, while they are more relaxed outside classroom. It may be that our groups of students are more sensitive to English pronunciation within classroom than outside. The argument by both male and female students favours pronunciations of native speakers.

f) Communication

I think my parents wished me to be familiarized with English speaking situations. I

did not have any idea whether English will be useful or not for my future, but attended English lesson at early age because it was enjoyable. Next year, I will become a full-time English teacher. I would like to develop better communicative skills in English for the situation with NETs as well as for my teaching in class.

親としては，子供の頃から英語に親しんでもらいたいとの考えがあったのだと思います．子供の私としては，英語が役に立つとかそういった目的は特になく，面白そうだからというくらいの理由しかなかったように思います．来年度から高等学校の英語教員になるので，生徒に教えたり，ネイティブスピーカーの教員と円滑に意思疎通ができるようにしたりするために英語を学んでいます．(Mr. Se)

This PhD student (13) who got a job to teach English at a well-known senior high school, agreed with the student (12), and wished to communicate with native speakers freely. Since non-native speakers have limits in comprehension, it is difficult to see how well students communicate within limited time. It may suggest that the students need to overcome anxiety and self-doubt for effective intercultural communication. For this student, whether it is written or spoken, communicative skill plays an important role in ES today.

Summary

This section aimed to elucidate the students' needs in respect of English skills that prepare them to deal with their educational or occupational requirements as identified by themselves. It was found that most students want to develop productive skills (speaking and writing) to tackle with their disciplines' requirements. The major findings are as follows:

a. Speaking: Male students had more reluctant attitudes towards speaking than the female students. However, this deviation does not appear to correspond with their respective English abilities. The pedagogical recommendation is to conduct oral activities (e.g. mock-up telephone conversations) or debates at an early age. In addition, students welcome opportunities to speak with NETs outside class.

b. Some students added that topics in English conversation classes were boring. 週に一時間だけ英会話の時間があったのです、それでカナダの先生が来て、まー簡単なかいわですね。すごく簡単ですよ。Do you

ski,? Yes I do.とか、本当に簡単なことでしたよ。簡単でつまらなかったです。 It may imply that teachers need to identify topics that are interesting to the students. (Mr. Sa)

c. In this study, writing was found to be the most difficult of all English skills. Three male students said they had a difficult time in mastering the alphabet in junior high school. Finally, the student said that they need teachers' and peers' feedback on their writing. The content of their writing was not mentioned as being critical here in the way it was felt to be in speaking. There is no difference between native and non-native norms in writing. It is a rigorous discipline in language learning and the generally high-achieving group of students that we interviewed was particularly frustrated about their (perceived) low achievement in this category.

d. The students' listening comprehension was affected by a variety of English pronunciations and L1 interferences such as phonological blind spots and by speed. The student recommended using oral reading, shadowing, and listening with visual stimulus (e.g. flash cards).

e. Reading is perceived as the most required skill at Japanese school. Main factors for reading include inadequate levels of reading material, insufficient length of reading material, and the appropriate reading strategies such as reading without L1 translation for high proficiency readers. Oral reading is strongly recommended by the students.

f. For pronunciation, both male and female students considered native-like pronunciation as most desirable. For this purpose, early education was perceived to be effective.

g. One student (an English language teacher) wished to improve communicative skills in intercultural communication. He considered that reading and pronunciation are the top two priorities to teach at school because he perceived that, those skills are vital to other language skills (e.g. listening).

The students in this study identified learning priorities at school as speaking, writing, listening, reading, and pronunciation practices in descending order, while Moore

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(2002) prioritizes listening, speaking, reading, writing, and culture. The results are in line with MEXT's goal of communicative skills. The increasing demands of speaking and writing skills would be reflecting the demands from cultural and economical globalization. There was no gender deviation in the corresponding data. In the following section, the data analysis will continue with changes that students want to bring about.

2-l) What kind of change do students want in EFL?

Having had the opportunity to look into the students' insights and feelings, the previous section explored the skills that the students further need. Finally, I asked the students' suggestions on changes to their language program. The term `changes` is defined here as modifications that students wished to make on a long term basis. This section aims to present collections of students' views on EFL in verbatim quotes in said regard, as a way of capturing changes that students' desired, and identify selected primary themes in these examples towards a critical language study review. The data analysis in this section is grouped into two sections: 1) instruction) and 2) the learning materials. The data analysis will proceed in the same order. The similarities and differences of the opinions will be highlighted to understand how these perspectives were shaped. At first, we will look into the activities the students found useful in ES.

1) Instruction

The first student (1) talked about translation:

> I am not keen on literal translation. I feel frustrated to translate from Japanese to English at a word-to-word level. I think fluency is more important to interpret English naturally. Even if we do not know the meaning of an adjective in a sentence, we can still comprehend the content. Thereby, I believe that cohesive interpretation is more useful rather than emphasizing for a word-to-word translation. (Mr. Su)

えーと、そうですね、えーと、英訳というのがあまりすきではないというか, 逐語訳, 英語のひとつの単語をひとつの日本語に置き換えていくというのは、えーと、あまりー、役に立たないのではないかと考えています。文章全体の意味が取れてればよくて、例えば、形容詞だとかは、たいていな場合、具体的な意味がわからなくても、文章の何が言いたいのかという意味が判るので、そこをあまり重視しなくてもいいのではないかと考えています。

This student (1) pointed out problems of the direct translation, which treats words in isolation without their cohesion in a text. An early learner might not consider parting individual words from meaning, but this advanced learner suggested a change in instruction from semiotic translation to coherent reading of a text.

Similarly, a bilingual student (2) spoke about co-referentiality.

> The students in the UK spend a lot of time on reading, while Japanese university examines accuracy in grammar and lexicon usages. In my university entrance exams, I relied on my intuition to answer the questions. This is a difference between students in Japanese school and native speakers…Yes, my intuition was mostly accurate. Questions on articles were the most difficult. For example, I still need to improve how to use "*a*" or "*the*".
>
> 僕はイギリスの現地校でならったので翻訳とか一切なかったのです。海外の英語の授業では文法はやらないで、全くなかったので、ほとんど講読でしたけど、でも日本では文法とか正確性を求められて、一種の法則を当てはめるみたいで、僕の場合はそういうのを問題を解く場合でもいちいち文法的にに考えないで、感で、たとえば黙読してこれがふさわしいなと思ったら、自分でドンドン黙読しながら、どんどんうめていったんですが、そこが日本で取り組んできた人と違うんです。はい、大体あたるんですよ。ただ一番難しいのは Article、a とか the とか、品詞、あれはいくら練習しても出来なかった。難しいですね。 (Mr. Ta)

This returnee (2) agreed with the previous student (1) that they have to read and understand the text directly in English. It means that advanced learners' reading strategies are similar to those of L1 readers. They supported a finding of previous section (k) in that reading is one of the priorities in English study.

The next student (3) spoke about listening:

> It would have been better if I had an environment to constantly listen to English language. Thus, I would like to have increasing English listening opportunities at

school. (Mr. Ha)

In contrast to the previous students (1, 2), this acoustic engineering student suggested uses of audio stimuli rather than visual materials in instruction. This may be an individual preference of learning style.

For instruction, this contradictory result seems to indicate that there existed differences in proficient skills. In another part of interview, the students (1, 2) said that their listening skills are good, while the later student (3) said that he has no proficient English skills. However, it appears that three students (1, 2, 3) suggested using vernacular English which improves comprehensive understanding of a text. It implies that effective teaching depends on students' competence levels.

The next student (4) talked about the compulsory nature of English study;

> I wish I had a compulsory discussion course. Debate skills are important outside of Japan. I think that debating skills are acquired in education in the UK or in the USA. I think it is important to teach debate skills in EFL. (Ms. Hi)

その英語に関して言えば、もう少し Discussion する機会が強制的にあればよかったなーと思います。強制的にじゃなかったから、自分自身で受けたけど、大変だったしまーいいやとぬけてしまいました。無理やりあったほうがいいです。結局 Debate Skill できるというのは、日本では余りないですけど、海外ではかなり頻繁に行われていて、よく日本と海外の教育の違いといわれるではないですか。だからそういう機会があればよかったと思います。

As we have seen in another part of this study, this successful learner of English dropped out of the debating course due to her lack of opinions. She suggested including debating skills as a compulsory subject.

The next student (5) spoke differently.

> Whatever comes first, communicative willingness is important in language education. Instead of worrying about accuracy in grammar and vocabulary use, it is

good to introduce interactive oral activities. However, writing is also important at school.

何でもいいからとにかくしゃべろうという気にならないと。発音というより、こだわらずに、そんな発音より、とにかく話せるように、そういう姿勢を先に作って欲しいと思います。やはり、文字がわからないと。（Ms No）

The student (5) is in line with the result in the section (k) in that communication is the goal of English study and speaking and writing skills are the two priorities at school. She might suggest that apprehension of English use or self-doubt might affect communicative skills.

The next female student (6) spoke about the early education.

At Japanese school, students sometimes develop an inferior complex in leaning mathematics or music. I mean that some students are gifted with musical talents whereas some others are good at drawing. This might be the same in English. Then, preventing to develop an inferior complex in ES is pivotal for early age learning. Therefore, I prefer EFL at elementary school without assessment. Then, I recommend teaching listening skills, which may be in line with the critical period hypothesis. In addition, I suggest change that learners will be able to enjoy learning English for conversation rather than as an academic subject in its own right. Therefore, instead of teaching grammatical and lexical rules, I suggested teaching listening English even if the pupils do not understand the whole text.

今の日本の教育のあり方では、とても算数が一年生の時から苦手だとかいうこがいたりするとか、あと音楽もテストでうまく笛がふけなくて嫌いだとか、そういう子が多くて、英語を早く始めれば始める方がいいと思いますが、それが、苦手意識が早く生まれてしまう様な勉強は良くないと思います。それでテストとか評価が全くなくて、判らないけど聞いて真似ているだけでいいとか、さわってとりあえずきれいな生の英語を聞いているだけでいいのでしたら、臨界期の前の状態でしたら、その前からそういう機会に触れるのでしたらいいと思います。あと Change ですか。最初から文法で学問学問した感じで教えられていくのは、最初の内には訳が判らない状態でも取り合えず練習していくというのが良いのではないかと思います。文法で公式とかを覚えてから使うのでなくて、まず訳が判らなくてもとりあえず聞いてみるとか、そういうのが良いと思います。(Ms. Ho)

First, this student (6) meant that different things work for different people. She agreed with the previous students in addressing the following changes in EFL for early age learners: 1) avoid having the same expectation of all students, 2) place EFL in a less competitive

environment, 3) increase input for listening, 4) create a comfortable atmosphere in class, and 5) select native-speakers' listening material.

The female returnee (7) spoke likewise:

> Most students began learning English at junior high school, and it is important to cultivate positive attitudes towards English study because an ultimate goal of language study is communication. Therefore, it is important to enjoy learning the language. For pronunciation, I think it is more important to focus on fluency rather than on accuracy or worrying about making mistakes.
>
> 英語について言えば、英語に触れる機会は中学だと思いますが、英語に対しての親しみとか、すきだという気持ちが芽生えられるようなことがあればいいと思います。英語が勉強だ勉強だということになると、本来はコミュニケーションのツールになったので、楽しいと思える教え方があればいいと思います。例えば、音声のことですが、繰り返しより、間違ってもいいから、とにかく英語で話すということができればいいと思います。(Mr. To)

This returnee (7) agreed with the student (5) about the highest priority on communicative skills in EFL. She agreed with the previous students in suggesting the need to create an enjoyable atmosphere. Here, we see that more female students (5, 6, 7) spoke about the teachers' efforts in creating a comfortable atmosphere in EFL.

Then, a male returnee student (8) talked about rhetoric.

> From the beginning of the interview, I wanted to say that I want to improve oral skills e.g. speak with humour or being persuasive or with the ability to convey my feelings. These abilities are not the ones that we learn at school. These skills may come up by seeing many people, watching television. Then, we can expand a communicative network.
>
> 僕はむしろ、学校の勉強ではなくて、なんかこう、会話、うまい会話ができる英語ができればよかったなーって最初にいいたかったのですけど、たとえが学校の英語ではなくて、人を説得する英語だとか、うまく感情を伝える英語だとか、学校ではあまり教えてくれない英語というのがあると思うのですよ。それはもっといろいろな人の話を聞いたり、いろいろなテレビを見たりとして、話術を学んだり、そういうところを勉強したら、もっと人間関係が広がったのではないかと思っています。(Mr. Ta)

This returnee (8) asserted that the effective oral skills might be unconsciously learned

outside classroom, which has two layers: 1) utilizing multimedia outlets and 1) sharing activities with native speakers. He agreed here with the student (4).

The next student (9) talked about priorities.

> I lack oral skills and opportunities to speak in English while I can write English by myself. Furthermore, speaking is the most demanded skills when travelling abroad. But EFL in Japan ignores this situation and students have to attend English school.
>
> 私はやはり英語を勉強していて足りないなと思うことは Speaking で、Writing は一人で出来るけど、場所がなかったり、機会がなかったら出来ないし、で一かつ、実際外国に行って一番使うのは Speaking で、そこが日本では重視されていなくて、結局自分からそういう、英語学校に行ったりしたり、そういう機会を作らないと使えないという。(Ms. Hi)

The student (9) agreed with the student (7) that Japanese students lack opportunities to speak English. The aforementioned female students (5, 6, 7, 9) stressed a need for oral practice at school to meet their needs in intercultural communication. Oral skills might arise with intercultural experience.

In sum, the suggestions that the students made for the changes in EFL were: 1) appropriate reading instructions incorporating the learners' comprehension levels, 2) the mixed use of aural, auditory, and visual materials, depending on learners' learning styles, 3) to develop English rhetoric for higher achievers, 4) to provide speaking opportunities, and 5) to introduce listening practice at an early age.

2) Textbooks

In the previous section (k), we had seen that a textbook plays an important role in instruction and students' motivation. In this section, the students talked about textbook evaluation.

The first students (11) commented about his textbooks at junior high school.

Most of passages in the textbooks in junior high school were colloquial dialogues.

When I was at school, I was not aware of a shortage of content. Now I wonder how the students learnt from the limited material of the textbooks at school.

中学校の教科書はほぼ全部会話でしたね。そうですね、まー、当時はなんとも思ってなかったですけど。いま中学校の教科書を読み返すとよくこんなんで勉強できたなと,これだけしか勉強しなかったと思います。(Mr. Ka)

This engineering student (11) pointed out a lack of content in the textbook at his public junior high school. It implies that textbook at public school lack stimulus.

Likewise,

The textbook at my school - "*Crown"* set out with a four-panel cartoon. At first, cartoon characters appears from the drawer and introduced the key sentences like "*Hello, my name is Yoko.*" or "*Nice to meet you.*" Then, teachers explained a story, and then, students did chorus reading and practice the phrases with students by language games. After that, students learn grammar rules such as how to use the 'b verb'.

その教科書、四コマ漫画みたいな教科書があって、その中のキャラクターが引き出しの中に、hello, I am Yuko"とか""Nice to meet you."とかいった感じの漫画みたいのがあって、みんなが読んで、先生がその文法を説明してくれて、またみんなが読んで、そのー、なんていうかな、それを使いながら、ゲームとか隣の人とやって見ましょうという感じです。でー、後はその、文法の詰め込み見たいのもありまして、これは B 動詞—。(Mr. Na)

This student (12) also attended a public school. Firstly, he agreed with the previous student (11) that the textbooks at public school have a lot of visual aids, which are uninteresting to the students. Secondly, he noted that the major purpose of the textbook is to teach vocabulary and grammar domains in short sentences. However, the students said that the sentences in English textbook used at private school are longer than those in public schools and the contents are enjoyable to read. It suggested that the school needs to provide different materials for commutative skills i.e. speaking and reading skills.

The next student (13) is an English teacher at high school:

What change do I wish to make? Firstly, I want to change the English textbooks at school. The reading materials are insufficient. There would be many good reading

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materials such as short stories using the most frequent English words for the Test of English for International Communication (hereafter TOEIC) at the market. Such material is good for junior high school students. However, teachers are allowed to use only the textbooks at school. I want to use these additional materials. The problem is not the syllabus, but I think, it is necessary to improve textbooks content by adding more exercises for practical purposes.

なにが変わっていたという事ですか。どこか変えるとしたら、一番に言いたいのは、えー、分量を増やす事ですね。あのー、例えば、今、すごく教材が充実していて、あのー、TOEIC の点数別に語彙を分けて、その語彙だけをあるレベルの語彙だけを使って Rewrite して、簡単に書かれている日本の小説とか外国の小説がたくさんあると思うのですけども、あの、そういうものであれば、中学生でも簡単に読めると思うので、とのかく。あのー、分量が少なくて、学校で配られる教科書準拠の問題集というのも、結局は、教科書でやったことしか出せないわけですから非常に少ないーー、と思うので、そのレベルだと、その分量だと、どう考えても英語は身につかないなというるふうに思います。ので、あの、教える内容というよりも、例えば、中学校でも仮定法とかいうことではなくて、いま教えている分量でもかまわないから、もっとそれを見たり、使ったりする機会をつくるように教科書を改善すべきだと思います。(Mr. Se)

This student (13) said that a textbook influences teaching methods, classroom activities and students' role. Then, he agreed with the previous students (11, 12) in that the textbooks are below their students' level and suggested a need of textbook evaluation. It means that textbooks present: 1) material, 2) practice contents, 3) review materials, and 4) students' autonomy.

Lastly, a female student said:

I usually do not regret about myself. However, I wish if I had met a Swiss friend earlier. I learned a lot from this intercultural communication.

たくさんあって、とくに英語に関してはたくさんのことを教えてくれました。(Ms. Za)

She recommended having English - speaking friends to enjoy language learning. Other students spoke similar about their suggestion of changes without mentioning the new topics. This section will be summarized as follows.

Summary

Let us first summarize the change that students wished for the future. Five students talked about instructions for reading in that they want more attention paid to 1) textual coherence, co-referentiality in reading rather than direct translation, 2) teaching debate skills, and 3) focus on listening skills at elementary school. Meanwhile, six female students suggested using the communicative approach, while one student suggested using speaking and writing skills concurrently. A male student recommended utilizing more audio stimuli and practices rather than visual materials.

As for textbooks, the students pointed out that the textbooks using dialogic texts were easy and boring. A student recommended a need for textbook and uses of materials with higher language levels. Despite teachers' limits in choosing teaching materials, one suggested teachers should use handouts to supplement the textbooks.

Overall, most of the students spoke about materials, which requires students' need analysis and renewals. This suggests that choice of teaching material (i.e. textbooks) would largely determine teaching methods, providing input, and students' role. Furthermore, the textbooks influence the students' motivation. In this vein, the data showed that the students' views on textbooks are important because textbook contents influence the pedagogical choice, which is relevant to classroom activities.

Conclusion of this chapter

In this chapter, the students' views on their EFL experience and on EFL pedagogies were analyzed. Various views on pedagogies, English proficiency, cultural and socio-economical aspects were noted. The study found that: 1) the students were thoughtful, 2) they do not consider the situations problematic, 3) they offered possible causes of the factors that affect English performance. The implications that I draw are influenced by the nature of the participants as described in the chapter on methodology.

The first noticeable phenomenon is that the mastering English skills is not a canonical outcome at school, and that the students need primarily reading skills. For their instruction, few students had attended schools that used the monolingual method in their compulsory education. As to their learning material, most students prefer narrative stories rather than dialogic patterns. Although this study does not look for consensus, quantitative data has naturally been yielded by counting the numbers of students in favour, against or not decided/neutral on each issue.

Secondly, for starting age of English study, all students with early exposure to English speaking environment agreed that English language experiences after an age of six does not link to their English skills. This might mean that the use of early education in EFL environments is exaggerated.

The third point is that the majority of the students did not favour English-only instructions (i.e. monolingual, the direct method). In contrast, some students did not prefer the NETs' use of Japanese in class. Further, the student said that they enjoy NETs classes more than NNETs' lessons because they created more comfortable atmosphere in class. One of the explanations for this might be that humanity and good relations are a prerequisite for English teachers.

Fourthly, for communicative skills, the data reported that any English pedagogy would not elicit English proficiency unless a student recognizes the fact that a lack of English milieu would not affect their English proficiency. This might mean that grammatical skills would be a main driver in successful communication.

The fifth point is that the low English proficiency at Japanese school was seen as a hidden political and ideological facet of foreign language studies in Japan.

Finally, the analysis has expanded its focus to the exploration of cross-cultural aspects of forging language studies. According to the students, an ultimate goal of English study is to restore global communication though intercultural experiences in global era. Then, students contended that the critical importance of a role of English language is to reconnect each other through intercultural experience.

To recapitulate, this study looked into Japanese students' views on EFL principles and their EFL experiences. Further, the study looked into plausible reasons or the basis of what researchers are promulgating are the problematic areas of EFL learners in Japan. In the next chapter, I will discuss these pedagogical, socio-linguistic issues in turn to see whether these views agreed with existing literatures

V. Discussion and Conclusion

1. Introduction

The emergence of English as a lingua franca has been followed by disputes over Japanese students' English skills, the choice of discourse mode in class, teaching material, and instructional models. While several researchers (e.g. Nazari, 2007; Llurda, 2004; Sakui and Cowei, 2012) investigated teachers' perceptions in EFL, students' views have too long been ignored in understanding these issues both at an international level and – of specific interests here – within the Japanese context (Zhour 2009). Accordingly, as I said in Chapter II, the purpose of the thesis has been to investigate these missing dimensions. Hence, this study investigated Japanese university students' views by semi-structured interviews with fourteen university students in Japan. In this chapter, we will compare what the students said with what Japanese commentators have said (i.e. both Japanese writers and foreigners who have written about Japan). I will also compare their views with research internationally to indicate the significance of their views.

The thematic data analysis in chapter IV generated holistic views on English attainments in Japan and pedagogical recommendations for EFL classes. Before examining the specific research questions, three general observations on the data can be made. The students had clear opinions on several principles of instruction and were happy to share their views. Secondly, the students refused to see themselves as victims of their culture or of their geographic isolation from native English-speaking countries, two issues, which have often been presented by other commentators. Finally, they had high motivation for learning EFL and made suggestions for improving provision. The purpose of this section is to discuss the empirical evidence base of this study and, where relevant, relate it to the existing literature by way of addressing our research questions.

2. The meaning of the findings and their comparison to their research literature

In order to account for the performance in English at Japanese school, this study attempted to discover the students' views on pedagogical methods and of their EFL experience. In this section, the author will compare their views and values as elicited in the interviews to corresponding findings in existing literature. The key factors we consider here are: 1) instruction e.g. professional skills, teachers' personality, starting age, learning models; 2) personal factors including goals- motivation, role of positive feedback, attitudes and performance; and 3) the impact of national interest/power on English instruction.

Main Research Question 1 - What are students' opinions about EFL principles?

a) What are their views about the use of the Monolingual Method?

The students' views were mixed, and they thought that implementing English-only instruction depends on learners' age and levels. In particular, they thought that early learners and proficient students would benefit more in the monolingual class, whilst for poorer and mid-level students, misinterpretation can arise due to lack of coreferentiality (i.e. mutual understanding). A bilingual student proposed that it is possible to think directly in English, but this does not take into account that every language is rooted in a culture (Maybin 1993:5), and that language and cultural understandings are interrelated (Widdowson, 2003, Jenkins, Modiano, and Seidlhofer (in Bolton *et al.* eds. 2006:45-46).

The emphasis on use of English only in Japanese classrooms - the monolingual method - has been commented on, as we said in chapter II, by Hashimoto (2004). He supports using

English only, whereas Matsuura, *et al.* (2004:486) found that the students prefer NNETs' L1 use in class. Likewise, Weschler (1997) investigating EFL in Japan remarked a low feasibility of English - only - instruction in Japanese schools because of lack of dedicated time. Other researchers (e.g. Berger and Luckmann, 1966:136; Weschler 1997; Liao, 2006) consider that L1 translation is necessary for EFL class due to the cultural gap.

b) What are their views about advantage and disadvantages of NETs and NNETs?

The students interviewed here learned English from both NETs and NNETs, which is inconsistent with Ho (2004:4) saying that "*...much of the English language teaching is done by native-English speaking teachers*." Among Japanese commentators, our findings corresponded with Saito and Ebsworth (2004:117)'s study in that the preference for particular teachers depends on their professional skills of fluency in English and the atmosphere in class rather than on whether the teacher is a NET or not. In contrast, Honna and Takeshita (2003: 206- 207) noted that the JET program will give an impetus to changes in EFL. More generally, the students said that, regardless of nationality, teachers' immediacy, i.e. communicative behaviour, could reduce the distance between teacher and learner, which was valued by our subjects.

Among international commentators, Christophers and Gorham (1995:293) described '*immediate*' teachers as having positive affects on their class. In practice, the student agreed with Weschler (1997) and Gobel *et al.* (2007: 165) that learning support (e.g. self-made handouts) are important motivators. Further, the student said those teachers' emotional factors effects teaching and assessment, as was found by Stevick (1996:6). For example, some students prefer error- corrections on the spot, whereas others are discouraged by making mistakes in class. For this, Truscotte (1996: 328) and Coder (1981:51) posit that in most cases, error-correction has little effect on improvement of English writing or speaking. In sum, this section is summarized by a student, *"I prefer*

teachers who know English well rather than native speakers." I have no problems learning English from Japanese teachers who have experience." NETs いうより、英語を良くわかっていらっしゃる先生ならそれでいい思います。こうすればこうなると手順を踏んで教えてもらえるので、きちんと指導できるなら NNETs でもいいと思います。体験がある人に教わりたいので、もし自分が教わるなら NNETs でもいいと思います。(Mr. Ka) "

c) What are their views about the claim 'the earlier, the better'?

The students thought that early English education would provide cultural exposure to the English-speaking world, readiness to learn a new language, higher motivation to study English compared to late starters, and good pronunciation skills. Referring to starting age, the students also agreed with Shiono (1989:299) that it is rather late to start language study once learners experience embarrassment in making mistakes or copying others. One student said "In order to reduce anxiety to learn a new language, it might be good to start early. 抵抗が少なくするという意味では早い始めるのはいいのかもしれませんけど". Other student mentioned, "Japanese students are busy studying L1 and it is better to start English from the age ten. だから日本人だったら日本語で覚えることが一杯あるので、10 歳ぐらいでいいと思います。."

As to a starting age, Scovel (1988:133) denoted, "*Pronunciation development involves neuromuscular action.*" while Burr (2003:141-2) said, "Memory comes along with the impression of continuity and coherence." It may mean that students need cognitive readiness to start L2. Our student said, "*I suggest focusing on speaking at elementary school by adding writing to subordinate information.* Speaking が中心で、それに追加として文字情報があればいいかと(Among international commentators, Dijigunovic, Kikonov, and Otto (2008)' study showed that an early start not only facilitates language skills but also impacts on the affective domain. In this study, the students' views on starting learning English early conflicts with Graddol (2006:122)'s view that "*EFL learners would not necessarily gain competitive advantages from learning English early.*" Similarly, Singleton (1989:266) posits that "*...early has positive gain in later days.*" This data also supported Byram

(2008:16) that *"The level of achievement should be a function of the time devoted to language learning."* In a similar vein, Edelenbos *et al.* (2007) noted that the time factor seems to be the most reliable predictive factor explaining difference in young learners' FL development. (Digunovic *et al.* 2008:434). It means that time and effort is seen as an enabler for developing English skills rather than starting age. We sum this up in the words of one interviewee who said, *"Early exposure to second language could have a positive effect in later days."*

d) What are their views about learning English as a lingua franca or Standard English?

In the majority, the students in this study prefer learning SE over LF by pointing out the practical difficulty in studying LF at school. Some students felt that SE is more authentic than LF. This study showed that Japanese students prefer SE, which suits to their goal of learning all requisite language skills. They felt that coded syntactic rules provide authenticity and ensure applicability. Our data is consistent with Honna, *et al.* (2003) and Nakamura (2010) who surmise that paralinguistic factors (e.g. accent, stress) in LF negatively affect comprehensibility.

At an international level, the students' position reflects their desire to learn a well-defined object. McKay (2002:14) noted that the large scale of the spread of English is due to bilingual speakers of English. This is also in line with Trimnell (2005), that LF is useful only for simple ideas rather than for use in a professional context. Being university students, our subjects have professional aspirations. Edwards (2001:11) said, *"Languages of wider communication (i.e. LF) have no special linguistic capabilities to recommend them, but they are simply the varieties of those who have power and prestige."* It means that LF users reject SE as models for their own productive performance. The students also

added that LF is difficult to hear, thereby interrupts comprehension. This coincides with Llueda (2004) who embraces the rhetorical value of LF. In sum, whereas Graddol (1997 in Mackey 2002:10) noted that while the status of SE is changing worldwide, the status of SE is unchanged in culturally conservative Japan.

e) What are their views about the use of the Direct Method in English class?

Few students in this study had experienced the direct method and most were uncertain in answering this question. The students who supported the method saw the opportunity to practice English in class. Further, our students highlighted in this context that grammatical competence and native-norm of pronunciation is important to them. However, on a practical level, in this method, proficient students tend to dominate the class, whereas a majority of students is reluctant to speak English. Finally, the data showed that the students think that the method is suitable for learners with higher motivation. We conclude that the usefulness of the method depends on age, level of proficiency and personality, and the level of motivation. Consequently, the method was not favoured by several of our participants. Among the citations that I reviewed so far, Japanese commentators did not mention this topic.

Comparison with international researchers (e.g. Schunk *et al.* 2008) shows that the students with higher motivation wish to improve their productive skills. This method is used on the premise that L1 and L2 acquisition is based by the same principles (Krause 1916). On the background of the impracticalities, this premise may not be shared in Japanese society.

f) What are their views about the EFL goal to communicate in the native speakers' norm and the question of grammatical versus communicative language learning?

There was a great divergence of the students' views on this question. As for the goal, a majority of the students wish to learn Standard English as we saw above. This coincides with Mackenzie' view (2010) that most Japanese university students prefer to learn native-norm of English. Similarly, Zhour (2009:31) investigated Asian EFL learners in a Canadian university and reported that Asian students' prime goal in her study is to improve syntactic and lexical knowledge to convey precise meaning in writing. From the Japanese commentators' views, Hashimoto (2004) and Takahashi (2004:11) support the communicative approach at Japanese school, while Kobayashi, (2001) supports focusing on linguistic knowledge.

Our findings are congruent with Sercu (2000:29) that Standard English is more suited for comprehension. It may mean that miscommunication might arise from language ambiguity in the communicative approach. Rubio, Passey, and Campbell (2004:163) noted, '*Communicative drills are divergent because they allow more than one correct answer, and they require attention to the stimulus in order to provide a validate response*.' Then, Lieg (2009) investigating the Japanese university students' perceptions, reported that the communicative approach failed to produce adequate linguistic competence in Japan, which coincides with Kavanagh (2012) who denoted that "*CLT is a western concept and this may make it unsuitable for Asian learners*." Some of our data supports this opinion, as one student said, "*Most Asian students were reserved in class*. 、アジア人の人はあまり主張をしないという一般的イメージがあって。(Ms. Za)"

g) What are their views about the relation between Language skills and national interests?

Phillipson (1992) pioneered the idea that English proficiency has a significant impact on national interests and primarily benefits native speaking countries by giving them access to

global markets. Most of our participants disagreed with this notion of linguistic imperialism, pointing out that English proficiency is not a main factor in national power. Referring to GDP as parameter of national power, one student said that high economic development Japan has come about without high English skills, but because other social forces (e.g. diligence) have become enablers. Some students claimed that they share the benefit of English for global communications, which disagrees with Suzuki's (1999 in Rivers, 2012:253) writing, "*Japanese are learning English with an inferior complex.*" Matsuoka, *et al.* (2012) said in a conference that she feels linguistically inferior towards Caucasians, while Ohta (1993:226) explained '*The Law of Inverse Returns*' that some people might not be able to cope with ethnic diversity in Japan. For this, a bilingual student in our study stated that English has more vocabulary to express feelings, which is in agreement with Tanizaki (2011:55) who ascribes communicative apprehensions among Japanese people to a smaller number of lexicons compared to English or Chinese languages. I observed that there are no Japanese commentators on this issue.

Likewise, a student posits that English proficiency is important for Japan to stand up for itself and for national security in light of growing conflicts with regional countries and this is fully in line with the argument of Canagarajah (in Cherrington 2004:362), who observes that learners in Sri Lanka resist the impositions of LI and use English to their own ends. This is a point neither Japanese nor other commentary and theorists have debated while our subjects were aware of the impact of EIL on the global society. It showed this concerns which need to be taken more seriously.

This concludes the discussion of the answers to the first question, which addressed students' general views on what many practitioners see as efficient methods of learning. I saw a considerable engagement with the question on this level, which in itself is a significant phenomenon. The second question was on their views of current practice in

Japanese classrooms, and in particular on their experience thereof.

Main Research Question 2: What experiences do Japanese students have in EFL?

h) What are their views about the perceived low level of Japanese students' language skills?

Researchers, some of whose work was referred to in Chapter II, (Chujo and Nishigchi. 2003, Takahashi 2004, Gottlieb 2008, Seargeant 2008, Stewart, 2009, Sullivan and Schatz 2009) explained that, despite favourable attitudes towards learning English, the Japanese students' English proficiency (e.g. TOEFL score) is consistently low. In this study, the students' views were mixed. Some were defensive, while others agreed with the proposition. Some argue with the validity of international comparisons. Gottlieb (2008:10-11) noted, "*Japan remains largely monolingual ...except for the instrumental use of English for other language speakers.*" Overall, the data are in keeping with the analysis of Iino (2010), who reported a split in public Japanese reception of English between perceived (economic) opportunity and (cultural) threat.

i) What are the students' self-perceived levels of, their attitudes towards, and their opportunities for learning English?

The participants' self-assessed proficient skills are illustrated in the appendix. This illustrated that writing is the most challenging EFL endeavour at school. This finding is also congruent with Fisher, et al. (2010:1) and Kellogg (2008) that writing is the most difficult and the most demanded skill in higher education. This study also revealed that students with high proficiency experienced family support, a positive environment, or a positive classroom atmosphere. As we had seen in Chapter II, the findings of motivation studies are inconsistent. It means that motivation is not a sole filter through which learners perform in EFL classes.

Among Japanese commentators, Saito and Ebsworth (2008:115) found that ESL learners in the U.S. and EFL learners in Japan found listening skills the least proficient, while Sasaki, *et al*. (1996) and Saegusa, *et al.* (1988) noted that listening and writing skills are very challenging for the Japanese student. For writing content, this study revealed that Japanese students' writing experience is narrow - namely writing for the goal of entrance examination, such as translation or summary of short stories, which demands syntactic and semantic precision without conveying own ideas in writing. Nevertheless, the students in this study agreed with Watanabe (1996) that the goals of university entrance exams benefit the students' English skills in later days. Undoubtedly, this study reported that a key goal of EFL at Japanese school is syntactic accuracy in productive skills. In addition, this study revealed that the male students struggled with their handwriting of the alphabet at an early stage of learning. For this, Tolchinksy (2001 in Fisher *et al.* 2010:5) illustrated that understanding of words, word spacing, and recognizing word boundaries are not easy for early learners. Finally, in contrast to some researchers (Mackenzie, 2010, Schatz *et al.* 2007, McVeigh 2004), most students in this study had positive attitudes toward the global use of English due to usefulness of English in academic and in their lives.

j) How did the students learn these skills?

This study illustrated that the environment where the students developed their proficient skills depended on opportunities, which appeared to vary widely. For example, our data shows that the students said from their experience that the British international school focused on reading skills and required good oral skills for admission, while the American international school offered ESL for non-native speaking students. The data showed that the early learners who achieved good listening skills had both aural and graphic input while the early learners with lower listening skills used only aural input. This result coincides with Bailey and Nunan (1997:265).

With respect with other Japanese commentators, the interpretation of Tsuchiya and Matsukata (2004) is similar that reading and listening influence each other. Then, Hamada (2012), Tsuchiya *et al.* (2008), and Yanezaki, *et al.* (2012) supporting effective use of 's*hadowing'* for listening and specking.

Concerning reading, this study showed that intensive reading and oral reading practices integrated all four skills. A number of researchers (Yonezaki and Ito, 2012; Beglar, Hunt and Kite, 2011; Hunt and Kite 2011; Fleming and Steven 2010; Gibson 2008; Kadota 2007, Tsuchiya and Matshara 2002; Smith, 2004; Mori 2004; Kitajima 1997) endorse the role of reading.

Referring to speaking, this study demonstrated that students thought their oral skills were essentially established outside school, mentioning hosting exchange students at their homes, attending private *Juku*, and participating in overseas exchanges.

Referring to international research, this study is consistent with Fisher *et al.* (2010:8-9) that productive skills are essentially cultivated by creating opportunities outside school such as collaborative experiences of writing and reading.

This study also brought out some interesting questions about gender. Female students had more desire to use English in unfamiliar environments, while male students worried more about writing, which is supported by MacIntyre and Baker (2002:558) who noted that, regardless of their English proficiency, girls are more extroverted in speaking, and Bartram (2010: 49) saying that boys prefer writing.

In sum, this study found that; 1) speaking and writing are equally challenging; and 2) reading materials and the amount of reading affects reading rate. This study raised the awareness to the author that there might be some correlation between the textbooks content and the students' motivation, but this question was not addressed to students.

k) What type of English skills do the students further want to learn?

This study showed that goal of English study in Japan is split between communicative skills and the passing of university exams. Firstly, the majority of the students wish to improve their productive skills (i.e. writing, speaking). Concurrently, the students in our study wish to learn grammatical precision at school. As mentioned earlier, this agrees with Japanese researchers Matsuura, Fujita, and Mahoney (2004:477) and Takahashi (2004:7), noting that speaking and listening are priorities, while international researchers Bailey and Nunan (1997:265)' participants identified listening skill as a major concern. Some students explained that there is no contradiction here, that communicative competence is congruent with linguistic knowledge.

Secondly, due to the lack of English exposure in Japan, the students wish to experience English at school by the effective use of both communicative and grammar-translation methods.

Thirdly, this study showed that students think that English proficiency is mainly yielded by reading practices, which is also matches their needs in university exams and which coincides with Boyle (1984:37)' view that there are strong connections between reading and listening skills. This supports Coder (1981) and Zhou (2009), who noted that English users must have a common core of English knowledge to deal with communicative

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situations.

Fourthly, the students suggested increasing shared reading and speaking experiences (e.g. presentation, debate) at school from earlier age, when their performance is not affected by reticence in puberty. This is inconsistent with Japanese commentators, who blame personal traits for low communicative skills. Ushioda (2008:158) contended that Japanese students lack EFL motivation while Yashima, *et al.* (2004: 143) wrote that low self-confidence interferes with communicative skills

Finally, the students want to improve English skills without being hindered by fear of mistakes. I could not identify any reference for this question.

l) What kind of change do the students want in EFL?

The students desire changes in EFL, which improve their pronunciation, their writing, their ability to state their opinion clearly, and improve their vocabulary. They hope that all of these changes would improve their communicative, which they as a driver of their careers. They said in particular that the vocabulary of English textbooks in Japan is insufficient for their needs in the entrance exams and suggested textbook renewal. Among the Japanese commentators, this is consistent with Chujo and Nishigaki (2003) claimed that the difference of vocabulary size between size between Japanese English textbooks and TOEIC requirements is about one thousand words. The following section will summarize the main findings of our study.

3. Summary

The subjects had well-formed ideas about English learning. Hereafter, I will present a

variety of factors that, in the view of the learners interviewed, contribute to outcomes of English learning.

a) The linguistic competence is viewed as a salient feature of communicative competence. In particular, our data indicate that, at least in the Japanese environment, communicative competence requires linguistic precision.

b) There are socio-cultural factors particular to Japan, e.g. reticence, which might affect the national security. This is an interesting comment from a student of international relations.

c) The English curriculum at junior high school demands more than is possible from the students' learning abilities in the given time. For instance, the students struggle with writing Latin phonetic letters. In contrast, elementary school could be used more efficiently for EFL.

d) Teaching English as a lingua franca (LF) did not gain acceptance. The reasons are: Japanese culture values accuracy; there are no LF speakers, which form role models.

e) Oral reading practice leads to improvement in reading, speaking and listening. A lack of English exposure leads the students to learn from books only.

f) Communicative skills should be the final product of EFL and developed by the integration of lanague skills with the opportunity to use English outside school.

g) The study highlighted that individual differences are the most powerful determiner in developing English proficiency.

h) Error- correction in class is seen as intimidating, in particular by beginners and in large classes. It requires teachers' situational judgment.

i) EFL does not work in the way that L1 acquisition does. This is due to lack of time and is shown by the lack of acceptance of the monolingual method and of the direct method.

j) English-only instruction improves some skills (e.g. pronunciation)

k) The monolingual method is suited more for younger learners and the students with higher proficiency.

l) The direct method is effective for students with high proficiency.

m) 'Linguistic Imperialism' is not seen as a threat here. It may need to take into account specific national socio-cultural factors.

n) Intercultural knowledge is not a prerequisite of English study, whilst motivation is a prerequisite to develop productive skills.

o) There is a keen interest in and awareness of EFL issues in Japan. Our data may serve in reassessing English education in Japan.

In the final analysis, our subjects wish to communicate with the world in English, but have difficulty developing individual study methods. Hereafter, we come back to the outset of our investigation.

4. Conclusions

This section will conclude the study and present the student voice in order to consider what the implications might be for MEXT.

4. 1. Instruction

Perhaps due to the absence of the communicative approach, there is a lack of experience in Japanese school to present ideas in speaking and writing. Regarding English models, Lingua Franca in its hybrid forms lacks intelligibility. Consequently, a majority of the students preferred to learn SE. English-only instruction was questioned because of a lack of readiness on the part of students, teachers, and of the education system. Error-correction in class would diminish students' willingness to use English

4. 2. Teachers (NETs and NNETs)

The attractiveness of teachers lies in their immediacy, linguistic competence, compatible personality, and experience. Secondly, this study demonstrated that an important role of

teachers is to guide students through the flexible use of the teaching materials, which evoke learners' interests and meet goals and needs.

4. 3. Starting age

This study showed that: the starting age factor is related to the time duration factor of English study. The latter helps learners to develop positive attitudes toward English study and English speaking communities. However, early learning itself does not necessary yield English skills.

4. 4. L1 use in class

Instruction in L1 offers opportunity to students with a variety of proficiency levels and accurate comprehension of the learning context.

4. 5. MEXT reforms and further recommendations resulting from this study

The rapid process of globalization has led the Japanese government (i.e. MEXT) to conduct repeated EFL curriculum reforms, which regulate starting age, mode of instruction, materials, and learning goals for English study. Reflecting on an evaluation of the curriculum reform of the year 2003, a new Course of Study has been implemented in April 2011. Hereafter, the author summarizes the MEXT' evaluation and the new action plan (2011) and the results of this study through a comparison analysis.

1) MEXT (2011) argued that the MEXT' curriculum reform in 2003 did not yield significant gains in students' English proficiency. MEXT (2011) explicated the plausible reasons for this: First, the number of learners who enjoy English study dropped from 60 percent in the first year of junior high school to less than 50 percent in the third year of junior high school: Second, only about one-third of the students (32 percent of the third-year junior high school students and 30 percent of senior high school students) achieved the MEXT' target scores in Testing English Proficiency (ibid.: 4): Third, the number of the students studying abroad is at a low (ibid.: 6).

This has led MEXT to a new plan (2011) that includes: (i) every public school teaches English from fifth grade, (ii) English lessons are increased by 30 percent in junior high school (ibid.: 3).

(1) This study showed that, although early learning would provide some benefits for motivation, starting age per se would not necessarily develop English fluency.

(2) This study showed that, the students require teachers with adequate English proficiency.

(3) This study supports MEXT's (ibid.: 8) argument that NETs should play larger roles in teaching rather than just being assistant teachers. According to our data, NETs should communicate with students inside and outside classroom on a personal level.

(4) MEXT (2011) reassessed teaching materials. Firstly, MEXT decided to focus more on four skills rather than speaking. MEXT is considering the effective use of digital textbooks and teaching aids to increase students' interests in class. Kadoyama (2012) pointed out that these did not have significant impact on the achievement of English proficiency. One of the problems is the need to learn the Roman alphabet, and referring to Constanzo (2009) and Fishers et al. (2009) who noted that oral skills and writing are closely connected and useful for collaborative learning, the author recommends using the Roman alphabet for reading and writing practice of works at elementary level. MEXT decided to improve textbooks at junior and senior high schools. The participants in this study agreed that textbooks are boring. Berger, Hunt, and Kite (2011:27) said, "*Few researchers are concerned with the effect of extensive reading on L2 fluency.*" They (2011:27) further claimed that pleasure reading improves the reading rate more than intensive reading.

(5) As to medium of instruction, MEXT (2011:9) decided to increase monolingual instruction in higher education, whereas students in junior and senior high school focus on syntax and semantics. This study suggested that Japanese students lack instruction in exploratory writing. This is in agreement with Young (in Bailey and Nunan 1993: 273) that Japanese students need more instructions in writing and speaking.

In sum, the problems underling EFL at Japanese schools include a lack of time, a large size of class, inappropriate textbook content, and a lack of intrinsic motivation and writing experience. The finding is congruent with Chujo et al. (2003:16) that EFL material (in particular vocabulary) at schools is insufficient to improve English proficiency. This study showed that learners need to expand their opportunities to learn English and practice them outside school to improve their English skills.

Further, mere exposure to L2 would not develop English proficiency. The data indicated that, as one student said, one of the important goals of English study might be to develop critical and logical thoughts through reading and writing practices through L2 learning.

Finally, this study questioned the low English standard in Japan. This belief is said to be a matter of failure anxiety or poor self-image in the face of high expectation of achieving fluency and accuracy in oral skills. The students suggested that it is important to change this narrow belief in low English standards in Japan to eradicate the effects of negative prophesies.

5. Limitations of the study

The data presented in this study were collected from a small number of the students at three elite metropolitan universities. The author believes that investigating EFL in Japan

from a larger and more inclusive group are needed for a more detailed review of the issues facing EFL in Japan but this exploratory study has given a voice to students which could be extended with other methods in the future.

6. Reflection

"Quidquid agis, prudenter agas et respice finem"

Whatever you do, do cautiously, and consider the end.   Latin proverb

Having reached the end of my thesis, I have learned the value of a systematic and logical approach to teaching and learning. In an issue at the crossroads of culture, language, history, and communication that is heatedly debated and highly emotional, I have attempted to contribute evidence-based insights at a very specific and narrowly defined level. This attempt was new to my experience. As learner and teacher in Japan and Thailand, I became increasingly aware of the critical issues in EFL investigated here. However, I have not thought it possible to purposefully reflect on them. As a teacher, I have learned the importance of adapting to the culture of communication of the learners. As a (re)searcher, I have learned how difficult is to gain and justify conclusions from live data, while being impressed and humbled by the openness and awareness of the interviewees I encountered.

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Appendices

Appendix 1

Interview questions for the pilot study

Questions	Interview question
1. "The earlier English is taught, the better results would arise (Phillipson, 1992)"	a) At what age did you start learning English? b) How long have you been learning English?

2. What are EFL motivations of the students?
 	
Communicative skills in English
(Howatt et al., 2004: 379).
	a) What is your purpose of English study?
	    1. academic requirement,
	    2. communication,
	    3. self-development,
	    4. carrier development tool,
	b) What are your goals of English study?
	c) What English skills (reading, writing, listening, speaking) are important for you?
	d) Do you intend to study English after your graduation?

3. The goal of English study is to interact with native English speakers.
 	
The global spread of English and its impacts on education
	What kind of Englishes do you want to learn?
	
	  a) Do you use large scale of corpora?
	
	  b) What kind of EFL materials do you use at school?

4. Potential influences of the global use of English on EFL and culture (Howatt et al., 2004: 379).	Do you think that English-speaking countries enjoy more benefits from the global spread of English than non-native English speaking countries?

5. "English is best taught mono-lingually (Phillipson, 1992)"
 	
"Instruction and autonomy in EFL (Howatt et al. 2004: 379)"
	What do you think of English – only instruction at EFL classes?
	  a) What is your opinion about the uses of L1 and translation in EFL? Is it more helpful or hindrance?
	  b) Which do you prefer the communicative approach or the grammar-translation method at school?

6. "The ideal English teacher is a native speaker (Phillipson, 1992)."	Do you have any experiences of learning English from both NT and NNT? a) Which of the two do you prefer?

	b) Do you think that having a NT influence the outcomes of the learning process?
The strengths and weakness NETs and NNETs instruction (Howatt et al. 2004: 379)	
7. What are the students' perceptions of English speaking countries?	What are your feelings about English speaking countries? Psychologists today recognize that culture influence cognitive development. For example, how children would learn about the world (Woolfolk et al. 2008:52).
7. What are the students' attributions in their success and failure?	When you face a success or a failure, to what do you tend to attribute your results? For example, a) I tend to ascribe the result of my study to my ability. b) Do you agree that your ability is limited or continue to grow? c) I tend to blame my failure toward myself or environments (e.g. teacher)
8. What changes would you suggest to make English teaching and learning better? (e.g. myself, or in the learning environment)	1. Do you have any suggestions to improve learning and teaching of English inside and outside school? 2. Do you have any good memory of NETs and NNETs or any images of good English teachers?

Appendix 2 Pilot study details

DS= Durham University student, TY= Teikyo University students, F. = female, M. = male,

Interview Date	Participants Academic discipline, Overseas experience and length of stay in the UK	Duration & Location Place and Time were chosen by the interviewee Points of emphasis
8th May 2010 an individual interview	DS: F. 1 Humanity (MA), Life in US during summer vacation	(60 min at a common room at the dormitory) The student has a working experience at a publishing company in Japan before MA study in archaeology. She said that Japanese - English translation used at a language school was helpful to improve English skills.
15 May 2010 an individual interview	DS: M. Science (MA) Bilingual students, lived in UK since 8, and studied physics at Durham university.	(60 min at the restaurant near the main library.) The student has lived in UK since 8 years old with his family. He taught English to Japanese students on his summer holiday in Japan. From this, this bilingual student recognized that teaching English is not easy and wishes to learn how to teach English.
16 May 2010 an interview with two students	TY, a female & a male freshmen, majoring Foreign language study, arrived to UK two months ago	(80 min at a fast-food restaurant) They wanted to start studying English earlier. More English better. Those two students strongly supports strength of NT.
24 May 2010 an individual interview	TY. M Majoring Economics. Arrived to the UK two month ago and had four overseas trip experiences.	(70 min. at Teikyo University) The student recognized these days that; English is useful in daily life and wish that English education will be promoted. Recently, he recognized the usefulness of English for self-development. He recommends starting EFL earlier.
29th June 2010 a focus group interview	**Focus group interview** One Durham university student & three Teikyo university students (two males and one female) and a male student from Durham university in interview 2), 3) and 4) consecutively.	(50 min at the garden of Teikyo University) Three students from Teikyo and a male student from Durham met in the garden at Teikyo-Shoichi Hall. All students accepted this group-interview request on requested day (i.e. after each individual interview). Revised interview questions were tested and found that some question were difficult to draw answers (e.g. 2-7). It revealed that, at onset of an interview, introduction of EFL theories

	Total 4 students	would be potential source of leading questions. Interview method was helpful to provide a diversity of students' views and experiences (e.g. Attribution of failures). Most of the students attributed their success to people (parents, teachers, and sport) rather than their own efforts. Their common experience to live in Durham created a friendly atmosphere to have a successful interview.

Appendix 3:   Research questions for the main study

Research question (Academic form)	Interview questions (Vernacular form)
1. EFL Principles	
1 a) "English is best taught monolingually (Phillipson, 2002)"	a) What do you think about learning English by using only English Language? b) Is L1 usage and translation helpful or hindrance in English classes? 3. What type of English dictionary do you use?
1 b) The ideal EFL teacher is a native speaker	1 Do you have EFL experience from NTs? 2 How did you learn English from NETs? 3 What are the strengths and weaknesses of leaning English from NNTs and NNTs? 4. Which of the two do you prefer?
1 c) "The earlier English is taught, the better the result "	1. Do you think that if all students began studying English in elementary school, English proficiency in Japan would be better than today?
1 d) "English should be taught as a Lingua Franca (LF) for international communication (EIL)"	1. Do you think that a goal of EFL would be to learn to communicate with NSs or with NNSs?
1 e) "English should be taught through the medium of English in a direct method"	1. What do you think of EFL with only English instruction?
1 f) English is essentially learnt to interact with the native speakers of the language.	1. What kind of English do you want to learn? For example, Standard English or LF
1 g) English as a world language affect	c) Do you think Japan is losing the

national power.	national power because of the global spread of English?
1.f) What are Japanese students' views about their language skills?	1 What do you think of Japanese students' language skills in general? 2 What do you think of your English proficiency? 3 What is your achievement in English study? 3. What are your levels of English skills? 4. What do you think you can do in English wills? E.g., you enjoy reading in English, media, or communicating with people with different cultures in English.
2. What kinds of experiences do Japanese students have in EFL classes?	Please tell me about your English learning experience. For example, starting age of EFL, the place of learning, your attitudes toward EFL. 1. When did you start learning English? 2. How long have you been studying English? 3. Why did you start learning English? 4. What kind of EFL experience do you have before entering schools? 5. How did you learn English at school? 6. How did you learn English outside classroom? 7. What kind of experience do you have for EFL at school and at home? 8. Do you have any negative EFL experience? 9. What kind of efforts are you making to improve your EFL?

	10. How do you enjoy your EFL?
	11. What is your level of satisfaction in EFL classes?
	12. What is your level of achievement in English study?
	13. Are you going to continue English study after university graduation?
Environment	How do you use English in your daily life?
	1. When do use English?
	2. Where do you use English?
	3. With whom do you use English?
	4. How do you use English?

Appendix 4

Invitation to the research on students' EFL experiences

Dear Students,

I hope your summer is pleasant one and your campus life is enjoyable...

I am a graduate school student at school of education in University of Durham. The focus of my study is learning English as a foreign language (EFL). My study is motivated because of the belief that, language learning is complex due to multiple reasons, which are interwoven, by teaching methods, individual characteristics and culture in language learning. The goal of my study is to draw some implication to EFL in Japanese classes.

Today, Japanese media/researchers report the English learning situations in Japan as problematic and this worry about English in Japan is evident from public concern and from government policy documents. The aim of this research is to understand students' EFL experiences and their views on some important EFL principles commonly found in the debates on English in Japan. I believe that students' experience and observation are inevitable to understand the situation and improve EFL in Japan.

I would like to invite you to participate in this study. The method of the investigation is individual interviews and focus group interviews. Your understanding of this study and participation is highly appreciated. If you have any inquiry or comment on this research, please feel free to contact me.

Cordially

Shigeo Shimazu

E-mail address. shigeko.shimazu@durham.ac.uk. (In Japanese or in English)

Appendix 5

Consent Form 同意書

Japanese students' EFL experience: the role of student voice

日本の英語教育体験

1. Have you had an opportunity to ask questions and to discuss the study?　　Yes,　　No.
　リサーチの目的について、質問をする機会がありました。

2. Have you had a satisfactory answer to all of your questions?　　　　　　Yes,　　No.
　十分なご説明が得られました。

3. Have you had enough information about the study?　　　　　　　　　Yes,　　No.
リサーチの説明が十分なされました。

4. Do you consent to participate in the study?　　　　　　　　　　　Yes,　　No.
インタビューに参加していただけますか。

5. Do you consent to use of the tape recording to the described study?　　Yes,　　No.
(All of the context are used for academic purposes and will be destroyed when the project is completed.)
テープレコーダーを使ってもよろしいですか。（録音内容は本研究の目的だけに使わせていただき、すべて記録は研究が終わり次第、抹消いたします。）

6.　Do you understand that you are free to withdraw from the study at any time? Yes　No.
インタビューをいつでも辞退できます。

　　　　　　　　　　　　　　　　　　ご協力を頂き、ありがとうございます。

Date.＿＿＿＿＿＿＿＿

　　お名前：Name in the block letter.＿＿＿＿＿＿＿＿＿＿＿＿＿＿

4) **Mr. Ha: Interviewed on 2nd September 2010 at PM1:30 in the University Campus**

Name : Mr. Ha	
Contact address:	
1. Gender :	1. Male 2. Female
2. Grade	1. BA（ 4th year ）2.MA 3. PHD
3. Subject Discipline	1. Science (electric information science) 2. Humanity ( ), 3. others ( )
4. Location of junior high school	Chiba Pref
5. Location of senior high school	Chiba Pref.
6. Type of high school	1. National, 2. Public, 3. private
Overseas living experience	1. yes (from years old to years old、) in (country) 2. Nil
7. Self-assessment of English proficiency	Writing:（excellent, good average, unsatisfactory） Reading:（excellent, good average, unsatisfactory） Listening:（excellent, good average, unsatisfactory） Speaking:（excellent, good average, unsatisfactory）
8. The first contact/use English	1. since I was born 2. 1-3 years old. 3. kindergarten 4. elementary school 5. junior high school,
9. When to start learning English	Mr. Ha began learning English at junior high school as a compulsory subject.
10. Fluency to use English in daily life a) Nil , b) a few times a year, c) a few times a month, d) every day	Before entering university (NIL) After entering university (NIL)
11. Travelling experience to English speaking countries.	1. Nil 2. Yes （ ）
12. Trip to foreign countries	1. Nil 2. Yes （ ）

Travel	I have spent all my life in Japan. I have not been aboard. I travel only in Japan. I have not lived aboard.	まったく国内向きで、外国なんてという感じです。 国内の旅行があります。 全くなしです。
University Study 勉強は？ What do you study at the university? きっかけは？ Why did you choose to study the subject? 4 minutes	I study acoustic engineering supervised by Prof. M and am working to develop a phonological device. My research project has not started yet. I decided to major in "*Sound*" by coincidence. I enjoy music and I could not major in music. So, I switched to the study of sound.	電子音声学所属で、M 先生のところで音声に関することを研究しています。なんらか音声のことに関して勉強しています。 具体的な研究がまだ始まっていません。 余りないです。惰性で。 音楽が好きだったので、音楽関係がいいなーと思っていたんですが、成績の問題で望んだ所へ行けなかったので、音関係に行きました。
EFL in primary school 小学校などでどんな英語を日本で習ったらいいでしょうか。 What kind of English do you want to learn in Primary school?	It is rather a difficult question to answer. I think if I had more dictation and shadowing practices in English classes, my English proficiency would be better than now. It is rather hypothetical answer.	うーーん、やはり、これとは言えないと思うんですけど、これとは言えなくて、これは自分のスタイルとしてですけど、もう少し時間をかけてもっと Dictation とか shadowing を典型的な練習をもっと小さい頃からやっていたらもう少しましな英語にあっていたか、はてなはてなと思います。
EFL at first いつ頃から英語にふれましたか。 When did you first have English exposure for the first time?	I have not had English exposure at all in my daily life. I begin to feel that I need to study English now. I began studying English at junior high school.	いやーー。いまでも英語は全くふれていないので、そろそろ積極的にふれないといけないかなーと思っていますが。というレベルなのです。 中学校一年生です。
Juku その前に塾とかに行かれましたか。 Did you attend Juku?	I also did not attend English *Juku*. I began studying English at junior high school.	いいえ、英語はやっていませんでした。
EFL at junior high	Yes, it was the first time that	はい、"*This is a pen.*"からです。そ

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school 中学一年生から初めて英語にふれたのですか。 Then, you learned English at junior high school for the first time.	I studied English when I entered to the junior high school. The first lesson began learning the be-verb. For example, "*This is a pen.*" and "*I am ...*"	れと "*I am...*"とかです。
Text book 教科書はどんなのを使われていましたか。What kind of textbooks did you use? 8 minutes	I was not interested in English study and I do not remember the content of the school textbooks.	教科書は＾＾。ちょっと学校の勉強は疎かにしていたので、学校の教科書はさっぱり覚えていません。
Yobiko 塾の教科書は？ What kind of textbook in *Yobiko* did you use? 五文型ですか。 Five sentence patters to learn? その時は先生中心のじゅぎょうですか。 Teacher centred? 何人位ですか。 How many students in a class? どのように授業がすすみましたか。 How did you learn? 日本人でしたか。 NNET? **10 minutes**	I attended *Sundai Yokoko* and I studied English there as well. The *Yobiko* focused on English grammatical such as "*I, MY ME ME*". The textbook at *Yobiko* did not focus on communicative contents. *Yobiko* focused on grammatical knowledge, reading and writing. There were nearly 30 students in a class. It was teacher-cantered instruction. Instructors there were NETs.	駿台予備校へ行ったので、そこでの予備校の教科書が主だったんです。 それは、一般の教科書のように会話から始まるのではなくて、いきなり文法から始めました。I my me.とか。 五文型は最初にやりました。 文法中心でした。 普通の読み書き中心でした。 　30人ぐらい 　うーーん 　まー解説はしてました。 　先生の言葉で教科書を解説をするという典型的なものでした。 はい、日本人でした。
II -2　NET or NNET **Experience of native English teachers at Yobiko** NNT の先生の経験は？ Did you learn English by NET s ? 学校はいかがでしたか。 How did you enjoy the EFL? Pair Teaching についてどう思いますか。 What do you think of pair	When I attended summer courses, we had NNETs. We had pair teaching at school as well. If budget were available, it would be ideal to have both NETs and NNETs in a class. Because NNETs would help students to improve comprehensions. Then, students do not fall into	夏期講習とかそういうのを受けた時は NET でした。 　学校は会話時間に NET がありました。日本人の先生がついていました。 予算があれば、日本人の先生と NET とお二人いた方がいいです。できればそれでいいのでしょうけど、NET の方が日本語を話せないと、会話が理解できなくなった時

	panic.	に自分で対処がどうにもできなくなった時、一生懸命、向こうがわからせよとしても、パニックになって、判らないと困ります。
teachings? NT と NNT とどちらがいいですか。 Which do you prefer to learn English by NETs or NNETS?		
NET at school NET は日本語ができましたか。 NET speak English? 日本語を話しましたか。 Can he speak Japanese? 使いましたか。 Used Japanese?	NETs were able to speak some Japanese. However, they did not speak Japanese in the classroom.	片言ができました。 はい。 はい。 ないです。
English at the university 今、英語の授業はありますか。 Do you have course of study in English now? 現在は英語の授業はありますか。How about EFL? UG で専科の科目で英語だけの授業がありましたか。	At the university, we had several English courses. English courses were over in summer in senior year. I did not take any courses in English.	英語の授業はたまにあった事はありました。 四年の夏休みで終わりました。 そういう授業はありましたが、全て避けました。
Internet Use インターネットの手段は？ What is your purpose to use internet? 日本は携帯で通信をしている人が多いようですが。 Many people seem to use mobile phone for communication in Japan. コスト的にはどちらが高いですか。 Which is more expensive?	I use internet for past - time and data collection. Japanese mobile phone is quite reasonable and is quite practical. Many people use mobile phone text. Cost for mobile phone is not that high.	一遊びと情報収集です。 携帯の情報交換が極めて高機能です。 一般的には携帯が多いです。自分は携帯はあまり使わないです。 コスト的にはインターネットの方が安いと思っています。インターネットは一定料金なのですが、携帯電話は使うほど高くなりますから。

Good EFL memory 英語の授業の中で良い思い出は？ Do you have good memory in EFL? なにか英語の授業で思い出すことは？ Do you have any memory in EFL class? Zkai is one of the famous correspondence juku for jyuken.	I do not recall any good nor bad memory in English classes. I remember that a story of "*Mother Teresa*" appeared in the junior high school textbook in my second year. Mother Teresa was also a name of a popular *Nintendo* game. Everyone knew the name because of the game software. Then, when Mother Teresa appeared in the textbook, I thought it as a game hero. But I found that it was a name of a nun. It was a textbook at *Juku.* .	なんかその、特に楽しいとか悲しいとか言うはなかったです。 　昔、中二ぐらいの時に読まされた本で、マザーテレサのお話があって、当時はマザーテレサを知らなかったんです。ご存知かどうかわかりませんが。テレサというのは、 日本人ならだれでもしっている任天堂のゲームにテレサという有名なお化けの名前がテレサがあったんです。お化けの名前だ思って勘違いして読んでいたら、人名だとわかったのです。 ゼット会の教科書でした。
Bitter memory of EFL いやな思いでは？ Sad memory?	No, I do not have any negative memory either.	別にないですね。
What efforts do you make to improve English? 自分で努力していることは。What kind of efforts did you make for English? 具体的にはどんなことを？ What do you do?	Recently, I began to feel that I have to take actions to improve my English skills. I had escaped from this reality. I may start studying with textbooks- Roberta Stone series- that are kept in the research room.	ないですが、そろそろ努力しなきゃなーと思っていますが、いつもいつも逃げ続けているのでそろそろやらなきゃなーと思っています。 とりあえず、研究室にロベッタストーンという有名な英語の教材があって、それに手を出そうかと思っているのです。
My English skill どのスキルが得意ですか。 What is your most proficient English skill? 20 minutes	I do not have any proficient skills. My English proficiency is the lowest in class.	得意なものがないくらいです。・率直に言って自分より下はいないのではないかと思うぐらいです。 得意なものがないです。
EFL in Japan 日本人が他の国に比べて英語ができないと思いま	Let me see, I think English skills in Japan are relatively low.	まー出来ない方だと思います。 島国という環境と、島国という環境の中で、一時的にでも経済的成

すか。 Do you think that Japanese students' English abilities are lower than students in non-native English countries are?	It may be due to the fact that Japan has achieved economic success, although for a short time. We also feel that we are in the same boat. Japan is a homogeneous country, which make us feel safe. Then, we tend to be inward - rather conservative. Both the U.K. and Japan are surrounded by sea, but the surrounding environments are very different. Japan has achieved economic success without English language skills while, in the U.K. weather to become a member of European Union or not. Japan is an island country. Japanese people are happy in Japan and wish our country would remain the same. It is OK.	功を経験したこと島国であることで閉鎖的ですし、あまり他国と交流しようとしない。他の国と違ってとにかく、皆、日本人という意識があるので。日本人どうして内戦するよなこともいまではないですね。 　同じ島国でもイギリスと日本は大分周囲の環境が違がったと思いますね。一度、経済天国にのぼりつめて、英語をやらなくてもやってこられたから、やはり危機感がないですね。 EU に入らないかとか、ま。島国だったことということもあると思いますよ。 自分は日本が大好きなのでまーいいんじゃないですか。
Future in Japan これからどうなってほしいというか。 How would you like to be our future in Japan? **25 minutes**	Mr. Hatoyama reached the top because he is popular among the public, but most students in TODAI do not like him.	まー鳩山さんはみな日本人はねた首相としか思っていなかったと思います。一般人には人気がったので、首相に上り詰めたのでしょうけど、鳩山さんは正直大半の東大生は好きでないと思います。
Vocabulary 単語はどのように増やしましたか。 How did you learn your vocabulary? 単語を覚えるのは辛かったですか。 How did you feel when you are	I tried to memorize English words with vocabulary notebooks in a systematic manner to my best ability How shall I explain…? Since I did not have environment to learn English	*自分は、もう、自然に習得することができなかったのでシステマチックに、そのー、ひたすら英単語とその対語をひたすら丸暗記しました。* あーー(辛いというより)というより、自然に習得できなかった

memorising vocabularies, was it painful memory?	naturally. Then, I simply have to memorize words.	ので、英語はひたすら単語帳を覚えて済ませてしまいました。
EFL Environment 英語を使う環境が少ないですが英語はどこで使いますか。 Where do you use English now? どこで使いますか。 Where and how do you use English now?	There are exchange students in our research room. Unfortunately, I cannot talk to them. I read academic journals in English. My purpose to use English is for academic purposes. For example, I sometimes use English to communicate with my colleagues.	やっぱり、研究室に外国の方がいるのに会話が出来ないのにごめんなさいとか。 もちろん、論文は英語ですので。それをなくなく読んでいます。 自分が英語を使うのは、論文を読んだり学問がらみです。 先生とお話します。 機会は論文を読む時とか学問がらみです。先生とか研究室の人たちとです。
Image of English speaking countries 英語を話す国に対して、どう思いますか。 Do you have any image about English speaking country?	Simply, the global spread of English is a universal social reality. It is too late to master Esperanto. It is natural consequence.	一言でいうなら、仕方ないですか。 いまさらエスペラント語を覚えるとかそういうのは無理です。まーその時の事情です。
英語の世界に広がる影響について。 Why do you think about the global spread of English? 30 minutes Mr. Ha explained about operation system and difficulty of using Japanese in computer system.	Do you know "*character code*"? Japanese characters are not suitable to run a computer system. For example, there are operation-systems such as Window, Max or Linux. These three OS process Japanese language differently. Computer system assigns all alphabets from zero to one code in numbers in one megabyte. English letters A to Z can be stored within a space of one megabyte. However, Japanese language has too many letters to store	プログラミングも難しいし、ちょっと難しい話になるんですけど、文字構造ってわかりますか。あの、パソコンで日本語をうって文字化けするという現象はどうして起こるのでしょうか。 OS Window とかマックとか他にも Linux とかいろいろな OS があるのはわかりますか。 それぞれで日本語の処理方法が異なるのですね。まったく。 最終的にはコンピューターはゼロー1 の数字で表すではないですか。で、たとえばなんか、最終的には英語かも一応アウシという企画があって数字があって全て割り当てられているのですね。 A だったら A から Z まで数字があるんですよ。表があって A から Z まで割り当てられているんですよ。

	in one megabyte. English has only 26 letters, if we include capital letters and lowercases, it is still possible to store one megabyte is enough. 100 including	それは日本語は、その企画がばらんばらんで。で、その一、あの一、あともうひとつ違いがあって、それは英語はせいぜいたかだかAからZまでせいぜい２６個で、大文字小文字と記号を入れても100には行かないので、1 バイトという単位でたりすんですね。
	Therefore, multi-byte, that is two to three megabyte, are necessary to store all Japanese letters. One megabit can store 256 characters.	一バイトは、あの一、２の８乗なので、２５６とおりの符号が割り当てられるんですよ。
	256 are enough for English writing system but not for Japanese. Therefore, it is difficult to store Japanese texts within in one megabyte. It is rather a long story but Japanese is not computer friendly simple because we have complex writing system.	256 あれば、英語は明らかに足りる。 日本語は 256 文字ではとても足りないではないですか。 だから multibyte といってより符号が大変になるのですよ。ちょっと長い話すか。 それで、その、日本語の文字を表すのに、データ帳の中からたくさん必要なんですよ。一バイトでは足りなくて。
	As the result, while one byte is enough to store English texts in computer system, the same contents in Japanese texts requires twice more space and time for the same contents. Once, there were arguments about its lack of fairness.	なんですけど。だから英語の文章を表すのにこれ位のデータ量で足りるんですが、日本語の文章をあらわす時に、同じ長さでも一文字あたりの取るデータ量が長いので、データ量がとても大きくなってしまうのです。 それで不公平じゃないかという議論がおこったことがあるんですよ。
	Japanese language requires two to three times more space than English to store the same contents.	それで英語だと一バイトですむのに、日本語だと 1 じゃたらなくて、２バイト、三バイトをとると、一文字をあらわすのに。

| | Once, this issue was seriously debated and discussed to make all language stores in the same space within the same time. It means to develop a system to store every language in one megabyte, but the project was failed and terminated. There is no more chance to make it happens. NEC had developed an Operation System, but Microsoft won and Japanese company gave up developing OS. Operation system in Microsoft is not open to public. There is a doubt that Microsoft can manipulate PC system behind the scene.

Linux' operation system is open source and it is possible to modify the Linux operation system to fit into our own purpose.

Window operation system is "black box" and we do not know what Window company can do. Computer is large, so in Linux world, people can use parts of Linux system to customize it to their needs.

Linux is different from | なんで、世界の言語どれも共通して使えるシステム(　　)いう文字構造があるんですけど。その規格の一つで、みな一バイトにしようかという企画もあったのですが普及しなかったのですね。まー共通して、みんな同じ長さで世界各国の言葉を現れるように使用じゃないかという動きがあったのですが、普及しなかったし普及する見込みもないです。

　　日本独自の OS は NEC が作っていたのですがそれがマイクロソフトに負けて今は完全にないですね。多分、国会レベルでは残っているのか残っていないのか。民間人が営業する中ではないです。おそらくですけど、window がクローズというか、OS として提供されているのですが仕組みの仕様書は公開されてないのです。極端な話、Window を使っていて Microsoft が何をやっているかわからない。。。そういうことはあるわけがないですが、そういう意識があるのです。あるんですよ。それに対してリナックスは Open Source なのですね。基本的に。使用書が断片的に作り方などが公開されていて、かつ、それを自由にいじれるのですね。それをちょこちょこと自分用に書き換えてしまえば自己満足的な買い替えができるという。 Window は Black Box なので、何をしているか判らないと考える人もいます。パソコン自体がとても巨大な世界なので、リナックスの世界では、あれもこれもやると巨大すぎるの |

	Window or Max because Linux operation system is opened to customize for individual purpose. Have you ever heard about distribution? There are many OS which is based on a Linux system and the end-users simply switch on a computer to use the customized OS. This modified version of Linux operation system might be categorized as domestic OS.	で、一部を持ってきて、一部をもってきて、その目的をもってきて、カスタムメードが出来るんですよ。 そういう意味で、リナックスその物を使うのではなくて、一般の人は、ある人たちがカスタマイズものを使うのですね。 Windows とか Max と違って、リナックスには Distribution という、部分注とか聞いた事があらりますか。まーend users がつかえるように、それぞれ customized した、普通に personal computer がパソコンスイッチをいれたら使えるようにするためにいろいろな方法がありますて。。。とか。。。がありまして。 　そういう意味では日本独自の国産のものがあります。それを国産 OS とみるかどうかわかりませんが。
Japan 41 minutes	Japan is a small country. The Japanese history shows that, whenever Japan leads the world, other countries try to destroy national power. Japan has made many creative products in the past. In the future, I wish Japanese society not only affluent in products, but we have more spiritual affluence. I wish if the future computer system would be for multi-purposes i.e. animation, entertainment and intellectual purpose as well.	日本は小さい国なので弱いですね。でもそれは大昔からだったので。 歴史でも習うと思いますが、日本が優位になったのものは、何かしら理由をつけて潰しにかかるので。それで次から次へと新しいものを作ってやってきたので、やっぱ、これからは 次期産業は自分的には、まー、精神的な豊かさを求めるアイディアサービス、やっぱり、まー、漫画とか、アニメとかゲームでも、同じ娯楽でもコンピュータ的要素を融合させた、アイデア的な余地があったらいいとはと思います。
Teaching method		

1) **Monolingual method** 辞書はなにを使っていますか。 What type of dictionary do you use? コンコーダンサー。 Do you use online dictionary?	I am not in favor of the monolingual method. It will widen the gap between fast and slow learners. It would be more harmful rather than helpful. I use an electronic dictionary. I am not familiar with the online '*concordance*'.	やはりそれは、その、自分はそういう考え方は好きじゃないです。そうなると出来る人と出来合い人が格差が広がるというか、それが危険というかそうなる可能性があるというか。 電子辞書です。 詳しくないです。
2) **NETs or NNETs** 理想の英語の先生は? What is the ideal English teacher for you? 習う時は日本語と英語をつかった方がいいですか。 Do you prefer to use L1 in EFL?	I think the ideal teacher is NET. Yes, it is better to use both Japanese and English to learn English.	その通りじゃないですか。 はい。
3) **Earlier better?** 早ければ早いほどいい？ What do you think of the learning theory of the earlier the better?	Let me see, It is difficult… After all, *Kokugo* is the priory for Japanese school. It is difficult to study two languages at one time. If a student learns two languages from their childhood, bilingualism would be possible. However, if we chase two houses, we would miss both. If we learn English and Japanese, we cannot master either of them. It is more important to mater *Kokugo* to fully enjoy our life.	うーーーんと、それもやっぱり、まーーーー、やっぱりーーー、日本語を先にやるべきだと思いますね。 というのは、やっぱり二つのことを同時にやろうとして、できる人はいいのですが、同じ事をいって申し訳ないですけど、 日本語と英語を同時に、小さい頃から、生まれた時からやったら、英語も日本語も両方習得できる人が出来るのでしょうけど。どっちも習得できなくて、大変な事になったら、 人も多くなるので、やはりあれもこれもというとではなく、まーとりあえず日本を習得して文化的生活を最低限もとうということが大事なのではないですか。
EFL in Elementary school 来年から英語が小学校に導入されることに着いて	It may have some positive effects. If we draw a chart for learning, the longer we study, the better proficiency	効果があるんじゃないでしょうか。 まー、学習曲線がどうであれ、期間が長ければ長いほど、そりゃー

コンコーダンサー。 Do you

はどう思いますか。 What do you think of EFL in elementary school?	would be. Time would become an abler for English proficiency.	有利でいいのではないでしょうか。
Grammar translation or communicative approach	Let me see, I can study grammar from book at home by myself. However, oral skills are difficult to learn from books. I think it is it is good to focus on oral skills at school.	うーーーん。やっぱり文法は人から教わらなくても出来ないじゃないですか。家で本を読めば。でも英会話は難しいのではないですか。そういうのを学校が重視するべきではないですか。
5. The Direct method 日本の学校の中で有効でしょうか。 Do you think that the direct methods work at Japanese school? 52 minutes グループでやるか、一人で勉強するかなど。 For example, group work or individual assignments 例えば Discussion、または先生中心の授業。 For example, discussion.	It would be a good way to learn English. But, I think, the Direct Method would not be feasible because of a lack of readiness among teachers. From the onset, it requires teachers' training. Even if English teachers are trained to teach in the Direct Method, students cannot benefits from it either. For the communicative approach, learners need dialogues. Let me see, after all, I still believe that, syntax is not priority at school.	ああー、いいと思います。 やはり、人材が足りないじゃないですか。小学校からやろうと思うと。どうしても。英語教師をトレーニングしたところで、日本中の学校に配置しようと思ったら、全体のレベルが、それが成り立つレベルかどうか難しいところだと思います。 総合的なことは授業でやる必要がないと思います。 なにかしら、マニュアルを作らないと。 うーーーん。やっぱり文法的なことはそんなに授業でやる必要がないのではないかと。
7. Does Language affect national power? 英語が広がると日本にとって不利？ Do you think that spread of English language work negatively to Japan? 英語が広がっても日本がそれほど不利ということではないですか。 You consider that the global use of English may not affect Japanese interests.	Let me say, it is not good to say inferior or superior to describe foreign language skills. Any country would be the same position. For example, if Japanese language would become a world language, it is possible that Japan is superior to the USA? It is not that simple. Let me see, currently, the USA might have an	うーーーん。言い回しで不利というのは、何がなければ不利じゃないかということ。他の国だったら起こりうる事とかもしれませんが。 そりゃ、日本語が世界共通語だったら日本は有利でというということじゃないですか。 それだけのことではないでしょうか。 まー、特別に日本が不利ということはないのではないですか。

	advantage because of English is used as a world language. But Japan may not necessarily be disadvantageous for this fact.	そりゃーアメリカが有利であるとは思いますが。
World English 多分、冷戦が終わって、英語が広まっていったので、英語がトールとして使われるようになったのではないでしょうか。 English might have spread after the cold war ended. その時は、どうしてですか。 Why do you think so? コンピューターはアメリカが一番進んでいたのですか。The IT system was the most advanced in the US at that time? 英語が最も使いやすかったというか。 English was the most suitable to operate IT? アルファベットという意味でですか。 It that means the Roman Alphabet? 私は韓国語は判らないですが。I am not familiar with Korean language. では、ハングル文字が世	I consider that technological advancements for communication systems are the main reason for the global spread of the English language around the world. I mean that, in order to communicate with people living on the other side of the world, we need a communication protocol. Then, when it happened - when people start communicating with people in other countries, the U.S.A. was the strongest country of the world, and English was spoken in that country. It means that English was in the right place in the right time. In addition, the computer system has been already operated in the English language because of its suitability. Other languages are inferior to English in operating on computer systems. For instance, in order to type Japanese must type twice. Japanese language has fifty phonetic alphabets, which is too large to store on	自分はどちらかというと、情報網の発達が大きかったのではと思います。あのー。 昔は、電話がなかった時代には、隣町に情報を伝えるのは大変だったではないじゃですか。それが今、電話一本で繋がるようになって、簡単に繋がる、今は世界の裏側にも、今、簡単に電話できるようになったではないですか。そういうつながりが広まった時になにか共同のプロトコールが必要になった。 となった時に一番の強国であったアメリカの共用語であり公用語である英語が必然的に広まっていったのではないかと思います。 まー。コンピューターは英語で動いていたんです。あと、その、あまりにも、やっぱり英語以外の文字はコンピューターを扱うのは不利だったという事だとも思います。 例えば、日本語だと、"あ"と打つのにもローマ字でうつのに2回キーをたたかなければいけないし、かといって、日本語 Key board と、こんど、50 音だと、キー配列が倍になってそれはそれでまたたいへんだし。ひらがなだけでも大変だし、漢字なんて無理だし、 ていうか、漢字変換はいまだに改良の余地があるくらいで、まともにひらがなを漢字に自動変換する

界後になれなかったのは韓国がつ強くなかったからですか。 Then, it is possible that because Korean letter was symbolic, even it would be difficult to be the global leader? 冷戦の時の予算をコンピューターの開発にむけたということはないですか、 The budget for the cold war is spending for IT today. PC は大衆家電にレベルの価格におちたと思います。 PC is as inexpensive as home appliance. いつごろが日本の処理が発達するようになったのですか。 When it was that Japanese language became manageable on IT? 今、改善されているわけですか。 The difficulty to operate PI in Japanese has solved now? （One hour） 携帯も面倒ですが。 Mobile phone is sometimes troublesome.	computer. Automatic *Kanji* conversion over PC is almost impossible. Ideographic languages are not suitable for computer operation. If Korea was the strongest country of the world then, Korean language could have been a world language. Russian language would be impossible to be a world language because of its use of hieroglyphs (i.e. symbolic letter) which is not suitable for computer system. As I already said earlier, hieroglyph letters takes two megabit while symbolic alphabets need only one megabyte for the identical contents. It means that, in order to type English text, it would take one-minute whereas, Japanese texts requires two minutes. So, it takes one year to type English sentences while it takes two years to type Japanese sentences. It is rather new that all Japanese alphabets have become available to use in computer system. It was just unimaginable until recently. For example, there is a variety of Japanese names	っているのはきわめて困難なタスクであるし、 表意文字をコンピューターできわめて扱いが困難であるのです。表音文字の方が楽であったと。。。 まー、だから、例えば、かりに韓国がアメリカの立場だったら、ハングル文字を使っていたらハングルだったら単純に世界語になれたんじゃないですか。ハングルのようなああいう文字(symbolic character)文字だったらね。 自分も全然知らないですよ。 まーそれでけの問題だと思います。 多分、ロシアの文字も表意文字ですよね。あれもやはりコンピューターで扱うのが大変だったと思います。 あと、そのー、文字構造の割り当てから言いますと、さっき言いましたように英語だったら一バイト必要なところを日本語だったら二倍と必要で。 で二バイト必要だとどういうことが起こるかというと、単純に処理が倍になるのですね。つまり同じレベルの文章を処理するのに、英語だったら一分ですむのに日本語だったら二分かかると。というのは仮に一年かかる仕事だったら、日本語では二年かかるということで。そういうことが起こるので、今でこそ日本語の処理はできるようになっきていますが、その当時は非現実的でした。 やはり日本語の処理が一通り整ったのは、自分の記憶ではごく最近です。Window 95 の時点で大分、出来てますけど、人の名前の漢字

学習は時間がかかりますしね。 It takes time to learn anything.	which were not possible to record in the Window 95 system. It was after the introduction of 'Window Vista system', which enabled to operate every Japanese name. It is not easy to talk about complex systems to manage Japanese alphabet in computer system. It was since the year of 2004 when a computer system has become available to manage Japanese language. Learning cost is high and many people do not want to study. People tend to be old-fashioned. It would be difficult to master a new interface. Not so many people want to use a new idea. People feel happy with what they have. At the same time, human beings are conservative to a new idea. There had been a joke that a personal computer should use two megabyte not one. It takes a lot of time to accept a new idea.	とか特殊なのが多いのをご存知ですか、日本語で。日本人の名前の漢字があまり常用で使われていない、日本人ですら見たことがない漢字がたくさん出てくるので、そういう漢字の名前が処理できるようになったのは、本当に最近です。で、まだそれがまだ普及していないというか。使えるようになっているのですが、使う側というか、User 側がそれほどまだ理解できていないので。 平均レベルで日本人が、その、文字構造とかそういう概念でコンピューターがどうやって文字を処理しているかとかいう知識がないので、そこらへんがようやく整ってきているという事を知らないので、まー、時間かかるでしょう。 　その辺の漢字を一通り処理できるようになったのは 2004 年の字数企画がようやく整ったので その文字構造が使えるようになったのは Window のビスタからなんです。 まーあと, しょうがないですよね。 自分も使ってますけど、やっぱり、一般的には、もう・・Interface がかわってしまったら、学習が大変なのですね。 　というよりも、やはり保守的な人間は多いのは。 　どんなのもが、新しいアイディアが出てきても、みんななかなかそう受け入れてくれないじゃないですか。というより、いままでで十分だと感じていたのに新しいものなんていらないのではないじゃないかと。

		あのーー、結構、ねたにされて いるのですけど、泳法さんのよう に、スパコンは１じゃなくていい んじゃないですかと。２でいいの じゃないですかとみたいな、そん なのがあったんですけど、まーそ んな感じで。 まー、新しいものを受け入れるの に時間がかかるのですよ。 学習しなくてはいけないので、勉 強コストが、まー、そんなに勉強 が好きな人はそう多くはないです よ。まーぼくもそうですけど。
	It takes time and costs a lot to learn a new thing. I am also similar in that I tend to be an old guided.	

Education psychology		
(One hour and 3 minutes) いままでで、ご自身の人 生で一番自分の影響があ ったものはなんですか。 What had influenced your life? **Motivation** 最初の英語を勉強するM は？ What was your motivation to study English? 現在は？ How about these days?	I think the environment affects us. It is difficult to define what environment is. But I owe a lot to my family and thanks to the schools that I had attended. Let me see, motivation of English's study... After all, English skills would be indispensable. For example, I have to read research articles, and run computers in English.	まー、周囲が作ったんじゃないで すか。まー家族、学校なんか、周 囲をなんと定義するか難しいです が、家族と学校と、やっぱり自分 が持っているものがあるのではな いでしょうか。 うーーーーん。 （silence） やっぱり単純に必要不可欠だっ たから。 変わらないです。論文も読まなく てはならないし、コンピューター も英語でさわらなくてはいけな い。
Goal 自分になにかゴールを設 定してとかクラスの目的 は、、、それは変化しまし たか。 Have you set any goal in your life? 特に長期中期のゴールを 設定して学習することは ないですか。 For example, mid-term goal or short-term goal.	I am not aware of setting any setting any goal. English language was not necessary in my daily life. No, I do not think of a goal.	自分はゴールは設定していない と思います。 はい、必要に狭まれて。 まーあまり自分はそういうこと はしないです。
Attribution	For failure, let me see,	失敗に対してですか、うーーーん。

原因は？ Why? 自分がやりたかったことが実現できた時はどういうふうに思いますか。 What do you attribute toward your success?	I am living with others. Once in a while, I feel I want to blame others. After all, I look at myself. I attribute my success to the environment.	ことが多いです。 まー、人間ですから、多少、他人に八つ当たりというのもあるかもしれないけど、体外自分のせいだと思います。 あー。それは周囲の環境だったと思います。
Self Esteem どうしてそう思いますか。 Why do you think so?	Self-esteem would be surprising low. Let me see… It is because I view myself objectively.	自分は相当低いと思います。 うーーーん。 やっぱり客観的に見てしまうというか、さめてみているというか。
Self-Concept 自分自身に何か出来る事など、自分に価値に結びつく。 Do you have any particular image about yourself?	I do not have a self-concept. Let me see, in other words, there would be few things that only I can do.	あまりないというか、 まー、早い話、自分自身しか出来ないことはあまりないというか。
Changes 英語でここが変わっていたら今が違っていたということなどありますか。 Do you have anything that you wish to change in the past or future about EFL? どういったところであったらいいと思いますか。 Where did you want to have English environment?	Let me see, I wish that if there was English exposure in my life. If I had more environments to listen to English earlier, my English skills would be better. It is good to have English exposure at school.	うーーーん、やはり、コンスタントに英語は聞かされる環境があったらましだったかと思います。 学校とかでいいと思います。

Mr. Hashimoto is friendly talker and opened to introduce his knowledge of acoustic engineering. He was also humble to talk about himself. He attributed his success for environment despite a lot of engineering knowledge. He is the only student who has never traveled abroad. He also has hidden humors to make a listener relaxed. Mr. Hashimoto sent his quick reply next day to my mail inquiry on

28th January 2011

Mail sent

１．ご両親の育てられ方、Praise or Punishment.いつも褒めてくれたり励まされた
のか、厳しく御育てになら れたか。
　２．Self-Efficacy.なにか自分がしたいと思うとき、自分にきっとできるという気持ち
が（例：いつもある。そうでもない）など。
　３．英語を話す国に対してもお持ちになられているイメージ　（例、積極的、こわい

Reply
返信遅くなりました。
１．比較的優しく育てられたと思います。
２．そうでもないです。
３．うらやましいなあと思います。
（自分が英語できないので、論文読んだり、プログラミングのリファレンスを引くときに
非常に苦労しているため。）

Mr. Ha' reply on 29 January 2011

返信遅くなりました。I am sorry to be late in answering your letter.
1.比較的優しく育てられたと思います。My parents raised me with praise.
２．そうでもないです。Not so much.
３．うらやましいなあと思います。I envy it. Because I have difficult time, to read papers and
check references of programming.　（自分が英語できないので、論文読んだり、プログラミングのリファレンス
を引くときに非常に苦労しているため。）

Post - interview note:

Mr. Ha has lived and attended school in outskirt of Tokyo before entering university. He spoke in a polite manner throughout the interview. Mr. Ha was opened to introduce the relationships between IT system and language education. He is interested in 'sound' i.e. music and considers that *Shadowing* is useful for English education.

Appendix 7: Interview transcription 7)

7) **Mr. Ta ; BA of mathematics interviewed on 14th September 2010 at AM10:30**

Name ：Mr. Ta	
1. Gender :	1. Male 2. Female
2. Grade	1. BA（ 1 年)、2. MA 3. PHD
3. Subject discipline	1. Science (mathematics) 2. Humanity （）， 3. others ( )
4. Location of junior high school	Studied at a public school in England until middle of the first year in junior high school, moved to Thailand and studied at a British school in Thailand until high school graduation.
5. Location of senior high school	British School in Thailand (Bangkok Pattana School)
6. Type of high school	1. National 2. Public, 3. Private
7. Overseas living experience	1. Yes (from 9 years old to 18 years old、) country of living （ UK and Thailand ）
8. Self - assessment of English proficiency	Writing:（excellent, good average, unsatisfactory） Reading：（excellent, good average, unsatisfactory） Listening：（excellent, good average, unsatisfactory） Speaking：（excellent, good average, unsatisfactory）
9. The first time to contact/use English language	1. since I was born 2. 1-3 years old 3. kindergarten 4. elementary school 5. junior high school
10. I began learning English when I was at _____.	Primary school in the U.K.
11. usage of English in dairy life 12. a) Nil, b) a few times a year, c) a few, d) times a month, e) every day	Before entering university (d. every day) After entering university (c. a few times a month)
13. I have been to English-speaking countries.	1．Nil, 2. Yes ( ) I have lived in UK for four years, I have also lived in Thailand for four and half years.
14. Travel experience to foreign countries	1. Nil、 2. (unaccountable) Spain (3) France (4) Belgian (1) Asian countries (Thailand, Malaysia, Singapore, Cambodia, India, Hong Kong)

7) The transcription of Mr. Ta, on 7th Feb. 2011 (Mail texts in *italic*)

Icebreaking		
Traveling experiences 旅行は良くなさいますか。 Do you travel a lot?	When I was 9 year-old, my family and I moved to the UK. While I was in the UK, my family travelled to many countries in Europe. For example, Spain, France.	僕は9歳の時から海外に行っていたので最初はイギリスに父の転勤で行っていて、ヨーロッパ内でフランスとかスペインとか家族で遊びに行きました。
Foreign language study in Europe ヨーロッパでは多くの言葉を話す方がいらっしゃるようですが、ヨーロッパの国はどんな感じでしたか。 In Europe, there appear to be many bi/multilingual speakers. Do you have any impression about life in Europe?	In England, we speak in English. For the second foreign language, the students learn French or German at school. Then, students were able to understand two to three languages, although with limited fluency. However, we were able to have simple conversation for our daily life.	ヨーロッパでは、イギリスでは第一言語として英語を使います。 第二言語で、フランス語とかドイツ語だとかいう授業がありましたので、みんなそれを受けていたので、二三カ国ぐらいの言葉を、ぺらぺらにしゃべるまでにはいきませんでしたが、日常会話ぐらいはできました。
School experiences in UK イギリスではどんな学校へ行っていらしましたか。 その時はご両親と一緒にいかれましたか。 Did you go to school with your parent?	I attended a public primary school - ten minutes away from my house and I walked to the school. Then, I entered to a private secondary school at year six. It is about fifteen minutes away from my home. I was still young and my mother sent me to school every day by car.	Year 5－6までは近くの公立の Primary school に行っていて、そこは徒歩10分ぐらいで家の近くの村の小学校という感じに行ってました。Year 6 から、secondary school で車で 15 分ぐらい離れた所にある私立の学校に行っていました。 いや、まだちっちゃかったので、両親というか母親と一緒に毎朝通学していました。
Language experiences in UK イギリスはいろいろな方言があると思いますが、どこにお住まいでしたか。	My home was located in Sally in Southern England.	南部のＳａ１１ｙ州というところでした。

Where in UK did you live?		
どんな言葉を話しますか。 What kind of English do they speak? 北の方は行ったことがありますか。	People in my neighbourhood spoke English, which was easy to understand. When I visited Scotland, I thought English spoken there is very different.	英語はやはり判りやすくきれいな英語を話す人が多かったです。 スコットランドとか行ったことがあります。 英語がちょっと違いますね。
海外生活は他にございますか。Have you lived in any other country? 合計何年ぐらいですか。In total, how many years have you studied aboard? それまではどんな学校に通っていらっしゃいましたか。Did you study in Japanese school as well?	I lived in the UK for four and half years. Then, our family moved to Thailand. I attend ended a British international school in Thailand. Altogether, I lived abroad in nine years. Before I moved to the UK, I attended a public school in Japan.	はい、イギリスで4年半過ごした後、またすぐに父の転勤でタイのバンコクに引越して、バンコクでは英国系のインターナショナルスクールに高校卒業まで過ごしました。 合計9年です。4年半イギリスでその後、タイが4年半です。 それまでは日本の公立の地元の学校です。
最初にイギリスへ行かれたとき、どんな苦労がございましたか。 What was the most difficult thing in UK? 日本人学校というチョイスがありましたか。 Did you have any choice to study at Japanese school?	The biggest cultural barrier that I had in the UK was language - English problems When I arrived to the UK, I could not understand nor speak any English. I did not see any Japanese people in my neighbourhood. There are cultural differences and I was in dismay at first. Yes, I had a choice to attend Japanese school in the U.K. However, my mother wanted to give an international education for the children - my sister and myself.	やはり言語面の苦労が多かったです。 イギリスに行った時は英語が全くしゃべれなかったですし、だれも日本人がいなかったので、文化的な違いがありましたし、かなり戸惑いました。 はい、ありましたが母親がせっかく海外に来ているので海外の教育を受けさせてあげたいという思いで海外の教育を受けることになりました。
Juku experience 海外に行く前に英語に触れたことがございますか。I attended an English class once a week before our family moved to UK	Six months before our family moved to the UK, I attended English *Juku* near the station. We learned very simple English expressions. For example, *"This is a pen." or "What is your*	はい、イギリスに行く前に転勤が決まってから海外に行くまで半年ぐらいの時間がありましたが、その間に駅前の英会話スクールがあって、そこに通い、簡単な単語のような

and learned from NET in a class of 2-3 people. いろいろな刺激を使いながら学ぶと思いますが、その時は読み書きはなかったですか。Did you have writing and reading lessons? 何回ぐらい行かれましたか。How often did you attend the Juke? でー、その方は何人でしたか。How many students in a class? 楽しかったですか。Did you enjoy Juku? それでは８歳ぐらいの時が初めて英語に触れたのですか。Then, you first learned English at the age of eight. 楽しかったですか。Did you have good time? その時はどんな先生でしたか。Do you have any impression about our NET?	*name?"* They are so simple, and nobody use them when I arrived to the UK. No one said to me *"This is a pen."* **smile** It was not useful. (Before Mr. Ta moved to the U.K.) At *Juku*, the class was a small class, about two to three students in a class. We learned from NET. Juku was enjoyable. We played games in English. I was able to read the *Roman alphabets.* I was able to read simple sentences then. We practiced listening skills with music in English. We also drew pictures with English instruction. I attended the class once a week. I learned from a Canadian teacher. Yes, I enjoyed *Juku* because I had friends there. Indeed, I enjoyed a lot. Because I had friends in *Juku*.	ものを、例えば鉛筆とペンとか、あとあなたの名前はなんと言うのとか、本当に簡単なことを習ったんですけど、いざ現地に行ってみるとそんなこと、「This is a pen.」といってことは余り意味がないので――(笑い) smile Ｎａｔｉｖｅの先生でしたけど、同じぐらいの年頃の生徒が２－３人ぐらいいて、まーほとんど遊びみたいな感じですね。ゲームなんかもしながら英語を使うという感じです。読み書きはアルファベットは読めたんですが。まー簡単なことは読めたんですけど、でもやっぱり、まー、音楽を聴いたり、耳とかあと絵とかを使って学習するということです。週に一回です。カナダ人でした。はい、一緒に受けていた友達がすごく中が良かったので。はい。はい、楽しかったです、友達が一緒に行っていたので。
EFL at the university 現在大学で英語の授業がありますか。Do you have English class at the university? グループワークもありますか。Do you have group activities in class? それは必修科目ですか。	Yes, we have two English classes. One is 'English - Only", which is the monolingual class by an Australian teacher. We saw videos and did some worksheets afterward. The other English class in the university is for reading skills by	はい、あります、えっと、二つあって、あの、ひとつはNative のオーストラリアの先生と English Only という英語だけのクラスがあって、Video をみたり、ワークシートを解いたりするんですけど、もうひとつは、日本人の先生で、サマーセットモーム

Are those EFL compulsory subjects? 何先生まで採らなくてはいけないのですか。How many years do you have to take EFL? 週に二回ですか？Twice a week? 二つの授業を比べてなにか特徴、印象はございますか。 Do you feel that those two classes are different in some ways? グループワークはありますか。How about group works? そのグループは三人ですか。Three people in a group? 対訳ですか。 その Presentation は日本語ですか。Do you make presentations in Japanese? オーストラリアの先生に質問する時間がありますか。 Do you have time to ask questions to NET? ではパワーポイントとか使って、一方的な講義ですか。 Lessons were conducted with power points. Four minutes and 50 second in the second tape	the NNET. We read the stories of Somerset Maugham. The students do oral translation from English into Japanese in turn. Yes, we have these compulsory English lessons for two years. Let me see, the NET has nearly 300 students in his class. Because of the large class size, the students rarely ask questions to the NET. Then, the students are passive learners in class. In contrast, the NNET class is much smaller and he only has 20 to 30 students in his lesson. We sometimes speak English such as for discussion in class. However, there are only Japanese students and we tend to use Japanese, although it is not desirable to speak Japanese in EFL classes. We seldom have group activities in English classes. We often have individual presentation assignments and the students make a presentation in turn. Yes, the presentation is the translation of the Nobles. Let me see... Most teachers think that Japanese students do not ask question in class. Therefore, the lesson progress systematically without much surprise.	の小説を読むというくらすなんですよ。一人づつ生徒が、英語を読んで、それを翻訳するんです。 はい、そうです。 英語は二年生まで取らなくてはいけないです。 そうですね。 えーーと、そのー。オーストラリア人の先生に習う授業は本当にもう大きな講義室ですので、３００人ぐらいいるので、こちらから質問する時間がないので、Passive というか受けるだけの授業なんですけど。 逆に日本人の先生は 20－30 人ぐらいの教室でやる授業で discussion とか話す機会もあるんですけど、その反面、はやり日本の生徒とかで一緒にやるので、どうしても日本語になるので、英語を使わないので、それだと英語学習の英語の授業の意味がないのではないかと。 あまりグループワークはないですね。 でもあまりないですね。 一人ひとりが前に出て、発表するとか、 いいえ、その和訳ですね。 うーーん、先生も多分、日本人はあまり質問しないということを判っているので、あまり質問ある？とか言うことを言ってこないのですね。 むしろどんどん授業を進めテイク感じですね。は

		い。
In the E-mail response	*At out university, I have an NET' English class as a compulsory subject... All the students in science major have to attend English courses. .*	今の大学では、週に一度ネイティブの先生による英語のみを使う必修の科学のコースがあるのですが、将来理系に進む人は英語が必須となるため生徒もこれを一生懸命勉強します。
Experiences in the UK ではイギリスの経験を聞かせていただければありがたいです。 その先生は何人でしたか。 その先生の専門は英語でありましたか。 Did he teach English? では、年配の方でしたか。 Is he retired from school? Five minutes and 14 seconds Supervisor Systemはイギリスのシステムですか。その学校独自でしたか？	Let me see, In the UK, I had a supervisor sitting right next to me in the class. He helped me for six months at school. He attends the class with me in every lesson. He said to me that he would help me whenever I cannot understand English in class. He stayed with me in class for six months. If I cannot understand English, I cannot understand the context of any subjects. At first, he taught me the basic English vocabularies such as *'triangle'*. In addition, I had a private tutor outside the school　once a week. I learned English grammar and English comprehension after the class. This private tutor was an English woman. I think she was a retired teacher. She was an elderly woman. I learned from her one-to- one. She was very kind and I was very comfortable to study with her. I am not sure whether the supervisor system exists only in my school or in the UK education	はい、そうですね。うーーーと、イギリスでは週に、マー、学校で Supervisor みたいな方がいて、すべての授業についてきてくれて、英語だけではなく数学とか理科とか。すべての科目で判らない事があったら聞くように言われて、半年ぐらい一緒についてくれて、その人にいろいろ質問とかするようにします。 やっぱり英語が出来ないと他の科目もできないですね。 だから、他の周りの人とは違うこと、基礎的なこと、三角形の名前とかそういうところから始めたのです。 それと加えて、週一回、学校とはまた別に、英語の家庭教師の人についていて、文法とか英語の Comprehension とかをやっていました。放課後でした。 イギリス人でした。多分、昔、教師で退職なさったとか。年配の方でした。 そうですね、一対一で結構やさしくしてくれて。 判らないですね。スーパーバイザーシステムというのは、結構、生徒さんの親とかボランティアのような感じかもし

Is the system available in all school in the UK? その方は毎日授業の時に横にいてくださったのですか。(Did she stay with you every day?)	system. It is good to have such a system to help non-native English speaking students. Yes, my supervisor offered helps every day for six months. After that, the students help me. Then, six months later, a new foreign student arrived in my class. It was my turn to help the student.	れませんね。 率先して、そういう制度をつくって、その外国人を助けましょうって。 はい、授業の時に横にいらっしゃいました。それで、あの、半年ぐらいしてそれが終わると生徒同士が助け合っていきます。 僕がYear 6に上がって時に日
半年後に他の方の指導は大変でしたね。 It is rather hard to help other students only 6 months after you arrived to the UK.	I already had the same experience with him. When I was a sixth grader, a Japanese student arrived to the school and I helped him a lot as well. He attended ESL classes. He studied in our class for other subjects and he sat next to me in class so that I was able to help him. It was easy to adjust at young ages. We gradually get used to the new environment. I also helped other student by giving some suggestions.	本人の人が一人入ってきたのですね。その時には、今度僕が彼をいろいろ面倒を見ることになって。 で、彼に英語のESLがありましたが、普段の授業の時はぼくが横にいて助けてあげて。 やっぱり、小さい時はすぐに覚えるんですよ。毎日英語ばっかりの生活をしていると大体わかってくるようになるんですね。 まー大変でしたけど、自分もそういう経験があったので「こういうことをやっておいた方がいいよ。」とか。
ESL at UK school ESL は別にはありましたか。(Did you have ESL?) MFL としてはどんな外国語を勉強なさったのですか。 What language did you take in MFL? 番下のクラスにいた人は何人でしたか。 How many students in each section?	I do not remember if there was the ESL system in the UK. I do not think there are formal ESL class there. I took French in MFL. The unique system in the U.K. education system was the ability grouping system English class had three levels. At the beginning, I was in the lowest proficiency class. Some British students in my class	あったようなないような、ちゃんとした授業はなかったように思うんですね。 フランス語をやってましたですね。 ただ、まーイギリスで特徴なのはレベル別に分けるではないですか。 英語の授業も三つぐらいに別れてるんですよ。僕も一番下のクラスにいたんですよ。で

すべての科目でレベル別でしたか。 What subjects did you learn in section group? 下のレベルのいる方は何人でしたか。 What nationality student did you have in the class? いろいろ他の人種の生徒がいましたか。 Are there many international students? すべての科目がレベル別でしたか。All subject? 英語は母国語としての英語ですか。Do you mean that English is L1?	could not spell English words well. After seeing those students, I felt relieved because I thought my English is getting closer to native speakers'. Then, I am motivated to work harder to catch them up. The students there were Anglo Saxon. We also had students from Africa in younger grades. In my class, we did not have students from Africa. There was a new Korean student, and he was already able to speak good English and he was studying in the middle or advanced level class. The classes for English, mathematics and science adapted the level system. Yes, English means L1 study.	もその一番下のクラスにいるイギリス人の子達もあまり英語が出来ないのですよ。 なんか、全然スペリングとかもめちゃめちゃで先生の言っていることがわからないみたいな生徒がいて、そういう子たちと自分はあまり変わらないのではないかと。自信が出てきて、それがまたもっとがんばろうと思うようになりました。 白人の人だったと思います。ひとつ下の学年には黒人の子がいて、同級生の中では黒人の方はいなかったですね。 韓国人のいたんですが、その人は英語が出来たので真ん中か一番上のクラスにいました。 英語と数学と理科はそうでした。 はい。
English learning experiences at elementary school in UK 小学校の英語の時間はどんなものでしたか。 How did you learn L1 in the UK? **Progress of English proficiency** 英語が不自由しなくなったのは When your English skill	One of impressive memories in the primary school was '*flip chart*'. It was similar to picture cards in Japan. While teachers were talking, she drew lines on the sheets for her explanations. For reading class, we had different textbooks for different proficiency classes and we practiced oral reading. By the end of year 6, I did not have any problem understanding	イギリスの Primary School で印象に残っているのは本が大型の紙芝居みたいになっていて、それに先生が前に出て線をひたりして、これはこういう意味ですよとかやって。それが結構僅少に残っていて。 あとはそうですね。レベル別に本が決まっていてそれを皆が読むんですけど、それを音読したりして読むんですけど。 そうですね。Primary School か Year 6 とか。

improved a lot? その学校は通いですか。 その学校では楽しい思い出とか、苦い思い出とかありますか。 What are your good and painful memories at English classes? スピードという意味ではなくて。 Do you write fast? ありましたか。 ホワイトボードを使っていましたか。 Did you use a white board at school? 14 minutes in second tape	English. At the private secondary school, I had no problem leaning in English. From now on, I need to write many English essays. I had difficult time to write a long essay in English because I lack experience of writing exploratory essay. In addition, my handwriting is not neat. In England, I had difficult time to write English neatly. The students at the U.K. school use personal computers and seldom write by hands. However, we had to do my homework in handwriting. Yes, there was a smart board in the class. It was similar to a white - board. There were projectors and power points in the class. It was time when a smart-board become been introduced in UK schools. It looked like a white-board. We write with regular ink. We had a projector and power point as well.	その後行った現地校が私立校ではもう普通の授業をうけても大丈夫でした。 はい。 逆に今度、自分からドンドン作文を書かなくてはいけなかったのです。 作文は、あまり長い文をあまり書いたことがなかったので、苦労しました。 あと、Handwriting は、ちょっと、字が汚かったので。なかなかきれいにかけなかったのが辛かったですね。 きれいさという意味で、今もそうですけど、結構、字が汚いので、、、へへ(smile) あとイギリスではパソコンが多いので、プロジェクトはパソコンで提出するのでしたけど、ちょっとした提出物はホームワークはハンドライティングで出さなくてはいけなかったので。 あー、スマートボード、結構、復旧しだしたころです。 えーと、ホワイトボードでしたね、普通のインクみたいな物でした。 プロジェクターとパワーポイントはありましたけど。
British School in BKK それでパタナに移られるのですが、何歳ぐらいでしたか。 How old were you when you moved to Thailand and entered	I was 13-14 years old when my family moved to Thailand. I was already familiar with English speaking environment that time. It was not so difficult to adjust a new life in Thailand.	13－14 歳ぐらいでした。 そうですね、まー、もともと8 歳からイギリスにいたのでイギリスのスクールシステムに慣れていたので、インターナショナルスクールにいくのはあまり抵抗はなかったです

to a British school?	The teachers at the British school came from England.	ね。 先生もイギリス人でしたし。
楽しい思い出とか、エピソードを聞かせていただけますか。Do you have any good memory in Thailand? パタナで辛い事はなかったですか。 Did you have pain-taking memories?	I did not study Thai Language and it was difficult to communicate with local people in Thailand When we travel outside Bangkok city, I could not communicate in English. Nevertheless, I had no problem communicating at school. Everyone spoke English in the new school.	でも、やっぱり一歩街中に出ると、英語があまり通じないですし、僕はタイ語を勉強しなかったので、なかなか現地の人と迅速な Communication が取れなかったというのは悔しいです。?? ただ学校の中ではみな英語をしゃべれるので、学校の中では、Communication の不自由はなかったです。
Reading and vocabulary 語彙はどこで獲得していったと思いますか。 How did you learn your English vocabulary? スピードとか Speed-reading?	At the secondary school, the students did a lot of reading, and reading got more difficult. Native speakers have a lot of vocabulary. I consider myself a non-native English speaker because I lack English vocabulary. I enjoy reading a lot. I attended Saturday School held by the MEXT in the UK and I used to read a lot books in Japanese at the library there. I read three times more books in Japanese than those in English. I have no problems reading Japanese books because I have enough Japanese vocabulary.	ただ、内容が増えるので、難しい書物とか読み出すので、それが結構大変でしたけど。 ただやっぱり英語が第二言語だなと感じるのは語彙がやっぱり少ないと思っているのですよね。 もともと僕、本を読むのが好きで、結構海外にいる間も、土曜日に補修校があって、日本語学校があったのですが、そこで図書室があって、読書量では日本語の本をたくさん読みました。 日本語の本は英語より三倍ぐらい余計に読みましたね。
Vocabulary	Although I did not use Japanese language much in daily life, my Japanese vocabulary is enough for reading. As for English vocabulary, I have no problem studying mathematics or science in English. However, I do not have enough	そういう意味では、日本語はあまり使ってはいませんでしたけど、語彙は日本語の方がかなりあると思います。 英語だと、学校で使う、理科とかそういう専門的なところで使う単語はすぐに覚えられるんでうすけど、 文学とかで使われるきれいな

辞書はどういうものを使いますか。 What kind of dictionary do you use? コンコーダンサーは？ Do you use concordance?	vocabulary to express myself well. Lexical knowledge may be acquired in literature. I always wished to speak persuasive or rhetorical English. For example, I wish to use some English humour or add savoir-faire in English. My spoken English is honest and straightforward but I feel that my English expressions are rather boring. I do not have an electrical dictionary and I use book English – English dictionaries.	言葉があまり身についていなくて、もう少し、 なんか、人と話していて、面白いことが言えたらいいなとか、もうちょっと機転を利かせた Joke を言えたらいいなと常に思っていました。 自分の英語が余りに正直すぎて、面白みがないかと思います。 電子辞書は持っていないので、紙の辞書を使ってなるべく英英辞書を使うことがあります。
How do you use English now? 英語は今どのように使っていますか。 How do you use English in your daily life? いまスポーツはラグビーですか。 The, you participate rugby team at the university?	I do not have many opportunities to use English now. Currently, I use English to read newspaper and listen to Radio News. The other day, I had a rugby match against Imperial college team. We had a party after the match. When I was talking to members of the Imperial college, they praised my English. I was so happy to hear that.	そうですね、なかなか使う機会がないので、あまり外国人の大学にいませんし。読んで聞くという受身な使い方です。ニュースを聞いたり、新聞を読んだり。 たまーに、外国人と、 この前、大学の imperial collage のラグビーの学生が来て、ラグビーの試合に来て、その後、アフターマッチファンクションがあって僕と一緒の時に、「君は英語がうまいね。」と言われて、それがとても嬉しかったですね。
Yobiko イギリスに行くまで塾に行かれましたか？ Did you attend Juku before you moved to the UK? 東大に入る前に、受験勉強をしましたか。 Did you also attend *Yobiko*	Yes, I had attended *Yobiko*. I graduated from the British school in June of the year 2009 and I returned to Japan. At first, I lived in a dormitory for returnee students at *Yobiko* to prepare for the university entrance examinations scheduled in June of the same year - 2009.	はい。 あー、そうですね あの、タイのインターナショナルスクールを卒業したのが２００９年の６月なんですけど。 そこ、六月からずっと、もうあの、帰国人生用の予備校があって、そこに一人で、そこ

before applying to the university?	It means that I returned to Japan before the high school graduation to prepare for the university. English is always an important subject to apply for any university. I felt that English for the university exams were very different from English that I learned at British school. English in *Yobiko* could be *"Japanese English"*.	の寮もあって、そこにずっと入って日本の入試用の勉強をしていたのですけど。 先に帰国してそこに入っていたのですけど。 でもやっぱり、英語がどこの大学にも入試科目の一つとしてあるのですが、日本の入試用の文法問題とかやはり特殊な感じがしたので。Japanese English というか、そういうのが予備校へ行って学んで。結構海外ではそういうのはやらないんです。
English experiences in UK 正確性とかですか。Do you mean accuracy in grammar? 全くなしですか。 You did not learn any grammatical knowledge at school. 正確性とか？ あ、確かにそうです。 I understand. あ、そうですか。 I see. はい。Indeed. 感で行くと半分ぐらい当たりますか。 After relaying on your intuition to answer the question. How much correct answer did you get?	I did not study English Grammar at school in British school. Students spent a lot time on reading in the U.K. English taught at Japanese school focused on accuracy in grammatical and lexical knowledge. In order to answer the university entrance exams, I did not use grammatical knowledge but I relied on my intuition. This might be differences between how native English speaker and Japanese students learn English. It may be difference of EFL at Japanese school and the school outside Japan. Yes, the most of the time, I had correct answers on the exams. "Articles" in English was one of the most difficult. For example, I need to think whether to use "*a*" or "*the*".	海外の英語の授業では文法はやらないで、 全くなかったので、ほとんど講読でしたけど、でも日本では文法とか正確性を求められて、一種の法則を当てはめるみたいで。 僕の場合はそういうのを問題を解く場合でもいちいち文法的にに考えないで、感で、たとえば黙読してこれがふさわしいなと思ったら、自分でドンドン黙読しながら、どんどんうめていったんですが、 そこが日本で取り組んできた人と違うんです。 はい、大体あたるんですよ。 ただ一番難しいのはArticle、a とか the とか、品詞、あれはいくら練習しても出来なかった。難しいですね。

Article イギリスでは習わなかったですか。 Did you learn article at school in England? おじいさんのところで。 Was your tutor male or female? おばあさんのところで。 Your grandmother then,	I learned English grammar from my private tutor in the U.K. She was an old woman. (Smile) She taught me linguistic knowledge that I did not learn at school. I learned English grammar from her. When I look it back, the lessons from he is quite useful. I did not learn "tense" in English at school. It was quite useful in later days. I was quite young that time and she taught me how to use 'tense' in writing.	イギリスはこんなことで、週一回の家庭教師のところでおばあさんのところで、へへへ おばあさんのところで、学校ではやらないので、結構文法もきっちりやってくれたので、あとから考えると助かりました。 そうではなくて、やっぱり、past tense とかテンスから。言われませんでした。 やはり小さかったので、そういうのじゃなくて、文章書く時に必要なテンスとかを教えてくれました。
***Juku* for university entrance examination** 予備校ではどのように勉強しましたか。 How did you learn English at Yobiko? どんなものをやられましたか。五文型とか？ Did you learn sentence structure? その方からは冠詞とかは厳しく言われましたか。 Did they talk about articles? 入試トレーニングは半年ぐらいでしたか。国立大学入試に Hearing が入ったと聞きますけど、エッセーだけでいいのですか。 どういったものを教わるのですか。Structure とか？ 大学入試ではテーマがあって書くのですか。	*Yobiko*? Yes, yobiko focused on grammar. At first, we learned English grammar. For returnee students, in applying engineering study at my university, English essay writing was required. I learned how to write English writing from a Canadian teacher. Yes, returnee students require essay-writing examination to apply the university. Japanese teacher (NNETs) did not teach how to write English essay. The student at *Yobiko* practiced English essay on a A4 paper. Then, the NETs checked our writing and gave feedback. Yes, we learned English sentence structure at Yokibo. Yes, (a topic of essay was given	予備校のですか? はい、そうですね。 最初、文法中心に教えてくれるのですけど、東大の場合は、理系の場合はエッセーだけで試験されるので。 その先生は、その人は、カナダ人の Native だったと思うんですけど、教えれくれました. はい、帰国子女の場合はエッセーだけでした。 日本人の先生はエッセーとかは教えてくれないのですね。 はやり A４一枚くらい書くではないですか。そういう時は外国人の方がいいです。 はい、Structure とか例文とかです。 こういうとか。。。 はい、そうです。

	from the university.)	
Progress of English skills 色々な英語の経験をなさっていますが、いつが一番伸びたと思いますか。 When did you think your English has improved the most? イギリスの Public スクールの時ですか。 When you are at UK public school? 英語のクラスのレベルは段々上がっていきましたか。 Did you improve to high section in English class? その時に周りを見ていると、二番目と三番目の違いは何ですか。 What are differences of students in advanced class and lower one? Quality ですか。 それはどうしてでしょうか。What make them different? ご両親の影響とか？ Parents 'influence? 性格？Individual characteristics? 下のグループはずっとしたですか。The students in the lowest level class stay there without many member changes taken place. あまり移動がない？	Let me see, I think, my English has improved a lot when I was ten years old, which is second or third year after I moved to the UK. Yes, (I was at the public elementary school) In the UK, I was in the lowest class at the primary school and attended the middle level class in the following year. Then, in the third year, I attended the second lowest class. In my third year, I attended the second best class. These advancements had given me self-competence and motivated to work harder. I thought that the students in different proficient levels classes. For example, in debate course, their opinions are different from those in slow learners. Let me see... Why these differences come from? I attended the private school and the students' family backgrounds were similar. Personality characteristics? It may come from initiatives to attend the class. It is rather difficult to know why individual differences arise.	うｰｰん、やっぱりーー。そうですね。うーーん、二年目か三年目ぐらい、１０歳ぐらいが一番伸びたとも思います。 そうですね。 あー。クラスですか。そうですね。あ、primary school の時はずっと一番下のクラスでしたけど、 Secondary School の時は、一番最初は、一番下でしたけど、その次の年には３番目のクラスに上がり、その次の年は二番目のクラスに上がって行ってそれがまた自信になってきましたね。 やっぱり、生徒自身が違いますね。 Quality というか、生徒の意欲とかやっぱり違いますし、Discussion をしていても話していても話す内容が違います。 うーーーん、どうしてでしょう。 私立だったので、やはり貧富の差ではなかったと思いますが、むしろ生徒自身。 性格？ ふふふ （smile) 生徒自身の意欲だったり、そこは難しい問題だと思います。
Reflections: Too many leading questions!）	The students in the higher level tend to stay there while the students in the lower level class also tend to remain in the same level.	やはり、そこは難しい問題で、でもやっぱり、小さい時から

		上にグループでやっている人は、ずっと、やはりずっと上にいて。 したのグループは下にいるという。余り移動がないんです。
English skills 今、一番得意なスキルは何だと思いますか。 ほとんどのものが判りますか。 Do you understand everything in English? いま、一番必要なスキルは何だと思いますか。 What skill is the most important English skill? ご自身の中で、今、一番不足しているスキルとか。Do you want to improve some of English skill? Authentic なもの？ **(30 minutes)**	For me, listening is the most proficient English skill. Yes, I am able to eavesdrop on most conversation around me. (explicitly) Let me see… Every English skills are important. Let me see. I need to improve writing skills. I will have an increasing number of opportunities to write English such as academic papers. I must improve English writing skills.	案外、Listening が得意だと思います。 はい、判ります。III-4 on Oct 4th うーーん。何でしょうね。やはり全部大事だと思いますけどね。 あーーー、やはり、 あーー。Writing につきますね。 専門的な文章を書いたり、Formal な手紙を書いたりする機会が増えると思うのですけど、そういったフォーマルな英語をどんどん書いていってこなしていかなければいけないと思います。
English teaching principle		
Phillipson が Linguistic Imperialism という本をかかれましたがご存知ですか。 いいえ、英語の話者が多いですが。 End of the second tape.	Do you mean the language death by that?	Minority 言語が滅びるというのですか。
English should be taught monolingual	I think the Monolingual Method would be useful because we need to think in English. It is difficult to speak English unless we change our thinking mode into English from Japanese.	それは、やっぱりある意味では有効だと思いますね。なぜなら、英語ですべてやれば、英語で思考することが可能になると思います。 でも大学で行って思うんですけど、大体の人はやはり一度、日本語に直さなくてはいけな

今、一番得意なスキルは

日本語訳が必要だと思いますか。 Do you think it better to use Japanese in EFL class?	In English classes at the university, I feel that, the most students have to translate the text from English into Japanese at first. From this, I would suggest that it is necessary to change our thinking ways. For instance, adapt logical thinking. NETs do not understand Japanese. Therefore, it would be more helpful to have L1 for comprehension in EFL.	いと思うんですよ。直してもう一度英語に変換しなくてはいけないんですが。 そうすると、英語で全部やっても、根本的に思考法を変えないと英語が出ないですよね。 うーーん、でもＮａｔｉｖｅの先生は日本語ができないですよね。だから、うーーん、でもやはり日本語があった方が安心出来るのではないかと思います。
3〕 The earlier the better 語学でははやければ早いほどいいといわれています。 It was said that the earlier the better to learn English. 何歳ぐらいでしたか。 How old was she? その時は何歳でしたか。 How old your sister when she arrived to UK?	I agree. From my experience in the UK, it would be good to start learn English from the age of 6 to 10 year - old and the students need to work hard. However, taking my nine- year - old younger sister's case, she began attending a nursery school in the UK at the age of four. She also attended a reception year 1 for one year. She used to speak English very well. I used to speak with her in English every day. It was so interesting that she was able to understand Japanese spoken by her parents. Her English pronunciation and gestures were like those of native speakers'. She was a little baby when she arrived to the U.K. My sister ate only English food such as fried food.	それはやはり自分自身もそう思いますね。 自分自身の経験からいって、多分、一番、6歳から10歳ぐらいの間に英語とか語学をびしびしやった方が覚えやすいと思いますね。 ただ一の妹がいるのですが、九つはなれた妹がいるのですが、イギリスに行ってちょうど 4 年目ぐらいで現地のPrimary schoolのYear 1 、Reception にいって、Year 1 にはいる前の Year 1 に行って、それまで彼女は現地のＮｕｒｓｅｒｙに行っていて、で、彼女は英語が完璧にぺらぺらで、日本語がほとんど出来なくて、家ではずっと英語でしゃべっていて、僕と英語でしゃべっていて、ただなんか不思議なことに、日本語で親が何か言うとそれは判るらしいんです。わかって、答は英語で返ってくるのです。 彼女は発音とか動きとかすべて外国人を真似て完全に溶け

	She spent a lot of time with her English-speaking nanny. She was surrounded by English speakers in the U.K. After four and half years in the UK, our family moved to Thailand. Then, my sister attended the Japanese speaking kindergarten. She played with Japanese friends there. In a short time, her high English proficiency had disappeared very fast. It means that, English skills acquired at The, her English skills have disappeared so early. Considering her case, the earlier English is learned, the faster they lose the skills. She lives in Japan now and she even does not remember that she spoke English so well. Today, she does not use English at all and her memory in the UK disappeared completely. Our family speak in Japanese. Nevertheless, I try to speak in English with her these days.	込んでいたのです。 生まれてから半年、赤ちゃんでした。 食べ物も揚げ物みたいな物しか食べなかったし、二歳ぐらいからイギリスの乳母さんみたいな人に預けられていたのですが、周りがイギリス人じゃないですか。だから英語でずっとやっていて。 それからタイに帰って、日本人の社会とばかり付き合っていて、日本の幼稚園に行って、そしたら英語なんかすぐに忘れちゃって、今度は日本語でしか言えなくなって。 そう思うとやはり小さい時は得るのも早いけど、失うのも早いと思います。 はい、英語は全く出来なくなって、今は日本に住んでいて、いま英語を出来たことですら覚えていないです。 日本語です。でも僕と妹と二人になった時、英語を使います。

そうすると 9 歳ぐらいで日本にお帰りになって。
Then, your sister returned to Japan at the age of nine?

今はどうですか。
How about now?

ご両親の会話は何語ですか。
What language does your family speak?

| **English at Japanese elementary school** 日本の学校に小学校に英語を導入するということに対していかがでしょうか。 What do you think about learning English at elementary school in Japan? | I think it is good to introduce English at elementary school in Japan. When my sister attended the Japanese kindergarten in Thailand, she did not speak English at all. The situation would be the same in EFL at Japanese school in that it is difficult to develop oral skills at school without English exposure | いい事だと思いますね。 ただ、僕の妹は、タイで、日本人の経営している幼稚園に入って、インターナショナル部というところにいったのですが、先生は native の先生が教えるという感じだったので、でも周りが日本人なので、周りの人と英語でしゃべることはなかったので。 そう考えると、日本の小学校 |

	outside school.	で英語をやるのも一緒で、周
	It is also difficult to communicate in English among Japanese.	りの人が全部日本人だと日本人同士が英語でコミュニケーションをとるのは難しいと思います。
	Even if English is adapted in electuary school, it is difficult to develop oral skills at school.	
日本の学校へ入られた理由はどうだったのでしょうか。Why did your parents give your sister to Japanese school system?	I think that my parents decided to send my sister to the Japanese kindergarten in Thailand because we had to return to Japan in a few years.	あまりしゃべれるようにならないと思います。それはやはり日本に帰る事を見越して、日本語を学ばせないと日本で苦労するなと思ったと思います。
そうですか。I see.	Once our family returns to Japan, she had to attend Japanese school.	あとやはり金銭的な意味もあると思います。日本に帰ってインターナショナルスクールへ行かせるのはものすごくお金がかかると思うので、やはり現実的に日本の学校に行った方がいいと思ったと思います。
ではやはり語学という意味を大切にして。	International education in Japan is very expensive and, I think, my parents thought it financially difficult to send their children to give international education in Japan.	
そうですね。		
国によってインターナショナルスクールの月謝がちがいますね。	Therefore, I think, my parents decided to send her to Japanese kindergarten in Thailand.	はい、あー少し思ったのですが、イギリスでは移民が結構いるんですけど、やっぱり、裕福な家庭の移民はやはりきれいな英語をしゃべりますね。
I understand that the education fee at the international education varies greatly in different countries.	Now, I remember that there were many immigrants in UK and people in affluent family spoke good English.	
	It was similar in Thailand.	パタナの先生も、結構、インド系の先生がいたと思いますが、彼らはかなりきれいな英語をしゃべるにたいして、でも、イギリスに住んでいても、貧しい人はやはりかなりなまりの強い英語をしゃべっていたと思います。
	For example, at my international school in Thailand, an educated Indian teacher spoke beautiful English while native speakers of English from a poor family speak English with strong accents.	
	English spoken by the people working at a petrol stand in the U.K. was not the same with English spoken by educated persons in the UK even if they	たとえばガソリンスタンドの店員とか、もしかしたら彼らは二世移民なのかもしれないけど、同じ人種でも経済力によっ英語が全く違いますよね。

	live in the same country. It may be partly because their financial background would be different.	
アジアの国は経済力を高める為に英語力をつけようとしていますが、例えば JET プログラムとかが例です。と言う会話をいれた。		Introduction of JET program in South Eastern Asian countries
2) The best English teacher is Native speakers. では、NET の長所は何でしょうか。 What are advantages of native English speaking teachers? 考えは話す言葉でできるということにして、どうでしょうか。 Do you think that language affect idea or identity?	I agree that it is desirable to learn English from NETs. There is authentic atmosphere in NETs' classes and that Japanese student would be more attentive in class. Japanese students have respect toward NETs but they do not develop many respects to NNETs. NET has more professional attitudes and professional atmosphere. Importantly, it is good for students to think in English in NETs' classes.	やっぱり、そうですね、それはその通りだと思います。 Native Speaker だとまず最初に第一に、NET は生徒の方が、ちゃんと聞きますよ。生徒が、。やはり日本人だったら馬鹿にするでしょうけど、この人なんだろうと思ったりするでしょうけど、ふふ、学ぶほうも誠意をもって対応するでしょうし、教える方もやはりプロフェショナルなひとなのでそういう自覚を持って教えてくれると思うので。 やっぱり、なんというか、英語でものを考えるということが出来ると思います。
Language influence over idea 言語が考えに影響すると言う説がありますが、それに対してはいかがでしょうか。 There is a theory that language influence idea. How do you think about this theory?	For me, I usually think in Japanese. However, when I get excited, I begin thinking in English. For example, English has more vocabulary in abusing people. English language has more impacts when we abuse others. From this, I think that language stimulates feelings of human beings. . Then, I do not think that English study effects national identity. Media or TV has stronger influence over thinking.	自分自身の体験からいうと、僕は普段、日本語で考えるのですが、感情的になった時、ついつい英語でかんがえてしまうんですよ。たとえば罵り言葉とか英語の方が、straight ですし、種類がありますし、なんかいいやすいし、やっぱり、インパクトがあるんで、そう考えるとやはり言語的に感情をつかさどることがあるでしょう。 でもそれによって日本人のアイデンティティーが崩壊すると言うのは考えすぎだと思います。ただ小学校で教えた場

		合のはなしですが、むしろ、media とか日常のテレビとか、そっちからの影響の方が大きいと思います。
Foreign language study (MFL) in the UK それはそうです。Indeed. パタナでも同じですね。 The case was similar in the MFL in Patana school. MFL でも五カ国が在りましたが、日本の経済が良かったときは日本語、中国の経済がいい時は中国語がはやりました。 When I was teaching, Chinese language became more popular in MFL because Chinese economy has started to grow. 出来た生徒は、台湾人の生徒はよくできましたね。Yes, the students from Taiwan did well. しかしオーストラリア人の生徒は余りできなかった。 An Australian student was struggling because of language differences.	I want to ask you a question. Japanese students study English in Japan and students in the UK study the modern forcing language (MFL) once a week. However, the most students in the UK did not develop oral skills in MFL classes. I was able to speak English because of my environment that English was necessary in my life such as to make friends. However, English is not necessary in daily life in Japan. Therefore, Japanese students are not motivated to study English. I guess, an Australian student that you are talking about might have a desire to study Japanese to enjoy Japanese cartoon.	あ一、僕、ひとつ聞きたいことがあったのですが、日本で英語教育を研究する際、例えば、イギリスでも週一回外国語教育をやりますよね、でもイギリスでも週一回フランス語とかやっていても、できるようになった人はほとんどいませんよ。 そうですね。やっぱり、ぼくがやはり英語がすぐにできたのは、生きていくのに必要だったからで。自然に覚えたのは、英語が絶対必要だったからで、イギリスで英語が絶対必要だったので学んだと思うので。III-3 on Aug 3st でもやはり、日本では英語が絶対必要だという機会が余りないので。だから生徒も危機感を持ってやらないのではないかともいます。 そのオーストラリアの生徒さんも、例えば日本のアニメが好きだったから始めたのではないかと思いますが一一。
English only class	Let me see, What shall I say, In French MFL class, I always wished that it would be more comfortable if my French teacher use English in the MFL class. If a Japanese student wants to ask a question in English in EFL class, the student might feel	うーーん、やっぱり、そうですね。うーーん。Monolingual. あー うーーん、でもやっぱりフランス語でやっている時、やはり少し先生が英語でしゃべってくれたら心強かったなと思いました。 やはり、日本人先生がずっと

	awkward to ask the question in English in class. Because students would worry about making English errors in front of others. Then, in English only class, they students would develop threatening feelings.	英語を使っても不安だし、逆に何を言っていいか良くわからないと思います。 例えば先生に「質問ありますか。」と言われた時、本当はあるのにそれはどうやって言っていいかわらないとか、自分が失敗したら、みんなに何か言われるとか、と思っていてなかなか発言できないとか、やはり恐怖心が、monolingual だと生まれると思います。
6) English should be learned to communicate with Native English speakers. LF と言う英語がありますが。 LF is English spoken by non-native speakers. Miscommunication が一つの問題だと思いますが。 It is problematic to have miscomputation in LF.	It is rather difficult question to answer. I do not think that all English spoken by native speakers is all correct. However, Native English speakers understand non-native speakers' English with accents (deviated). Let me see, I am worried that miscommunication may arise in English communication between Native speakers and non-native speakers of English.	そうですね、うーーん、正しい英語がそもそもあるのかというところに問題がありますよね。 Native Speaker がしゃべっている英語が正しい英語かというと、本当はそうじゃないと思います。 やっぱり、Native Speaker の人としゃべる目的でやると、でも Native Speaker はこちらがあまり上手ではない英語でしょべっても理解してくれると思うのですが、うーーーん、やはり英語があまりできない人同士がしゃべったら意思の疎通が難しい時が多いと思います。
4) English as a lingua franca or Standard English *Reply from the mail,*	*In our future generation, an increasing number of opportunities to use English would arise. In addition, an increasing number of people travel abroad. . Therefore, I think, learning Standard English might not be enough to learn at school.* *I would suggest creating*	*これからは、英語を話す相手も非英米圏からの人がほとんどとなるでしょう。これは、一生涯日本に住み続ける人、海外に出て行く人に共通していえることです。だから学校でもいわゆるネイティブの発音だけを聞いても十分ではないと思います。* *リスニング教材にはそういっ*

	opportunities to invite non-native English speakers in local communities to introduce LF. *In Hamamatsu city, there are many second generation of Japanese descendants from South American countries speaking Portuguese.* *On the other hand, it is possible to introduce English spoken by people from India.* *Therefore, in addition to teaching grammatical and lexical knowledge in Standard English, it might be a good idea to introduce LF in the part of the teaching materials in EFL.*	た非ネイティブたちの、話す物を入れても面白いかもしれません。またその学校の地域特性に会った外国人との英語による交流を促進しても良いのではないでしょうか。 例えば日系南米人の多くすむ浜松などではポルトガル訛りの英語を話す人たちと交流したり、 インド系の多くすむ地域ではそういう人たちと話すなどです。 そういった実践で使える英語の体得と、普通の *Grammar* や読解もあわせて行っていくとより効果的であると思います。
5〕English should be taught by the Direct Method. いつも使いながらの教授法が良いといわれましたが、 The Direct Method was popular.	In the UK, I did not use dictionary or used translation in my head. However, I brought a Japanese-English dictionary all the time. Nevertheless, I did not use it in class. Then, let to say, The Direct Method might not be effective for students who already acquired Japanese reading and writing skills.	僕はイギリスの現地校でならったので翻訳とか一切なかったのです。ただ和英辞書は常に持っていました。辞書は持っていて、持ってたんですけど、授業の中では英語だけだったのです。 あーー、日本の読み書きが出来ない段階で使ってやったらあまり意味がないかもしれないですね。
Reply from the mail in *italic letters.*	*I began to think that the Direct Methods is useful after the students achieved to certain age when they have readiness to learn in English-only class. That is to say, at the university, I attend the English course by NET. The course is required for all students in science major.*	ダイレクトメソッドは、ある年齢に達し専門知識を身につけてからの方が効果的だと思うようになってきました。今の大学では、週に一度、*Native* の先生による英語のみを使う必修の科学の *course* があるのですが、将来理系に進む人は英語が必須となるため生徒もこれを一生懸命勉強しま

	As I said earlier, I think it is difficult to improve English skills without motivation. . *Therefore, the Direct Method in Japanese school is rather inefficient due to a lack of goal to study English among Japanese students.*	す。 先の問いにもあったように何らかの動機がないと語学はなかなか上達しないと思います。だから、日本の普通の公立学校でダイレクトメッソドを取り入れても生徒はなぜやるのか分からないため効果が少ないでしょう。
Image to English speaking countries 英語圏に対してなにかイメージがありますか。 Do you have any image about English speaking country?	I had admirations to English-speaking countries. I always wished to learn rhetorical and authentic English. Language has different levels of authenticity. It is not so effective to learn English from NNETs. It was truly good experience to learn English by NETs in the UK.	あー。憧れみたいなものですか。憧れがありました。 あのー、余り関係ないのかもしれないですけど、英語を習うのなら、きちんとした英語を習いたいと思っていました。タイ語、権力みたいなものと言語が関係あると思うので、やっぱり、はは、どうしても、外国人の先生に英語を習うのは余り良くないと思います。イギリスの先生に教えていただいた英語の方が効果的だったと思います。
7) Language and national power 英語が国力に影響すると思いますか。 Do you think language affect national power? 産業の推移ですね。 Changes are taking place in the history of industrial development.	At first, I thought that language skills affect national interests. However, looking back the history of the last 100 years, Japan has achieved economic successes, which is next to the U.S. and surpasses these in the UK and Germany despite lacks of English skills among Japanese people. However, it is difficult to predict how Japanese economical develop in the future. If Japanese economic development have to rely on exports or in service sector, English proficiency would be	うーーーん、最初は僕もそう思っていたのですが、でもこの百年ぐらい、ずっとそう言われてますけど、日本は第二の経済大国になったではないですか。イギリスより、ドイツより、アメリカは別として日本は、経済力を取ったのではないですか。そう考えると――・しかし。これから将来日本がどうするかという話になると、これから日本が輸出産業だけでやっていくのは難しいので、今度逆にサービス業とか、知的な分野、情報とか観光とは、となるとやはり英語がもっと重要になって

	important for Japan. Today, the tourism is not promoted in Japan. It might be one reason why we have a few foreign travellers in Japan.	くるのではないかと思います。 観光が日本は栄えてないので、外国人が少ないのは、英語が通じないという点があるのかもしれません。
同級生の方は外国人の交換留学生の方がいらっしゃいますか。 Do you see many exchange students in the university?	We have students from China, Singapore, and Rumania.	同級生で、結構あの、中国とシンガポールからとルーマニアの留学生がいるのですが。
	There are a number of courses in English, but many students do not speak English. If the teacher ask question, students answer in English.	大学でも英語を使った授業がありますが、大半の生徒は積極的に英語を話そうとしません。 しかし先生の直接的な質問に対しては。

<div align="center">Education Psychology</div>

| **Motivation**
英語をなさった時の最初の動機は？
What is your motivation at school?
32 minutes
動機は変化すると言われていますが、今は？
Motivation is said to be changing. What is our motivation to study English now? | When I arrived to the UK, English was necessary in my life.
For example, I wanted to make friends to play with. Then, it was necessary to speak English to make friends and play with them.
I hope to keep my English skills.
Today, although I do need English in my life, being a bilingual speaker is a part of my identity, and I am happy about it.
Further, I need to read academic journals in English.
For example, for physics, we must write essays in English. English is indispensable for students in all academic disciplines. | あのー、イギリスに行った時は、やはり生活の為というか、具体的に言うと友達が欲しかったし、遊ぶ相手がほしかったので、やっぱり英語をしゃべれた方が友だちと遊べるし、
やっぱり、ひとつは英語を維持したし、まー、アイデンティティーと言うか、一種の誇りあるわけですよ。あまり口に出しては言わないですけど。
 それにあとは論文とか、やはり国際研究に関しては英語が必要なので、物理やるにしても何をやるにしても、英語で論文を書くので、そしたらそのためには英語が必要なので、学術の為には英語が必要です。 |

Goal from mail reply	*In the UK, the school adapted level classes system for English (L1), mathematics, and science. At first, I was in the lowest level class to study in these classes. My goal of study at school used to be to advance to higher class, and to communicate with friends and teachers in English. .* *In Thailand, my goal was to get higher score in GCSE or IB. University entrance examination became my motivation to study well. The results will have impact to apply to the higher education and it was necessary to work hard.*	最初の滞在国イギリスでは、基礎科目（英語、数学、理科）は能力別にクラス分けが行われていました。はじめはどの科目も一番下から二番目や一番下だったので、なんとかしてテストでいい結果を出して上のクラスに上がりたいという goal を持ってやっていました。あと特に英語に関しては、うまくなって友達や先生と話せるようになりたいという個人的なゴールもありました。そのあとタイに行ってからは、統一テスト (GCSE,IB) で良い結果を出すというゴールを持ちました。またその二つの試験は 大学入試にも影響するのでよりモチベーションを高くして勉強する必要がありました。
Self-concept をもっていらて、すばらしいと思います。 I admire you that you have independent ideas.	Being a bilingual is part of my identity.	アイデンティティーと言うか、一種の誇りあるわけですよ。
Self Esteem 自分自身が好き？Do you feel comfortable about yourself? ポジティブ Are you positive thinker? 何かが出来る。It means the conference to make thing realized. 社会に貢献できる。In society. 文化に影響させられる。In Japanese culture. 出来上がっている家庭に必要なものは、Role	I think that I have a high self-esteem. For example, when rugby team from England visited our university, I was praised for my English skills. Then, I felt that I have a role to play. I am happy to help foreigners on the street to find their destinations, for example.	あー、思いますね。例えばラグビーの選手がきて、翻訳のお手伝いをしたとき、英語がうまいねと言われたらすごくうれしいし、ラグビーチームの為にも、なんか、自分が他に持っていない役割があるというか、貢献できたということがうれしいです。 あと、なんか、街の中で尋ねられたときに、自分がきちんと案内でできたことによって感謝されればやはり嬉しい

model、経験、努力が必要		し。
Attribution Failure Success	I sometimes say to my friends that, *"It is not your mistake to have this failure."* However, when it comes to me, I tend to blame myself for failures and attribute success to myself as well.	うーーん、やっぱり周りに人としゃべって、本当はお前が悪いのではない、と言ってあげたり、また自分を責めることもありますけど。上手くいった時は、上手くいった時は、やはり自分が努力したんだと思います。
Influential factors 今ご自身があるのに一番影響されたか。What or who gave the most influence on your life?	Environment affects my self-development a lot.	うーーん、やっぱり環境が大きく影響したと思います。
Self-efficacy をもっていますか。	After seeing many capable students in the university, frightening feeling had arisen and is worried if I would be left out from others.	Silence 東大に入ったらやはり、周りに自分より何でも良く出来る人が多いので、これから自分を上げていかないと取り残されていくという危機感があります。
Change ここが変わったら、著賀っていたらよかったと言う英語環境などありますか。Do you have anything that you feel if your past or present EFL experiences are different?	In addition to English skills learned at school, I rather wanted and want to improve oral skills. For example, I want to use English with humour. I would like to speak persuasive English or rhetorical expression in English. These skills might not be acquired at school. These skills may arrive by meeting people, or watching television. If I had the rhetorical competence, I could have enjoyed English communication more. I was able to develop a wider human network.	僕はむしろ、学校の勉強ではなくて、なんかこう、会話、うまい会話ができる英語ができればよかったなーって最初にいいたかったのですけど、たとえが学校の英語ではなくて、人を説得する英語だとか、うまく感情を伝える英語だとか、学校ではあまり教えてくれない英語というのがあると思うのですよ。 　それはもっといろいろな人の話を聞いたり、いろいろなテレビを見たりとして、話術を学んだり、そういうところを勉強したら、もっと人間関係が広がったのではないかと思っています。

Mr. Ta spoke Japanese very politely. He had lived overseas since Elementary School days. He is positive, but humble hard-working student. He sets his academic, language and sport goals and appears to be enjoying the process. After entering the elite university, he said that, he is worried whether he can maintain his current self-efficacy because he had met many intelligent students at the university.

The first mail from Mr. Ta.
Date: Monday, 7 Feb 2011

嶋津様
早速質問の解答ですが、

１：最初の滞在国イギリスでは、基礎科目（英語、数学、理科）は能力別にクラス分けが行われていました。はじめはどの科目も一番下から二番目や一番下だったので、なんとかしてテストでいい結果を出して上のクラスに上がりたいというゴールを持ってやっていました。あと特に英語に関しては、うまくなって友達や先生と話せるようになりたいという個人的なゴールもありました。そのあとタイに行ってからは、統一テスト（GCSE,IB)で良い結果を出すというゴールを持ちました。またその二つの試験は大学入試にも影響するのでよりモチベーションを高くして勉強する必要がありました。

The Direct Method
２：ダイレクトメソッドは、ある年齢に達し専門知識を身につけてからの方が効果的だと思うようになってきました。今の大学では、週に一度 ネイティブの先生による英語のみを使う必修の科学のコースがあるのですが、将来理系に進む人は英語が必須となるため生徒もこれを一生懸命勉強します。先の問いにも会ったように何らかの動機がないと語学はなかなか上達しないと思います。だから、日本の普通の公立学校でダイレクトメッソドを取り入れても生徒はなぜやるのか分からないため効果が少ないでしょう。

３：これからは、英語を話す相手も非英米圏からの人がほとんどとなるでしょう。これは、一生涯日本に住み続ける人、海外に出て行く人に共通していえることです。だから学校でもいわゆるネイティブの発音だけを聞いても十分ではないと思います。リスニング教材にはそういった非ネイティブたちの、話す物を入れても面白いかもしれません。またその学校の地域特性に会った外国人との英語による交流を促進しても良いのではないでしょうか。例えば日系南米人の多くすむ浜松などではポルトガル訛りの英語を話す人たちと交流したり、インド系の多くすむ地域ではそういう人たちと話すなどです。そういった実践で使える英語の体得と、普通のGrammar や読解もあわせて行っていくとより効果的であると思います。

以上です。返信に時間がかかりましたが、お役になればと思います。

The mail was sent to Mr. Ta on 1st Feb. 2011

1．Goal theory: ゴールを設定しながら学ぶと効果的といわれますが、ゴールには学校（例、受験）、個人（英語をうまくなる）、長期（例、TOEC の点）短期（今日のやること）クラス（今日習うこと）などがあるとおもいます。いままでゴールを設定したり、しながら生活をなさったきたでしょうか。もしございましたら例をあげて いただけるとありがたいです。2．Direct method; Monolingual Method の質問を二度お伺いし、Direct Method （英語を使って、活動を死ながら授業する、例、Presentation, Discussion)をお伺い忘れました。。Direct Method は日本の学校の英語の授業で適応させることなどについていかがでしょうか。

3. 世界にはスタンダード英語と Non Native 同士が話す英語などさまざまですが、日本の小、中学校などの英語の授業でどんな英語を勉強したらいいでしょう。Communicative method とか Grammar Translation などのご経験を踏まえ、なにか御希望などがありましたら、お伺いできれば幸いです。

Reply from Mr. Ta on 7th February 2011.
嶋津様
早速質問の解答ですが、
１：最初の滞在国イギリスでは、基礎科目（英語、数学、理科）は能力別にクラス分けが行われていました。はじめはどの科目も一番下から二番目や一番下だったので、なんとかしてテストでいい結果を出して上のクラスに上がりたいというゴールを持ってやっていました。あと特に英語に関しては、うまくなって友達や先生と話せるようになりたいという個人的なゴールもありました。そのあとタイに行ってからは、統一テスト（GCSE,IB)で良い結果を出すというゴールを持ちました。またその二つの試験は大学入試にも影響するのでよりモチベーションを高くして勉強する必要がありました。

２：ダイレクトメソッドは、ある年齢に達し専門知識を身につけてからの方が効果的だと思うようになってきました。今の大学では、週に一度ネイティブの先生による英語のみを使う必修の科学のコースがあるのですが、将来理系に進む人は英語が必須となるため生徒もこれを一生懸命勉強します。先の問いにも会ったように何らかの動機がないと語学はなかなか上達しないと思います。だから、日本の普通の公立学校でダイレクトメッソドを取り入れても生徒はなぜやるのか分からないため効果が少ないでしょう。

３：これからは、英語を話す相手も非英米圏からの人がほとんどとなるでしょう。これは、一生涯日本に住み続ける人、海外に出て行く人に共通していえることです。だから学校でもいわゆるネイティブの発音だけを聞いても十分ではないと思います。リスニング教材にはそういった非ネイティブたちの、話す物を入れても面白い

かもしれません。またその学校の地域特性に会った外国人との英語による交流を促進しても良いのではないでしょうか。例えば日系南米人の多くすむ浜松などではポルトガル訛りの英語を話す人たちと交流したり、インド系の多くすむ地域ではそういう人たちと話すなどです。そういった実践で使える英語の体得と、普通のGrammar や読解もあわせて行っていくとより効果的であると思います。

以上です。返信に時間がかかりましたが、お役になればと思います。

Ta

The second mail reply on 27th April 2011

嶋津様

お久しぶりです。質問の回答ですが、1. 大学でも英語を使った授業がありますが、大半の生徒は積極的に英語を話そうとしません。しかし先生の直接的な質問に対しては、一言二言英語の単語を返します。つまり相手が何を言っているかはわかるが、どううまく答えを返すかがわからないといった感じです。一方、帰国子女や留学生はまとまりある文としての返事を返すことができます。

２．両親は基本的に僕に勉強を押し付けることはしませんでした。海外で授業がすべて英語であったのと、僕は理系科目に興味を持っており両親は文系であまり僕のやっている内容をしらなっかたのですべて自主的にやっていました。母国語に関しても、補習校や通信教育でやっていたのでこれも自主的に行いました。ただ、挨拶や人間の基本的な事柄に関しては指導を受けました。これは、海外にいても日本にいても根本的なところは同じだからだと思います。

以上です。

Ta

3rd May 2011
Sent a transcription summery to Mr. Ta.

Reply from Mr. Ta. 9th May 2011

嶋津様

返信が遅れてしまい申し訳ありません。今回のインタビューは、嶋津さんからのさまざまな問いに答える中で自分にとっても英語教育などについて考える良い機会となりました。

日本人としての、identity の葛藤をもっとも感じたのは英国滞在中のことであったと思います。英国に住んでから三年あまりたって急激に英語力が上がっていたあるとき、ふと自分の考えや独り言を英語ですべて行っていることに気づきました。日常生活の中で家の外では常に英語を使っていたため自然とそうなってしまったのでしょう。ただ、家に帰れば親とは日本語で話さなくてはならないため、そこの切り替えが難しかったです。 また現地の友達と一緒にいるとき、自分が日本人だからどうしても他人扱いされているという疑心暗鬼というか思い込みをし

ていることがありました。そうした時は、自分も普通の英国人であれば良いと思いました。また、僕の通っていた学校はキリスト系の学校なので、それを信じないで良いのかと宗教的な葛藤があったことも覚えています。年を経て、タイに行ったときには大分自我というものが確立していてまたタイ社会で日本人というものが確立されていたので自分は日本人だと割り切って考えることが出来たように思います。またタイに行ってからは思考も日本語でするようになりました。これは大きな変化だったように思います。

以上です。Ta

9th August 2011 reply after sending the short writing.

嶋津様

スピーチに関する文章ありがとうございました。この文章を読んで思ったのですが、以前（海外にいた時）は「何を」話すかに自分で焦点を当てていたのに対し、今日本で英語を話すときは「どのように」、つまり自分のアクセントなどに気がいってしまっている自分に気づきました。根本的には話す内容こそが最も大切であるはずなのになぜそういった別のところに意識が行ってしまったのかは分かりません。僕の考えでは「自分は英語が他より少し出来るんだ」という過信から自分の英語を周りよりうまく見せなくては行けないという焦りからきているのだと思います。だから一層内容を空虚なものにしスタイルにこだわって、その結果英語の表現力が貧相になるという負のスパイラルに今の自分はいます。そして実際問題として前ほどはうまく英語を使いこなせない自分に不安と焦りを感じています。

そして英語力を保持するための具体的な道筋が今の僕にはありません。ただできることをやるのみです。

今回のインタビューは、海外で自分がいかに恵まれていたかを知る契機になりました。嶋津様の

研究がこれからもうまく行くことを願っております。Ta

Post interview note:

Mr. Ta is a bilingual student, and spoke very politely in adequate speed, which had given impressions that he has clear opinion about the interview questions. He wishes to develop rhetorical competence i.e. speaking with humour or persuasively. He replied mail inquires swiftly and answered the questions well.

Appendix 8

1) Self assessed English skills   (☆ - returnee student)

I am good at			
Reading	**Writing**	**Listening**	**Speaking**
Ms. Ot		Mr. Sh	Ms. Ku
Mr. Ka		Mr. Su	Mr. Sa
Ms. Ho		Mr. Ta, ☆	Ms. Hi ☆
Mr. Sa		Mr. Se	Ms. Za
Ms. No		Ms. Ho	
		Ms. Za	
		Ms. Hi ☆	

2) Least proficient English skill

I am not good at			
Reading	**Writing (4)**	**Listening (3)**	**Speaking (6)**
Ms. Za	Ms. Ku	Mr. Sh	Mr. Su
	Mr. Ta, ☆	Ms. Ku,	Mr. Ka
	Ms. Ho	Mr. Sa	Ms. Ho
	Ms. Za		Mr. Se
			Ms. Hi ☆
			Mr. Sa
			Ms. To ☆

3)   English skills for the current needs

What English skills do you *use* most in Japan? ☆ returnee student			
Reading	**Writing**	**Listening**	**Speaking**
Mr. Su		Mr.Ta media☆	Ms. Ku on line
Mr. Ha,		Ms. Hi school	Mr. Ka with
Mr. Se,		Ms. Ho school	musicians
Mr. Sa,			Ms. Za on line
Mr. Ta ☆			chat
Ms. Hi school			
Ms. Ho school			
Ms. No school			

4)   English skills for the future needs

What English skills do you want to improve or learn more at school?				
Reading	**Writing**	**Listening**	**Speaking**	**pronunciation**

Mr. Se Mr. Ka (Academic journals)	Mr. Ta Ms. Ku Ms. Za	Mr. Sa	Mr. Ka Mr. Ha Mr. Ot Mr. Su Ms. Ho Ms. Hi Ms. To Ms. No	Mr. Se