

Is Japanese college students' English pidginized?

Nozomu Sonda

One World International & Yamaguchi University

This paper first appeared in "2007 JALT Conference Proceedings."

Abstract

A pidgin is a simplified language where the need to communicate forces users to create a functional language. A pidgin usually involves at least three languages with one of them being the dominant and therefore acts as a common language, which is a native language of none. It becomes the basis of a pidgin. According to Schuman (1978a), however, pidginization can take place within a second language learning environment, involving only two languages. The present study is an action research which involves the researcher's English Speaking classes and addresses three research questions: (1) Is pidginization taking place in Japanese college students' English and, if so, how has it come to pass?; (2) Providing that pidginization is taking place, is it a "degenerate" form of English and therefore should not be used in classrooms?; and (3) What are implications to college English teaching? The results show the students' English is pidginized because of lack of English input up till their entry into university and also due to lack of motivation to further study English. Their English has many phonological and grammatical errors; however, they are able to communicate with each other. Whether they can communicate with non-Japanese speakers cannot be determined through this study .

ピジンとは最小限のコミュニケーション機能を果たすために用いられる簡素化された言語で、通常、最低 3 つの言語が関与し、そのうち最も有力でかつ話者の母国語でない言語がベースとなる。しかし、Schumann(1978a)は 2 つの言語しか関与しない第 2 言語習得のケースでもピジン化が起きうるとしている。この研究は研究者の授業のデータをもとにした Action Research として、3つの論題を扱う:(1) 日本人大学生の英語はピジン化しているか、そしてもしピジン化しているならば、それはどのようにして起きたのか;(2) ピジン化が起きていると前提して、大学生のピジン英語は、変質的なものであるゆえに、使用を禁止すべきか;(3) 大学の英語教育にどのような示唆が示されるか。結果、次のことが判明した。大学生の英語は、大学入学までの間のインプット量が少なく、また、大学でも必須の教養英語授業の単位を取るための英語を使用するため、ピジン化している。しかし、そのピジン化された英語は、一部に音声学的、文法的問題点があるものの、学生同士のコミュニケーションのコミュニケーションでは通用する。国際コミュニケーションの場で通用するかどうかは、この研究では断定できない。

Introduction

I teach English Speaking classes to about 150 college students each semester. As I listen to their English each week, a thought often occurs to me that maybe their English is being pidginized. At first I thought this was a somewhat strange idea because I have never thought of Japanese English as "pidgin English." In my mind, pidgin English is spoken only in the countries where English was introduced through colonization. In Japan, English use is "voluntary." In fact, the late Prime Minister Obuchi proposed English as an official second language for Japan in 2000, which was unprecedented; that a non-English speaking country voluntarily--as opposed to by force such as through colonization--adopt English as an official language. In the end, the nation's views split and the idea had to be rejected (c.f., Mainichi Interact, 2001; Sonda, 2002). This rejection is a reflection of the fact that English is not really used in Japan outside classrooms.

What is a pidgin?

According to Wardhaugh (2006, p. 61), a "pidgin is a language with no native speakers: it is no one's first language but is a contact language." Holmes (2001, p. 81) similarly defines a pidgin as "a language which has no native speakers..." but also says that pidgins "seem particularly likely to arise when two groups with different languages are communicating in a situation where there is a third dominant language." Whinnom (1971) gives the following

condition as a requirement for a pidgin to emerge:

...a pidgin always arises from a situation involving a target language and two or more substrate languages, where the socially superior target language is sufficiently inaccessible to the substrate speakers that there is little motivation to improve performance and where a defective version of language can be functionally adequate.

If we focus our attention to the latter half of this definition, we see that a lack of access to the target language, a low motivation to learn it and a functionally adequate and yet defective version of the language are the requisites to be a pidgin. However, is a pidgin possible with only two languages involved? Schumann (1978a) answers affirmatively:

...similar conditions can occur when any individual foreign learner of a language has only limited exposure to its speakers and limited motivation to acquire it. Even though there is only one substrate language, one would speak of a process of pidginization at work in the acquisition process.

After all, DeCamp (1977, p.3) says that “there is no agreement on the definition of...pidgins and creoles” and includes foreigner talk, immigrant languages, and makeshift communication as forms of pidgins.

Schumann's pidginization model for second language acquisition

Schumann (1978a) proposes a social-psychological model explaining second language acquisition (SLA). In his longitudinal study of a Hispanic subject Roberto, he noticed how Roberto's progress in English acquisition was markedly slow compared to the other subjects. Schumann reasoned that Roberto's slow progress was more due to the social and psychological distances from the target language culture and people. He explains that “SLA is merely an aspect of cultural modification” and that the “learner controls L2 according to how much he/she assimilates oneself to the target language culture” (1978b, pp. 367-79). Thus, according to Schumann, there are two types of cultural modification: (1) The learner is receptive to target language not only socially but also psychologically and (2) The learner also accepts the lifestyle and value system of the target language (Schumann, 1986). The larger the social-psychological distance, the more difficult it is for the learner to acquire a second language and thus the pidginization process advances. Although Schumann does not regard pidginization as early second language acquisition, he thought both go through a simplified process where simplification and constriction depend on social and psychological distances between the learner and the native speaker (Brown, 1980, p.129).

More recent studies

More recently, Schumann (2001, 2004) looked at language acquisition from a neurobiological perspective and proposed a new model of motivation (Schumann, 2004). This aspect of motivation refers to evaluation of one's language learning and spontaneous accumulation of learning opportunities.

Maeno (2005) applied Schumann's model to her study of Keiko, a Japanese American immigrant. She found remarkable similarities between Keiko and Schumann's Roberto in terms of English simplification. Maeno concludes that as Japanese English education is being implemented at the elementary school level, English will likely be pidginized in Japan one way or another.

Pidginized English and katakana English

One may wonder what the difference is between pidginized English and katakana English, which many Japanese college students use. In terms of linguistic characteristics, there is no difference. Katakana English is a phonologically simplified version of English. Pidgin represents the process of this simplification and isn't distinct from katakana pronunciation. When considering pidgins, the emphasis is placed on the process in that a pidgin is a result of some social-psychological situations a speaker is placed in. These social-psychological situations are going to be the main focus of this study.

Why study pidginization of Japanese college students' English?

I propose a study of pidginization of Japanese college students' English for three reasons. One is to find out whether pidginization is taking place and, if so, why. Secondly, provided pidginization is present, I would like to explore whether students' pidginization is a degenerate form of English and, if so, how can it be mended. Lastly, I will consider the implications for college English education.

Method

In this study, I employed an action research method using my college English classes. There were five classes of 25 to 30 students each, totaling 156 students. Their TOEIC scores were between 350 and 395, equivalent to the third-year junior high school level. The students were all non-English majors from across different departments (Science, Humanities, Engineering, Agriculture, and Education). The data were obtained during the spring and fall semesters of 2007.

The students' English conversations were observed and recorded through participant-observation, video recording, and audio recording. Written comments by students were also collected to supplement the audio recordings. These comments were written at the end of each class in a very short period of time. Finally, the students were given a questionnaire (see Appendix 1) about their attitudes towards English and English learning along with general background information.

Procedure

The five classes were all offered under the same title of English Speaking and followed the same syllabus. The course objectives were that students would be able to speak English in daily conversations without fear of making mistakes and students would be motivated to study English more. The following classroom rules were implemented to encourage students to use English and to facilitate communication: (1) Try to make complete sentences whenever appropriate; (2) You can use Japanese at the word or short phrase level, but the sentence structure must be English; (3) If you do not know how to say something in English, ask your partner or teacher or, if there is time, look it up in a dictionary; (4) Communicate with each other; (5) Have fun; and (6) Go ahead and make mistakes.

In turn, the teacher set the following rules for himself: (1) Do not interfere with the student talk unless there is something seriously wrong with pronunciation, grammar, lexis and the like that may impede the course of the conversation; (2) The amount of teacher talk should be very minimal, 10 to 30%; and (3) Encourage students to talk.

Class points

The students were awarded class points (small cards) in immediate feedback to their using English and communicating with their partners. "Fluency" (see the definition below), not accuracy, was the basic criterion for this evaluation.

Results and discussion

Fluency

According to Richards, Platt, & Weber (1985, p.108), fluency refers to “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” It includes the abilities to “1. produce written and/or spoken language with ease; 2. speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar; 3. communicate ideas effectively; 4. produce continuous speech without causing comprehension difficulties or a breakdown of communication” (ibid., pp.108-109) “to be regarded as natural language use” (Brumfit, 1984, p. 56).

Based on the above definition, the students in the present study, overall, spoke English rather “fluently.” Though there were individual differences, a majority of them spoke English with few pauses. They managed to construct full sentences when needed. They understood each other and communicated effectively. They sounded natural. Of course, there were phonological problems, grammatical errors and misuses of words and expressions. However, the most important point is that they understood each other and communicated well. They were at least more fluent than when they spoke with the instructor. Speaking with the instructor could be intimidating, and also the instructor’s English is “too accurate” and “too fast” for them to keep up with.

I was impressed by their relative “fluency” especially given the fact that many of them had never used much spoken English (see Survey Results). Although Oral Communication classes are offered in junior and senior high schools, most of the students had never spoken much English. Despite this fact, they actually spoke English and made sense to each other in the present classes. In fact, many students later confided that they were very scared of speaking English because they had never done it before. However, they gradually became used to it and gained confidence. One student commented that it helped her tremendously because “it was OK to make mistakes in this class.” This seems to be a crucial point. When students know it is permissible to make mistakes or errors and feel at ease, they can perform better; their tongue loosens a little.

Phonological errors

Short and long vowels

The most challenging vowels for the students were distinguishing between [ɪ], [æ], [a] and [ə]. According to observations of student speech, these four sounds are almost indistinguishable in most cases. Another set of challenging vowels are the long vowels [ɛ:] [ɔ:] and [ɑ:]. This is further complicated by discrepancies between sounds and spellings. For example, work-walk, ward-word, warm-worm are combinations often mistaken for each other. One student said, “I went to walk yesterday” when she actually meant to say “I went to work yesterday.” On the other hand, these distinctions are becoming less important in American English and the context can often make poor phonology understandable. Thus this may not be a crucial problem.

Ambiguous diphthongs

Diphthongs are often pronounced very ambiguously by the students. For example, the diphthongs of “phone,” “dome,” and “foam” all sound like a short vowel [o] or a long vowel [o:]. This could cause some misunderstandings; each word could be taken for “forn,” “dorm,” and “form.”

Challenging consonants: [v], [f], [ð], [θ], [l], [r]

Very-berry, food-hood, this-dis (as a prefix), think-sink-shink, and liver-river are all further challenging combinations. Of these, the [l]-[r] distinction can be the most problematic. For example, liver-river, lice-rice, load-road, and loot-root can easily cause misunderstandings in conversations. Those who are not familiar with the Japanese pronunciation system can

easily get confused by the mispronunciations.

Consonant-ending words

When words end with a consonant, they can cause further challenges for students. They often ended words, phrases or sentences with a vowel sound added to the consonant. For example, they would say, “I went-o restaurant-o yesterday” or “I want-o buy a ticket-o.”

One more challenging sound: [ʃ] as opposed to [si]

The sound [ʃ] can be very problematic in that it could cause a serious international misunderstanding. I apologize for the vulgarity of the examples that follow. For example, “city” is pronounced as [ʃiti]. This sounds like “shitty” to native speakers. So if a hotel receptionist answers a phone call, “Hello, this is XXX City Hotel” with the Japanese pronunciation, what would an international caller think? When this was explained, the students laughed and understood the point. However, it was still difficult for some of them to correct their pronunciation.

Syntax and other errors (see Appendix 2 for further examples)

Prepositions

Prepositions were often omitted or misused. However, they do not seem to have caused severe communication problems between students.

Plural -s

The concept and practice of plural suffixes do exist in Japanese (e.g., 子供たち (kodomotachi)--children、国々 (kuniguni)--countries, 彼ら (karera)--they (plural male third person)). However, the suffixes can be dropped and are dispensable in many contexts.

Particles

Particles do exist in Japanese; however, they are usually used to put special emphasis on the words modified. The students usually omitted them in their English speech. When they used them, they were often misused or confused with “a/an.” Although particles can create subtle nuances in English, they can be dropped in much conversational English and cause little trouble.

Subjects

Subjects of sentences are very frequently dropped in Japanese. The students often dropped subjects in their English sentences; nevertheless, the sentences or utterances still make sense in context.

Word order

The most salient problem observed in terms of word order was that students often left modified nouns at the end of wh-question sentences. Since this error was so consistent I asked students why. They answered that transitive verbs must be followed by their objects. Another person explained that ending a question sentence with a verb made him uncomfortable: “There must be something like noun there.” I was impressed that they remembered this rule from their junior/senior high school lessons. After I explained that in this type of question sentence they have to move the object nouns along with “what,” some managed to correct their errors immediately but many others continued to make the same mistakes.

Verbs

Verbs were often dropped or misused.

Tense

The tense the students used was limited to the present. Even in clearly past tense situations, they often used the present tense verb. Instead of grammatically, tense was often indicated lexically through adverbs.

Infinitive vs. gerund

For a noun phrase sentence, one has to decide whether to use an infinitive or a gerund. Since the rule is rather arbitrary, the learners often forgot the rule and used their own unique structure.

Active/passive voice

The passive voice did not seem to be sufficiently mastered by the students. Even when they attempted to use passive voice, they did not use the past participle form of the verbs. Sometimes the passive voice and active voice were used at the same time.

Clause

Relative clauses were almost never observed in the conversations. Only once an attempt was made in a written comment: "I can't speak that I want to say."

Comparative

To indicate a comparative, the "more" form was used more often than the "-er" form, even when using "-er" was grammatically correct.

Part of speech

Many students were confused as to what part of speech should be used though the root was properly chosen.

Word choice

This is a more subtle aspect of discourse. Sentences like "I enjoyed English speaking very well," "I was funny very well," or "I study English very well" are not entirely accurate because of wrong word choice (the underlined). Nevertheless, most of the sentences make sense.

Survey results

Attitudes toward English

...speaking is very fun. I think about this class is rather interesting. I want to interesting study.

I am enjoy joinding [sic] this class.

(See Appendix 3 for more examples)

These students were not only able to speak English but also enjoyed it. The key to this success is that the students were given an environment where they were encouraged to use English, were not penalized for making mistakes, and were allowed to use some Japanese at the word/phrase level. This is a crucial point because in order to have effective English education, students must have positive feeling towards learning. In other words, they must have shorter social and psychological distances (Schumann, 1978a) or a low affective filter (c.f., Krashen & Terrell, 1983).

Social-psychological dimensions of English education

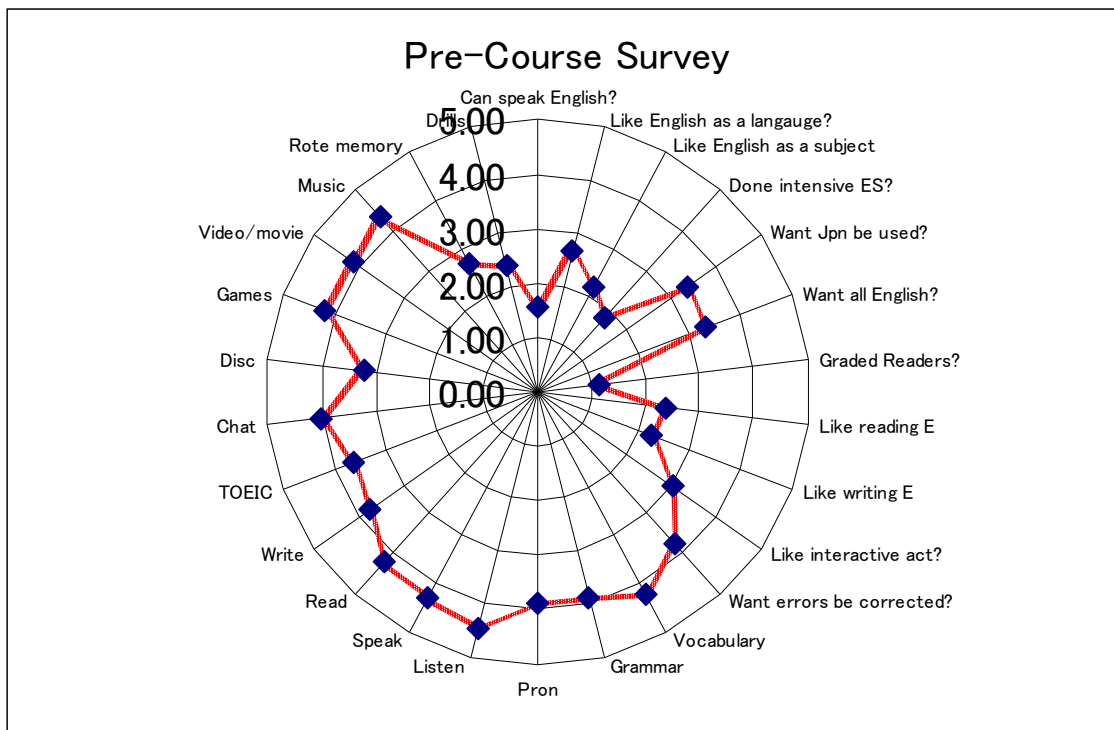


Figure 1. Overall background and attitudes

This chart shows the overall results of the survey. The students' responses to the 5-point scale questions were converted into an interval scale and the average scores were calculated as shown on the radar chart. For the distribution of the responses for each scale as well as for the English translation of the actual questions, see Appendix 4. The question items are shown as simplified headings on the chart above for easy reference.

Although the question items are not exactly designed to measure social-psychological distance as defined by Schumann (1978a), the radar chart gives us some idea as to where the students stand in relation to English learning. We can roughly state that the closer the square dots are to the outer circle, the closer the social-psychological distance for each item.

As can be seen from the results of the survey and the written comments, the students did not like English as a school subject before the course started. In fact, many of them had never done much English speaking despite years of previous English education. After they took the current course and spoke English intensively, they started to realize how much fun it is to speak English and communicate.

There are two implications from this. One is that student social-psychological distance was large before the course started. In addition to this, they had very little English input and output. Thus, their English had already been pidginized, which explains the linguistic characteristics of their English. The other implication is that now that they have started to hear, speak and use English more intensively and even started to like English, their pidginized English is likely to develop along the continuum of pidginization-creolization.

Another way to look at their pidginization is that most of these students had the opportunity to speak English intensively for the first time in these classes and therefore the pidginization process actually started during this period. Either way, the process of pidginization is likely to intensify when the students use more English.

The challenge for the teacher is that this process of using English more intensively has just begun and it requires a longitudinal study to keep track of their progress. Unfortunately, the current course is a one-time semester course. These same students

don't have to take a similar course before graduation unless they volunteer to on a non-credit basis, which is unlikely.

At any rate, keeping a positive outlook on English learning is a very crucial point in successful continuation of the process where students take initiative using English, which in turn further stimulates their learning. The more positive, the more likely that students' English learning will be productive and the intelligibility of their English will increase.

Pidgins and World Englishes

In the Introduction, I quoted Maeno's study (2005), who stated that pidginization of Japanese English would be inevitable. Likewise, Honda and Suzuki (2005, 2006, 2007) suggested a new direction in Japanese education of English which allows a choice to let Japanese learners experience their own way of expressing English rather than imposing "accuracy" on them. They give Hawaiian pidgin English as an example of a pidgin which functions in daily conversations and has its own Bible version.

Siegel (1997), in his study of a pre-school program in Papua New Guinea, concluded that "initial instruction in Tok Pisin [Melanesian Pidgin English] is actually more of a help than a hindrance to learning English and other subjects." The implication is that Japanese pidgin, if it does emerge, can be a step towards learning "authentic" English. This is another point in support of a Japanese pidgin.

Morrow (2004) did a study of Japanese English as a possible variety of English from the World Englishes perspective. World Englishes is an area of research which looks at a wide variety of Englishes in terms of their phonological, lexical, syntactic and discoursal characteristics. It also examines the fact that English is used by a vast number of speakers of languages other than English. Although Morrow's focus was mostly on discoursal characteristics such as turn-taking, back-channeling, repetition, and pitch, he made a point that Japanese English is a distinct variety; however, he views it as "a performance variety" at this point because its use is limited. Nevertheless, he envisions that it "may gradually come to be used for an expanded range of functions" (Morrow, 2004, p.96).

Considering these points put together, it seems reasonable to consider Japanese "pidgin" English a natural and legitimate performance variety of English, which should not be regarded as degenerate.

Conclusion

At the beginning of this paper three research questions were asked. They can now be answered as follows. First, the students' English was clearly pidginized in that their pronunciation and syntax were simplified and their vocabulary was strongly influenced by their first language, Japanese (c.f., Wardhaugh, 2006). This simplification and the first language transfer were results of lack of access to English input and output (c.f., Whinnom, 1971). This is partially due to the fact that oral communication in previous schooling (junior and senior high school) was inadequate. It is also due to the fact that English is a foreign language in Japan. It is rarely used outside classrooms. For many of these college students, English is a school subject they have to take in order to graduate. In order to prevent an extreme pidginization, we need to increase the input/output level and also the motivation of students.

Secondly, the students' pidginized English was in many aspects understandable; however, some of their frequent errors may cause severe misunderstandings in communication. For example, the most salient problems are phonological characteristics including the distinctions of sounds in [l]-[r], [f]-[v], [e]-[s], [ø]-[z] and [ʃ]-[s]. Other minor errors include tense and verb usage. If the students master basic (junior high school level) verbs and their collocations, it would be easier for them to communicate. Improvement in basic vocabulary size (again, junior high school level) is helpful and should not be too difficult.

Lastly, implications to college English language teaching are twofold. One is that college English teachers should perhaps change their teaching style to become more communicative. The students in this study commented very frequently that they enjoy communicative and interactive activities more than anything else and they feel they are actually learning. They also have fun, which is conducive to furthering their liking English. Thus, a communicative approach seems to be a win-win situation. While a communicative approach is important, occasional use of grammatical and formal approaches can be very effective, too. Vocabulary tests and other consciousness raising activities can be excellent supplements to the communicative approach and can be integrated into communicative tasks.

The other implication is that as English education shifts to an earlier start, college teachers will also need to get ready for an influx of a new generation of students who may be more communicatively trained than before and who may be less trained in explicit grammar. This is a colossal enterprise and we do not know where it will take us. Whether the new generation's English will be more native-like or a different form of pidginized English is a question to be answered only after English education is implemented at the primary school level—if it is implemented at all.

Such change is usually slow and therefore college English teachers will probably need to expect first-year students to have had a relatively small amount of exposure to and usage of spoken English for some time to come and will need to adjust our curriculum accordingly.

Nozomu Sonda has been teaching English and translating between English and Japanese for 17 years and runs his own English language school. He also teaches at Yamaguchi University. His research interests include social-psychological aspects of English teaching and learning. He can be contacted at <oneworld@international.name>.

References

- Brown, H.D. (1980). The optimal distance model of second language acquisition. *TESOL Quarterly* 14, 157-64.
- Brown., J.D. (2003). *Proceedings of the 2nd Annual JALT Pan-SIG Conference*. [Online] Available: <jalt.org/pansig/2003/HTML/Brown.htm>.
- Brumfit, C. (1984). *Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy*. New York: Cambridge University Press.
- DeCamp, D. (1977). The development of pidgin and creole studies. In Valdman, A. (Ed.), *Pidgin and Creole Linguistics* (pp. 3-20). Bloomington: Indiana State University Press.
- Holmes, J. (2001). *An Introduction to Sociolinguistics* (2nd ed.). Essex, UK: Longman.
- Honda, Y. & Suzuki, K. (2005). The development of Hawaiian pidgin English and its possible application to English language education in Japan, Part I. *Bunka Women's University Journal*, 13, 31-40.
- Honda, Y. & Suzuki, K. (2006). The development of Hawaiian pidgin English and its possible application to English language education in Japan, Part II. *Bunka Women's University Journal*, 14, 57-66.
- Honda, Y. & Suzuki, K. (2007). The development of Hawaiian pidgin English and its possible application to English language education in Japan, Part III. *Bunka Women's University Journal*, 15, 65-74.
- Krashen, S. & Terrell, T. (1983). *The Natural Approach*. New York: Prentice Hall.
- Maeno, S. (2005). A study on second language acquisition and the similarities of interlanguage to pidgin. *The Journal of Kamakura Women's College*, 12, 63-70.
- Mainichi Interact (2001). [Online] Available: <<http://www.mainichi.co.jp/eye/debate/18>>.
- Morrow, P.R. (2004). English in Japan: The World Englishes Perspective. *JALT Journal*,

26(1), 79-100.

Richards, Platt, & Weber (1985). *Longman dictionary of applied linguistics*. London: Longman.

Schumann, J.H. (1978a). *The Pidginization Process. A Model for Second Language Acquisition*. Rowley, MA: Newbury House.

Schumann, J.H. (1978b). The relationship of pidginization, creolization and decreolization to second language acquisition. *Language Learning*, 28, 367-79.

Schumann, J.H. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development*, 7(5), 379-92.

Schumann, J.H. (2001). Appraisal psychology, neurobiology, and language. *Annual Review of Applied Linguistics*, 21, 23-42.

Schumann, J.H. (2004). *The Neurobiology of Learning: Perspectives from Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.

Siegel, J. (1997). Using a pidgin language in formal education: Help or hindrance? *Applied Linguistics*, 18(1), 86-100.

Sonda, N. (2002, November). *College students' attitudes toward international language*. A presentation at JALT Conference, Shizuoka, Japan.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics* (5th Ed). Oxford: Blackwell.

Whinnom, K. (1971). Linguistic hybridization and the "special case" of pidgins and creoles. In D. Hymes (Ed.), *Pidginization and Creolization in Languages* (pp. 91-115). Cambridge: Cambridge University Press..

Appendix 1. Questionnaire (This is the original questionnaire administered to the respondents; however, only those items with an asterisk [*] were used for the analysis for this study as indicated in the distribution table of Appendix 4)

English Conversation Course に関するアンケート Pre-Course Survey

学籍番号: _____ 氏名 _____

このアンケートは、履修者の背景とニーズを把握し、授業の実施に反映するために行うものです。このアンケートへの回答そのものは、この授業の成績と関係ありません。

1. 性別: 男・女
2. 学年: 1 2 3 4
3. 所属学科: ()
4. これまでに受けたことのある英語能力試験のスコア・級: 英検 (級) TOEIC () TOEFL () その他: ()
5. あなたは、日常会話レベルの英語が流暢にしゃべれると思いますか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
6. あなたは、英語が好きですか? (この場合、学校や受験の科目というよりも、純粹に言語としての英語で答えてください) 大体の印象で答えてください。*
 大好き 好き どちらとも言えない 嫌い 大嫌い
7. あなたは学校や受験の科目としての英語に対して、どのような気持ちを抱いていますか? *
 大好き 好き どちらとも言えない 嫌い 大嫌い
8. これまでに、しゃべることを中心とした英語の授業を学校または英会話スクールや塾などで受けたことがありますか? 「しゃべることを中心とした」とは、実際に授業やレッスンの間、主にしゃべっていた、という意味です。また、「一度」というのは約 1 学期間=4 ヶ月程度、科目やコースとして受けた、という意味で解釈してください*
 6回以上 4, 5 回 2, 3回 1 回だけ 全く無い
9. 授業中に、演習活動の説明や、難解なポイントの解説など、重要な点については日本語を使って説明して欲しいですか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
10. 逆に、説明も含めて、授業がすべて英語だけ、つまり英語漬けの方が、リスニング力や発音など英語の力がもっと伸びると思いますか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
11. あなたは、Graded Readers を用いた「多読」を行ったことがありますか? (Graded Readers とは読者のレベルに合わせて、語彙数や文法レベルを調節した英語学習者用の読本、「多読」とは学校の翻訳スタイルの読み方ではなく、基本的に辞書に頼らず、速くたくさん、読む作業を指します。簡単に言えば、1 冊の本を読みきる行為です)。*
 20 冊以上読んだ 10-19 冊 5-9 冊 1-4 冊 まったくない
12. あなたは、英語を読むことが好きですか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
13. あなたは、英語を書くことが好きですか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
14. いわゆる教科書的な演習活動を離れて、インタラクティブな活動に関心がありますか? *
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
関心があるならば、どのような活動をしたいですか。丸をつけてください (選択複数可): 音楽、映画、スポーツ、クロスワードパズル、ゲーム、その他 ()
15. 宿題は学んだことの復習、これから学ぶことの予習が中心ですが、1 週間にどれくらいが妥当だと思いますか?
 2 時間以上 1.5-2 時間 1-1.5 時間 0.5-1 時間 0.5 時間以下
16. あなたは、一人で学習するのが好きですか?
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
17. あなたはグループで学習するのが好きですか?
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
18. あなたは計画を立ててから物事に取り組む方ですか。
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
19. あなたはひとつのことに集中するタイプですか? (つまり、複数のことを同時にやるよりはひとつに集中したい)。
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない

20. あなたは状況があいまいだと落ち着けないタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
21. あなたは間違いを気にせずに英語をしゃべってみようというタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
22. あなたは絵や写真、文字や映像など視覚的な媒介を通して学習するのが好きなタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
23. あなたは、音を聞いたり、あるいは自分で書いてみたりすることで学習するタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
24. あなたは、先生の出す課題を忠実にこなすのが好きなタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
25. あなたは先生から大体のテーマをもらったら、後は自分で考えて学習を進めるのが好きなタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
26. あなたは、五感を使ったり、体を動かしたりして学習するのが好きなタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
27. あなたは、本を読んだりして、じっくり考えながら学習するのが好きなタイプですか？
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
28. 授業中に、先生にあなたの英語の過ちを指摘して、直してもらいたいですか。*
 強くそう思う そう思う どちらとも言えない そうは思わない 全然そう思わない
29. 次の英語能力をどれくらい伸ばしたいかですか？

語彙力	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
文法力	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
発音	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
*リスニング	* <input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
スピーキング	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
リーディング	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
ライティング	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
TOEICの点数	<input type="checkbox"/> とても伸ばしたい	<input type="checkbox"/> 伸ばしたい	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり重要でない	<input type="checkbox"/> まったく重要ではない
30. 授業中にはどのようなことをしたいですか？

英語でおしゃべり	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
ディスカッション	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
ゲーム感覚の作業	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
ビデオや映画を見る	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
音楽を聴く	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
単語や表現を丸暗記する	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
文法のドリル問題	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
*英語の本を読む	<input type="checkbox"/> とても関心がある	<input type="checkbox"/> 関心がある	<input type="checkbox"/> どちらとも言えない	<input type="checkbox"/> あまり関心はない	<input type="checkbox"/> まったく関心はない
31. 最後に、英語学習について思うところを自由に書いてください。要望などもあれば書いてください。(裏面も使えます)

English translation (Note that not all the items are used for the present study analysis)

- Gender: male female
- Year: 1 2 3 4
- Department ()
- English proficiency test score: STEP/Eiken () TOEIC C () TOEFL () Others: ()
- Do you think you can speak daily conversational English fluently?
- Do you like English as a language (rather than as a school subject)?
- Do you like English as a school or examination subject?
- Have ever received English speaking lessons at school, language school or juku? By "English speaking lessons" we mean lessons where you speak English most of the time. If yes, count "once" as a semester-long course (about 4 months).
 6 times or more 4-5 2-3 1 only none
- Do you wish your teacher to use Japanese when he/she gives activity instructions or explains difficult points?
- Do you believe that all-English lessons including explanations and instructions would be more conducive to improving your English proficiency?
- Have you ever done extensive reading using graded readers? (Graded readers are reading materials adjusted to readers' level in terms of vocabulary and grammar. Extensive reading encourages readers to read a lot and fast without depending on dictionaries or translation).
 20 books or more 10-19 books 5-9 books 1-4 books none
- Do you like reading English?

13. Do you like writing English?
14. Are you interested in interactive activities, staying away from so-called textbook learning? If yes, indicate what kind of activities you would like: music, movies, sports, crossword puzzle, game, other ()
15. Homework is assigned for preview and review of lessons. How much homework is reasonable per week?
2hours or more 1.5-2 1-1.5 0.5-1 less than 0.5 hour
16. Do you like studying alone?
17. Do you like studying in a group?
18. Are you a kind of person who plans things and then undertakes a task?
19. Are you a kind of person who focuses on one thing at a time rather than on multiple tasks?
20. Are you uncomfortable with ambiguous situations?
21. Are you a kind of person who dares to speak English without worrying about making mistakes?
22. Do you like to study through visual media such as pictures, photos, writings and other image?
23. Do you like to study through listening to sounds or writing things out yourself?
24. Do you like to work on teacher-given assignments faithfully?
25. Do you like to think for yourself and proceed with your study alone once an assignment is given by the teacher?
26. Do you like to study using five senses and moving your body?
27. Do you like to study by reading and thinking deeply?
28. Do you want your teacher to correct your errors during a lesson?
29. How much do you want to improve the following skills?
Vocabulary Very interested interested neither not so interested
not interested at all
- *Grammar
- *Pronunciation
- *Listening
- *Speaking
- *Reading
- *Writing
- *TOEIC score
30. How interested are you in the following class activities?
Chatting (in English)
Discussion (in English)
Game-like tasks
Watching videos and movies
Listening to music
Rote-memorizing of words and expressions
Grammar drills
Reading English books
31. Freely comment on English study. Tell us if you have any requests. Use the reverse side for additional space.

Appendix 2. Some examples of errors by categories

Prepositions

I enjoyed this class. Because I talk many people.
I made lots friends.
I enjoyed talking everyone.
I want to talk English.
I don't like in English. But I want in English very well in this class.
I don't understand to speak by English.

Plural –s

I learned from English speak word.
I enjoy talking with classmate.
I can have a new friends.
I like playing game.
I can speak English very little and ...I'm little enjoyed.
I learned a lot of English word.

Particles

It is a interesting game.
I passed the driver's license after paper exam twice.
I enjoy game.
Deer is very dangerous.
I think intelligent person are decreasing.

Subjects

Have not sit to the desk.
Today's class was very nervous.
...it's rain and tired.
I want to go home and hungry.

Word Order

What do you like music?
What kind of do you like sports?
How many do you have CD?
Friends have many.
Beatles like very much.

Verbs

I fine.
What do you like music?
I want to do again.
My life is no plan.
I don't fun today.
I glad to homework is short.

Tense

I wish I can speak English.
(Today) I'm given 8 points.
It rain today.
[After the class] I have a good time in today's class.

Infinitive vs. Gerund

I like speak English classmates.
I enjoy to speak English today.

Active/Passive Voice

I shocked that I don't speak English.
I'm interesting English.
I am enjoy joining this class.
Today's study is very interested me.
I was enjoyed the game.
I shock at my results.
I excited the game.
I most interested this week.

Clause

I can't speak that I want to say.

Comparative

I think I study more hard.

Part of Speech

This time was very enjoy time.
I hate rainy.

Word Choice

I enjoyed English speaking very well.
I was funny very well.
I study English very well.
I want to talk English.
I don't like...English. (but) This class is unlike.
I have to give 5,000 yen to police.
My luck is pretty!
I don't like rain well.
I don't know past words.
Today is rain. This class is humid.

Appendix 3. Some excerpts from student comments (those in parentheses were translated from Japanese by the researcher)

...speaking is very fun. I think about this class is rather interesting. I want to interesting study.

I am enjoy joining [sic] this class.

(I thought speaking English is fun: sentences in parentheses were originally written in Japanese, translated by the present researcher)

(I enjoyed speaking in pairs. It is fun to learn English by speaking. It left much impression on my mind)

(I have rarely had this kind of class since when I started English study in junior high, so it was very interesting. I hope to be able to express what I am thinking in my head in English)

Speaking English was very, very 恥ずかしい. But I had a good time.

I didn't like English before I did this class. But I will think that I may like English.

I didn't like speaking English. But I enjoy to speak English today. I want to like speaking English very well.

(I was reluctant to come to this class at first. But it was much more fun than I had expected. Now I want to be able to speak English!)

Appendix 4. Distribution table of responses to the questionnaire (the choice of responses is indicated in each box if the generic type shown as headings does not apply)

	Not at all	No	Undecided	Yes	Yes, very much/well	TOTAL
Do you think you can speak English?	88	57	9	2	0	156
Do you like English as a language?	10	31	67	46	2	156
Do you like English as a school subject?	20	77	41	18	0	156
Have you ever done intensive English speaking before? (“Intensive English speaking” is equivalent to the current class as described in the procedure under Method in the text; “one time” is equivalent to one semester worth of lessons)	101 (none)	22 (once)	19 (2-3 times)	2 (4-5 times)	12 (6 times or more)	156
Do you want the teacher to use Japanese to explain difficult things?	2	14	31	82	26	155
Do you think all-English class would be helpful?	6	34	73	36	7	156
Have you done extensive reading using graded readers? (The number in the parentheses indicates the number of typical graded readers the respondent has read)	129 (0)	23 (1-4)	2 (5-9)	2 (10-19)	0 (20 or more)	156
Do you like reading English?	22	63	49	22	0	156
Do you like writing English?	25	71	44	16	0	156
Do you like interactive activity?	15	32	65	40	4	156
Do you want your errors to be corrected?	1	11	49	81	13	155
Do you want to improve your vocabulary?	1	2	13	83	56	155
Do you want to improve your grammar?	1	5	29	81	39	155
Do you want to improve your pronunciation?	0	6	32	71	45	154
Do you want to improve your listening skills?	0	4	13	61	77	155
Do you want to improve your speaking skills?	0	5	14	70	66	155
Do you want to improve your reading skills?	0	5	30	75	45	155
Do you want to improve your writing skills?	0	16	34	74	31	155
Do you want to improve your TOEIC score?	6	6	22	54	66	154
Do you want to do chatting in English?	2	1	34	86	32	155
Do you want to do discussion in English?	7	26	60	52	9	154
Do you want to play games?	0	4	19	87	45	155
Do you want to watch videos/movies?	1	2	19	60	72	154
Do you want to listen to music?	1	2	23	55	74	155
Do you want to do rote memorization?	21	63	49	19	3	155

Do you want to do grammar drills?	26	66	43	17	2	154
-----------------------------------	----	----	----	----	---	------------