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**TAKING THE RISK: STUDENTS' AND
TEACHERS' PERSPECTIVES OF ENGLISH
CONVERSATION CLASSES IN A GIRLS'
SENIOR HIGH SCHOOL IN JAPAN.**

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of the requirements for the degree
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The Abstract

This research examined why Japanese students appear reluctant to speak in English conversation classes. From the perspectives of three different groups of students in a girls' senior high school in Japan, it queried the students' motivation, attitudes, aims and expectations, perceptions of themselves as learners, and actual experiences in class. It investigated the *kokusai* (international) and Japanese teachers of English perspectives' of the students, the conversation classes, and the teachers themselves. A review of the relevant literature suggested that Japanese students were compelled to study English, but had little need to do so. In addition, the participants' culturally different expectations of appropriate learning and classroom behaviors indicated a mismatch between students' and teachers' expectations. The results of this research confirmed that the three different groups of students had different needs, attitudes and levels of motivation. English was the only foreign language offered. Cultural differences in teacher/student classroom practices were found to be involved in students' levels of comfort in conversation classes, and in their confidence in the interactional style encountered in conversation classes. Students with tangible goals were the most willing to adapt to the different classroom culture suggesting that *kokusai* teachers needed to consider the Japanese students' usual interactional style. The importance of the students' needs and goals, and the cultural differences in educational practices discussed in this research could be studied further investigating the relative benefits of easing the students into a different classroom culture or attempting to operate within a Japanese style classroom culture. The usefulness of gaining the support of Japanese teachers of English in schools in Japan by clarifying the interactional style of English conversation classes is an area of concern.

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CHAPTER 1

INTRODUCTION

The Setting for the Research

The Background and the School

The study of a foreign language is now compulsory in junior and senior high schools in Japan. In practice, English, which is given a high priority by Mombusho (the Ministry of Education in Japan), is usually the only foreign language offered (Neustupny, 1987; Benson, 1991). Despite between three and six years' study of English, students have little understanding of how to use the language for communication. Increasingly, English speakers, for whom English is a first language or who have first language competency, have been added to a teaching system which previously consisted of Japanese English teachers teaching English largely in Japanese (Morrow, 1985).

The inclusion of English speaking teachers, known as instructors in Japan, teaching conversation or communication classes has not produced a dramatic increase in the students' engagement with speaking English (Koike and Tanaka, 1995). It appears there are issues involved other than the opportunity to interact with English speaking role models which come to bear on students' willingness to develop communication skills in English: issues such as student motivation and attitudes, the needs and expectations of the students, the usefulness of spoken English to the learner, the clarity of the aims of the classes, the level of class room comfort or discomfort, and

cultural differences in classroom behaviors and expectations. As well as these, the attitudes and classroom practices of both *kokusai*¹ teachers of English and Japanese teachers of English should be considered.

Much of the investigation done so far on Japanese students learning to speak English has concentrated on university students (Teweles, 1996; Benson, 1991). Little research concentrates on the needs of high school students and their perspectives of what they are engaged in, and why, in the study of English. This research aimed to investigate cultural, motivational, and attitudinal aspects of EFL² conversation classes in an innovative private girls' senior high school in Japan at which the researcher is an EFL teacher. This school is part of a privately owned enterprise which also operates a kindergarten, a junior high school, and a women's college. The college does not have an academic focus.

The high school employs five *kokusai* English teachers to teach English conversation classes³ and operates a large international program sending students to study in English speaking countries for periods of up to 10 months. It also operates regular classes with Japanese teachers of English in which English speaking is given minimal attention. For those Japanese students going to study abroad for extended periods the need to use English in the near future should give English conversation some reality, making it more than an academic pursuit, and encourage students to take the risk and engage in speaking tasks. This does not always seem to be the case and *kokusai* EFL teachers encounter an apparent reluctance by many students to actively participate in speaking tasks.

¹ *Kokusai* means international in Japanese. This was the term chosen to differentiate these teachers from Japanese English teachers.

² EFL stands for English as a foreign language in a setting where English is not in daily use as opposed to ESL, English as a second language, a situation in which students would be encountering English in many aspects of their daily life.

³ The terms conversation classes, communication classes and speaking classes will be used to represent the same types of classes throughout this research.

Public and Private Schools

In Japan, students compete, through entrance exams, to get into senior high schools where attendance is not compulsory. Competition for places in the more prestigious public schools is strong. The private schools are generally seen as a refuge for those students who do not get into the better public schools and who do not want to attend the ones that will accept them.

The school selected for study has, until recently, not had a reputation for academic excellence and has attracted students who were not academically inclined, some of whom have caused concern because of minor behavioral and attitudinal problems. According to a Japanese staff member of ten years standing, the school has assumed a nurturing stance in dealing with students and the role of the teachers has been to befriend the girls and gently socialize them into acceptable behavior patterns, a role which is seen as supporting the parents. It would appear that this nurturing role is expressed in the Japanese word for education, *kyoiku*, which is made up of two "ideograms *kyo*, meaning 'to teach', and *iku*, meaning 'to nurture'" (Nozaki, 1993, p.32).

In recent years all schools in Japan have found themselves competing for a shrinking number of students because of demographic changes. In a successful effort to preserve its share of the market, this school began an international program six years ago which has expanded considerably since its inception and now sends approximately 165 students to two English speaking countries for ten months study. Following the expansion of this program, the character of the school has changed as more academically inclined students have enrolled each year in order to take part in the international program. For the first time in the school's history graduating students are competing for and gaining places, in increasing numbers, in Japanese universities including prestigious universities. These changes

have come rapidly and there has been some tension expressed by the established staff, some of whom have been opposed to the international program and the changes it has brought.

Teachers

One of the changes made by the school in an effort to provide a competitive and attractive program has been the employing of *kokusai* (international) teachers of English. Partly in an effort to comply with directives from the Ministry of Education for communication classes, but also to develop the international program, *kokusai* English teachers were employed for the first time in 1990. This has meant that there are two distinct branches of English teaching in the school, conducted by both Japanese and *kokusai* English teachers. Most Japanese English teachers conduct their English classes in Japanese, focusing on explaining discrete grammar points and vocabulary. There is a strong emphasis on memorization and testing.

The *kokusai* teachers teach in English. These lessons are not devoid of grammatical points, however detailed explanations in English would be incomprehensible to the students. Instead, the purpose of these classes is to give listening and speaking practice and to get students using the not inconsiderable body of inert knowledge they possess, at the same time expanding their working vocabulary. An equally important aim of these classes, particularly for the students going abroad, is to prepare them for the cultural differences they will face studying and living in an English speaking country.

It was only these conversation classes, conducted by *kokusai* English teachers, which this study was concerned with. However, reference was made to the Japanese English teachers, their classes and their views of conversation classes in an effort to fully illustrate the different perspectives

and practices they represent. These two types of classes and teachers will be referred to as separate and distinct types of classes throughout the research. They are perceived in this way within the school.

Teachers and terminology. The terminology to be used to refer to the English speaking instructors and distinguish them easily from the Japanese English teachers required careful consideration. The researcher chose to refer to both groups as 'teachers' as the term 'instructor', which is what is used on a visa in Japan, has the connotation that these people are somehow less than teachers. The terms 'foreign' or 'native' which are commonly used to describe English speaking teachers in Japan were discarded, the former because it cites all such teachers as other than Japanese and becomes a term of exclusion. The Japanese word *gaijin*, or more politely *gaikokujin*, which means foreigner, is used in the Japanese language versions of the questionnaires. However, again the connotation of citing everyone else as other than Japanese did not recommend itself for use in writing up the research. The term 'native speaker' was decided against because not all English speaking teachers are necessarily native or first language speakers of English. Initially the term non-Japanese teachers held some appeal but on reflection it had many of the negative connotations of the other rejected terms citing people as other than Japanese and excluding any ethnically Japanese teachers who happen to be English speaking teachers. Eventually the term *kokusai* teachers was settled on as *kokusai* means international in Japanese. The five staff members it refers to at the school where the research was undertaken, coming from three different countries and speaking two different first languages and five languages in all, seemed to fit this as a descriptive term. Also the department which these teachers are attached to in the school is not the English Department, but the *Kokusai* Department.

Students

This research looked at three different groups of students, in their first or second year, taking English conversation classes in addition to their English classes with Japanese teachers. The third year students were not included.

The first group was the group of students selected to study in the school's International Program. This group was made up of the 115 first year students who, at the end of two terms' study, go overseas to live and study in an English speaking environment for ten months. They received five English conversation lessons a week with a *kokusai* English teacher. All lessons were fifty minutes long. These students were referred to as the **International students**.

In addition, the second group were also first year students. This group was not part of the International Program. These 377 students, received one English conversation lesson a fortnight with a *kokusai* English teacher. Amongst this group were approximately 42 students who were also to have ten months international experience, but these students were not selected until later in the year, and were not involved with the conversation classes once they are selected. For the purpose of this research they were not treated separately from the regular students. This large group of students received regular English lessons from the Japanese teachers of English. These students were referred to as the **Regular students**.

There was a third group of 43 students who were part of this research. They were second year high school students. They were to go overseas for approximately two weeks in July of the year the research took place. These students were taking English conversation class as an elective class and they had three classes a week with a *kokusai* teacher in addition to their regular English classes with a Japanese teacher. The word 'elective' is

somewhat deceptive as within this group there are students who were there because no other teacher would accept them, rather than because they have a desire to learn to speak English. This group was referred to as the **Elective students**.

The ability to speak English was going to be of considerable use to the International students during their extended time overseas. It was expected to be seen differently by the Regular and Elective students. The amount of exposure to English conversation classes and the classroom requirements and experiences ahead of these three different groups of students varied considerably. It was anticipated that the students would have different needs, attitudes and motivation and that the level of task engagement would vary between the groups. The need for a command of spoken English was expected to have less relevance for the Regular and Elective classes than for the International classes. This assumed need on the part of the International students did not transfer to their classroom behavior as would be expected, producing active involvement in speaking tasks. Other powerful factors continued to have a substantial influence on all three groups of students' classroom behaviors and engagement with conversation tasks.

The Aims of the Research

This study aimed to investigate cultural, motivational, and attitudinal aspects of EFL conversation classes in an innovative private girls' senior high school in Japan to question what factors enhance or limit their effectiveness. It also sought to uncover why Japanese students exhibit a low level of participation in communication tasks and whether or not there were differences between the three student groups. This aim was pursued from the teachers' and the students' perspective, with the emphasis on the latter. It aimed to probe into:

- (a) the students' motivation, and attitudes with regard to English conversation classes;
- (b) whether these classes are seen as useful and the effects of the interactional style and the use of English only as a teaching medium;
- (c) the students' expectations of English conversation classes;
- (d) whether or not the aims of these classes are clear to the students and their perceptions of how these aims can be achieved;
- (e) whether or not the students perceive themselves as successful learners and how they apportion responsibility for their successes and failures;
- (f) whether the *kokusai* English teachers are viewed positively or negatively by the students and how they perceive the level of effort these teachers require;
- (g) whether the students perceive differences in usefulness and enjoyment between the grammar-translation classes and the conversation classes;
- (h) the *kokusai* teachers' expectations of the students and the extent to which culturally different classroom expectations and interactions are involved in forming these attitudes;
- (i) the Japanese teachers' attitudes to the communication classes, *kokusai* teachers and their ability to relate to the students and others within the school.

It was hoped that viewing students' classroom interactions from a perspective which takes careful account of student's cultural differences, attitudes, needs and limitations, which are products of their environment, would help EFL teachers to understand how these factors limit what students can do or are prepared to do in class. The emphasis on the need for an

awareness of the culturally different perspectives and expectations which govern and limit students' interactions and risk-taking behaviors should make this research applicable to foreign and second language teachers and not only to the EFL situation in Japan.

Summary

The interest expressed by the Ministry of Education in Japan in the teaching of a foreign language has resulted in schools offering English as part of the regular school curriculum. The style of English teaching favored by Japanese teachers of English has produced learners who can read the target language but whose English speaking skills are poor. *Kokusai* English teachers have been brought into Japan in increasing numbers to provide a communicative element to the teaching of English. Many of these teachers experience difficulty activating the learners' communication skills or inspiring recognizable signs of enthusiasm for the subject. This introduction set out the background of the study conducted in a girls' senior high school. It introduced the two groups of teachers involved, Japanese and *kokusai* teachers of English. It aimed to focus on the differences between the three groups of student participants and consider what factors act as constraints on the students classroom interactions and engagement with the task of becoming communicative in English. It set out the aim of the study to probe into the perspectives of the participants in English conversation classes, particularly those of the students.

CHAPTER 2

THE LITERATURE REVIEW

Language Teaching in Japan

The study of English in a variety of institutions is widespread in Japan and studying English is a strongly motivated pursuit propelled by a realization of the importance of communicative English for "personal careers and national roles in the global community" (Nishiyama, 1995, p.36). This indicates an instrumental motivation, defined as "the desire to achieve proficiency in a language for utilitarian or practical reasons" (Krashen, 1981, p.22). It is a common motivation for language learning but some researchers argue that integrative motivation, "...the desire to identify with the target group whose language they are learning" is an equal or stronger motivator (Snow and Shapira, 1985, p.4).

Despite evidence of instrumental motivation, the low level of student engagement and active involvement encountered by *kokusai* English teachers in communicative classes in Japan appears to contradict Nishiyama's view that Japanese students are strongly motivated (Nishiyama, 1995). It suggests that the majority of Japanese junior and senior high school students do not have a strong motivation for learning to communicate in English. They are responding to a situational factor, the compulsory nature of English language learning, in which English is just one more academic subject in the whole curriculum and is not necessarily seen as a means of communication (Sano, Takahasi & Yoneyama, 1984; Benson,

1991; Koike and Tanaka, 1995). The students' understanding of the purpose of their study must have an affect on their willingness to risk speaking the language being taught, especially in conversation classes where the classroom culture is as foreign as the language.

The historical background

An instrumental orientation motivated foreign language learning in Japan from its inception. Teweles (1996) reports finding a high instrumental motivation amongst Japanese university students who must face the English entrance exams. Traditionally, according to Koike and Tanaka (1995), new languages were learnt by a limited number of people who then translated the technologically advanced ideas they had gained into Japanese for wider dissemination. The Meiji Era (1868-1912) was a time when industrialization was a high priority in Japan and Western technological knowledge was sought but without risking the westernization of traditional Japanese thought (Morrow, 1987). The traditional method of knowledge transmission meant the goal could be obtained without the majority of learners mixing with or identifying with the target group, as would be the case if an integrative motivation developed.

This ancient technique of translating ideas gleaned from limited contact with foreign cultures, a practice which began with the importation of the Chinese writing system, acted as the model which formed the basis for the language programs introduced into schools (Koike and Tanaka, 1995; Neustupny, 1987). The grammar-translation method of language learning was incorporated into the English programs in middle schools established in 1870 for boys and 1872 for girls (Koike and Tanaka, 1995). During World War 2, the teaching of English was almost dead, only to be revived during the postwar period of American occupation (Koike and Tanaka, 1995).

Despite this revival, the failure to produce competent speakers led to

an emphasis on oral comprehension and speaking which was specified in the national guidelines in 1947 and was again emphasized in the 1950's and the 1960's. Considering the government support for the study of English and the number of English lessons students receive, it would seem likely that a large part of the population would be bilingual, as in parts of Europe (Morrow, 1987). That this is not so is in part related to the format and importance of the university exams which have a strong influence on the way English is taught in Japanese schools (Morrow, 1987). Despite a call for more communicative teaching techniques, "senior high-school teachers as well as students were not receptive to the new method" (Koike and Tanaka, 1995, pp.15-16). This is because of the requirements of the university entrance examinations which emphasize a written demonstration of often obscure points of English. These exams have continued to be tests of grammatical knowledge and vocabulary (Neustupny, 1987; Hyland, 1993).

In order to meet the demands of these powerful university gatekeepers, emphasis is placed on the translation of English grammatical structures into Japanese (Sano, Takahashi & Yoneyama, 1984; Richards, 1993). The lack of speaking and listening components in the university examinations means that these skills are given marginal space in high schools despite the changes in Mombusho (the Ministry of Education in Japan) guidelines. Asking teachers or students to attempt to break free of the constraints they perceive are imposed by the examination system and attempt a more functional approach to language learning is also asking them to have tremendous faith in an alternative system and to break with traditional practice.

An extensive study of English language teaching in Japan has revealed that 58 percent of senior high school students and 74.9 percent of college graduates evaluated their English instruction in Japan negatively

(General Survey of English Language Teaching in Japan, 1983-1990, cited Koike and Tanaka, 1995, p.19). In addition 78.3 percent of college students felt that there was a need for a more communicative approach in both high schools and colleges.

Even though both students and the Ministry appear to be seeking a change in the way English is taught this change is slow in coming. In high schools up to six hours a week learning English takes place with little actual English being spoken (Richards, 1993). This is largely due to the extensive reliance on translation methods, a practice which is reinforced by university exam demands. It is also partly because the Japanese teachers of English have little confidence in their own English speaking ability (Richards, 1993; Christopher, 1983). This situation is quite understandable when it is considered that they have had "extremely limited exposure to English" (Sano, Takahashi & Yoneyama, 1984, p.173). Presumably they learnt English the way they are now teaching it. Teachers are unlikely to emphasize the speaking of English in class without a significant amount of support, because in order to adequately fulfill the teacher's role in a communicative class, the teacher must have a "fairly high level of communicative competence" (Canale and Swain, 1980, p.33).

Rather than speak English in class Japanese English teachers tend to rely on commercially produced audio tapes. The spoken English students are exposed to from these cassette tapes is usually a standard prestige accent and a slow delivery which makes the task of deciphering the key ideas deceptively different from real-world communication. Faced with the variables that exist in actual conversation the learner has little or no experience of negotiating over speed or meaning and is little prepared for the complexities of the task (Richards, 1993). It is hardly surprising that Japanese students are discouraged by these testing experiences which

confront them initially in communicative/conversation English classes.

A Communicative Focus

Despite criticism by both teachers and students of the university entrance examinations, for neglecting listening and speaking skills in English, there has been no significant change to date and these skills are still not a feature of entrance exams. This situation impacts negatively on the communicative English classes conducted by *kokusai* English language teachers, reducing their perceived usefulness, particularly for those students whose motivation to study English conversation is instrumental. It impacts on the attitudes of Japanese teachers and students to communicative classes and students' perceptions of the purpose of these classes. It impacts on students' willingness to apply themselves to tasks which require a lot of effort and personal risk-taking in an effort to acquire skills which may be of dubious use.

Communication classes have been a feature of high school education since the 1985 Japan Exchange and Teaching Program (JET) and the 1987 program to recruit Assistant English Teachers (AETs) (Koike and Tanaka, 1995, p.20). AETs are speakers of English as a first language, and sometimes teachers, who are employed to teach at several schools, or to be the sole oral English provider in a single school. The breadth of their work means that, at the most once a week, theoretically in conjunction with Japanese teachers, they take English conversation classes with groups of around forty students. In some instances, the writer's son's junior high school in Japan for example, the AET teacher only comes fortnightly.

The infrequency and irregularity of the experiences most students have with an English speaking teacher and the numbers of students in each class make conducting communicative classes virtually impossible. The size of the classes means that interaction between individual students and the English

speaking teacher is very limited. Few students are bold enough to attempt to speak the target language in front of their peers, especially with a teacher who remains a stranger because of the infrequency of the classes.

English teachers conducting communicative or conversation classes find that even at university level students have not been taught to speak or to listen to English (Helgesen, 1993; Richards, 1993). These students are frequently extremely hesitant to engage in speaking tasks. The term "false beginner" is often applied to Japanese EFL students who know a lot of English words but have difficulty discussing anything more than basic information about themselves (Helgesen, 1993, p.38, Nozaki, 1993, p.28). There appears to be a mismatch between "students' memorized chunks of formalized and abstruse English" and actual language use (Benson, 1991, p.34). These memorized chunks of language are frequently not linked according to any common theme or communicative usefulness but are used as examples of grammatical structures. To illustrate this abstruse examination English the following examples of test items for second year senior high school students are included: A horse is no more a fish than a whale is; He left for India never to return. They relate more to the study of an antiquated language for examination purposes than to learning English for the purpose of communication.

Japanese EFL students may be able to read and even write a considerable amount of English but they remain wary of committing themselves to speech. Frustrated EFL teachers in Japan are often told by Japanese teachers that the reason for the lack of student response in conversation classes is that the students are shy. However, according to Helgesen (1993), it is fear as a result of the risk of making a mistake in front of 40 classmates which silences many students. In an effort to minimize this fear, Helgesen suggests that working in pairs eliminates students' reticence

by removing the possibility of public failure (Helgesen, 1993). In pair work students are free to choose how much they speak which may be a major factor in language acquisition. Ellis (1988, p.7) suggests "that controlled practice does not aid second language acquisition" reasoning that it is probably the stronger students who choose to practice and the weaker students only respond if called on. From this point of view he suggests that it is acquisition which determines who practices, and coercing less proficient students may be no help (Ellis, 1988).

Pair work is a similar approach to the pupil-pupil interactional style suggested by Ellis (1980). According to Ellis the interactions between teacher and pupil demonstrate a limited range of functions in contrast to pupil-pupil interaction which he believes provide "opportunities for performing both initiating and responding moves and a wide range of speech acts" (Ellis, 1980, p.43). This optimistic view of pupil-pupil interaction is not usually found to be so in the large and infrequently held communication classes which are a feature of the Japanese education system today. Unlike many ESL⁴ classes where English may be the only language the students have in common, in these classes all the students speak the same first language which is the one they use to negotiate meaning when difficulties arise or which they quickly revert to after a minimal effort in English. They have discovered the efficiency of something which their teachers are only too aware of, that all tasks can be completed quickly if they revert to Japanese as soon as possible. Task completion seems to be the students goal rather than task mastery.

Motivation, Attitudes and Communication

Research in language teaching has suggested that "a functionally organized communicative approach may be associated less with ... negative

⁴ ESL English as a second language.

feelings and more with a highly useful and visible purpose of second language study, namely communication" (Canale and Swain, 1980, p.33). This expectation presupposes that the learners have the desire to learn to communicate in a second language and need only to be introduced to enjoyable ways to learn. Despite this optimistic view, it appears that the communicative approach has not significantly engaged the interest of the majority of Japanese EFL students. The motivation to develop communicative competence is lacking in many of these students who are either simply serving time in a class they did not choose to be in or aiming solely to pass the university entrance exams which require little or nothing in the way of communicative skills.

Motivation is considered an important predictor of who will continue or withdraw from second language study (Clement, Smythe and Gardner, 1978, cited Gardner, 1982). This is not necessarily true for the majority of Japanese students who find themselves in English classes with *kokusai* teachers of English, not by choice but, as a result of a directive from Mombusho (The Ministry of Education). Despite three or more years studying English in junior high schools and private language schools, *kokusai* EFL teachers in Japan cannot assume that the motivation of their students is high. Few students are studying English by choice or with a view to becoming communicatively competent.

According to Benson (1991, p.37) Japanese students "find themselves caught up in a massive language-teaching exercise whose full implications may be unclear to them". Despite the time and energy spent teaching English, the reality of the situation seems to be that students have little motivation to learn a language which is regarded as an academic pursuit, or to use it outside the classroom (Hyland, 1993). Communicative classes may be no more than an ordeal with no attainable goal.

Gardner claims that "the bulk of the research evidence does demonstrate a relation between second language proficiency and attitudinal/motivational variables" (Gardner, 1980, p. 268). Teachers trying to enrich student motivation should consider the importance of affective variables in language learning and nurture positive attitudes. These affective variables deserve attention just as ability differences do (Gardner, 1982). Students who have not chosen to study English may well have negative attitudes, and communicative classes, which require students to take the risk and speak the language in front of their classmates, may be particularly threatening.

Needs and Communication

In addition to the potentially negative affect of the coercive element in EFL study in Japan, the lack of opportunity to actually use the language in everyday situations may be significant. English conversation classes are in competition for students' attention with the demands of university entrance exams in which speaking English plays little or more frequently no part. The curb on many students' attitudes is encapsulated in the words of cram school students, "as long as you stay in Japan, why do you need to speak English?" (Ouchi, 1996, p.20).

This sentiment is echoed by researchers in the field. Neustupny (1987) queries the motivation level of EFL students claiming that the average citizen has little need or opportunity to use English. Even the expanding travel market has not changed this situation much as "except, perhaps, for short vacation trips, most Japanese do not have occasion to interact directly with native English speakers" (Morrow, 1987, p.57).

As an island nation, Japan presents itself very much as a monocultural, monolingual nation with a strong group orientation "characteristic of homogeneous populations with long, uninterrupted histories" (Hall and Hall,

1987, cited Stapleton, 1997, p.128). The uniqueness of the Japanese is a strong cultural perception and the average high school student has little understanding of the multi-cultural nature of countries where more than one official language is used and different cultural practices are celebrated nationally. Many students' reaction to the information that their teacher's cultural heritage is a mix of two or more cultures, for example Italian and Maori, is at least one of bewilderment or even embarrassment that this is being talked about.

In contrast to this, bilingualism is not uncommon in Europe where countries share borders, some of which shift from time to time, and the populations mix frequently for both business and pleasure. In countries such as India and Singapore, English is of use for intranational communication with fellow citizens who may speak quite different languages as their first languages (Shaw, 1983). In these former British colonies, the stigma attached to English as the language of imperialism is on the wane, just as viewing it as the language of the enemy has faded in Japan (Shaw, 1983). Shaw argues that English "no longer belongs to its originators. It has become the property of the world" (1983, p.30). It is certainly widely used for international communication (Morrow, 1987).

This is probably also the use envisaged by the government and the captains of industry in Japan. But according to Honna, in an idea reminiscent of Neustupny's (1987) point of view, English has little tangible relevance for the majority of Japanese because, "Japan is not a society in which English plays a meaningful role as a language of international communication" (Honna, 1995, p.57). Honna (1995) claims that seeing English language as world property is not a view shared by the Japanese people in general, instead, they see English as the property of the USA and Britain and measure their efforts negatively against these models.

In a rebuttal of the view that Japan lags behind the rest of the world as learners of spoken English, Honna claims that Japanese levels of proficiency in speech are no different from other countries with similar socio-linguistic circumstances (Honna,1995). Honna also suggests that the Ministry of Education is asking for native-like proficiency which is requiring too much of students and is a standard against which they must always appear deficient, making students' and Japanese English teachers' ashamed to speak the language (Honna, 1995).

Considering the importance placed on attitudinal variables by Gardner (1980 & 1982), teachers who are reluctant or ashamed to use the language they are teaching are not providing a positive role model. For many students, these teachers are the only consistent role models they are exposed to, a situation which must impact on students' attitudes and motivation. Such role models are likely to have a negative influence on learners' expectations for success as English speakers which will be reflected in their willingness to speak the language, even in class. This initial reluctance appears to be compounded in conversation classes with non-Japanese English teachers by other factors, such as peer approval and cultural differences in classroom behavior⁵, which contribute to the students feeling some discomfort in these classes when they first encounter them (Ely, 1986).

Despite the hopes of researchers in language learning that the communicative approach would encourage a more positive approach to language learning (Canale and Swain, 1988), it is not hard to imagine that it would be difficult to maintain enthusiasm for a language which you anticipate using once or twice in your life. However, the situation is different for professional workers who must read vast amounts of technical material,

⁵ These issues will be discussed in the section on cultural differences.

which arrive in Japan and are not translated, as well as having to speak with visiting professionals from all over the world who use English as a language of international communication (Morrow, 1987). It is not uncommon to find that many professional people continue to attend classes, at their own or their companies expense, well into their adult life. Unlike the majority of Japanese, for these people English does have relevance as an international language.

Individual Responsibility for Learning

Autonomous Learning and Commitment to Practice

Unlike Gardner (1982) the importance of a positive attitude to the language is not seen as paramount by Teweles, although an opportunity or need to use the language does play an important part in Teweles' idea that a "strong commitment to practise and a will to actually use the language" may be of prime importance (Teweles, 1996, p. 212). Students in Japan tend to put more store by attending class than actually taking part in it and it is not uncommon to have students there but asleep. According to Yuen (1996) students seldom review what they do in class and if these classes are held once a week are basically at the same starting point each time. The commitment to practise may appear in response to having an opportunity or a need to use a new language, a situation which, as has been discussed, is not available to the majority of students in Japan.

In a study of Japanese business men living and working abroad Pearson (1988) found that the men least affected by culture shock were those who expanded their knowledge of the local language, and became involved with the community. Pearson (1988) cites the example of a group of four men who had spoken none of the local language before arriving in the Malaysia, but by following the role model of the older fifth member of the group, made efforts to integrate and learn the language and after six months

were established enough to be able to enjoy themselves. They appear in stark contrast to the group in Singapore, who “despite some proficiency in English never attempted to communicate with any of the workers on the site” or people in the community (Pearson, 1988, p.174). These men were lonely and depressed and saw their lack of language as a problem but reported no time to study. Pearson concludes that the data she collected confirmed the research findings which emphasize the importance of investing a good block of time and effort in language learning as well as becoming responsible for your own learning (Larsen and Smalley, 1972, cited Pearson, 1988).

Pearson also refers to other research that indicates that there are “two attitudinal obstacles to learner autonomy: previous second-language learning experience which leads learners to expect that learning is dependent on a teacher, textbook, and a formal course; and a belief ... that they cannot learn on their own” (Pearson, 1988, p.177). The passivity observed by *kokusai* EFL teachers in Japanese high school classes suggests that, for some reason, these attitudinal obstacles are a problem for these learners effecting their autonomy and persistence.

Causal Attributions and Student Persistence

The issue of learner autonomy and effort is connected to students' causal attributions for their successes and failures. As well as the influence of attitudinal and affective variables on an individual's level of motivation, causal attributions are involved in motivation and persistence. The cognitive perspective of motivation is that it influences the direction and intensity of behavior (Gagne, Walker Yekovich & Yekovich, 1993). The cognitive approach to educational psychology focuses on the internal processing that a learner goes through. Students' causal attributions about why they succeed or fail provide them with information which they use to estimate

their chances of success in the future. These classes of thought were brought together in a theory of motivation called "attribution theory" (Weiner, 1979, 1980; cited Gagne, et al., 1993, p.428).

According to attribution theory, students' causal attributions for success or failure are broadly classed as: their ability, their luck, their effort, and task difficulty. Beliefs about the controllability or stability of these attributions are involved in the learners' expectations for success or failure in the future. They influence students' affective responses to, and persistence at, achievement tasks (Gagne, et al., 1993). As discussed earlier, affective responses and persistence are considered important in language learning (Gardner, 1980, 1982; Teweles, 1996).

Attribution theorists analyze students' own understanding of why they succeeded or failed in relation to the students' perceptions of the locus of control and the stability of the factors involved. The adage that success encourages more success is modified by the student's perception of why she/he succeeded and the likelihood of a recurrence. Success which is attributed to luck, which is usually considered unstable and uncontrollable, is not associated with positive affect. However, if success is associated with ability, or effort when it is seen as a stable characteristic, it produces positive affects (Gagne, et al., 1993). "Ability is ...generally perceived as a relatively stable cause whereas effort can vary from situation to situation" as can mood and luck, though these two variables are largely viewed as uncontrollable (Stipek, 1993, P.127).

Consideration of all the variables in attribution theory and the subtle ways in which it influences learning behavior is not possible within the scope of this research. However, what is relevant to this research is students' locus of control, which can alter to what degree they see themselves as in control and able to make changes (Rotter, 1966, cited

Stipek, 1993). Failure attributed to uncontrollable external variables such as luck, task difficulty, or the teacher not explaining clearly, will reduce a student's expenditure of effort and their persistence at a task in the future. This would lead to a student exerting little effort on school tasks and generally appearing disengaged from classroom activities (Stipek, 1993).

Students' and Teachers' Roles and Responsibilities

Student autonomy and effort is integral to Western teachers' understanding of classroom interactions and has considerable influence on the type of classroom interactions fostered by Western teachers. These interactions encourage the students to be active, questioning participants. However, in the Japanese education system the teacher continues to be cast in the role of the transmitter of knowledge (Cogan, 1995). The obligation teachers feel to supply answers was clearly demonstrated in the following example drawn from personal experience. A Japanese teacher attempting to elicit answers to questions related to a listening task, and reasons for these answers, when faced with silence as an initial response to the questions, quickly resorted to giving the answers. This is not an isolated example. It demonstrates a culturally different perspective of the role of the teacher from that which is found in the West. In Japan, because of the teacher's powerful role as the knowledge transmitter, students tend to be dependent on the teacher to a degree which to Western teachers seems to be limiting the students' chances of maximizing their learning.

In EFL classes, the classroom expectations and behaviors of teachers and students are frequently significantly mismatched because of cultural differences. In a study of *kokusai* teachers' preferences of college student behavior, student behavior was not consistent with teacher preferences (Sasaki, 1996). According to this study by Sasaki (1996, p.237) teachers preferred, "Two-way communication between teacher and students and

active learning ... to passive. These preferences do not coincide with the passive nature of classrooms which Japanese students are accustomed to". Both teachers and students, because of "their cultural code of classroom conduct" (Sasaki, 1996, p.237), may have serious doubts about each others classroom interactional styles. Students who are used to relying on teachers to supply the answers may be utterly confused and disaffected by a teaching style that requires them to seek out information, ask and answer questions and risk making a mistake. They may fail to perceive that there is teaching taking place at all if the teacher is not transmitting knowledge but is attempting to conduct the class from an entirely Western perspective. A lack of confidence in the teacher, on whom they are traditionally encouraged to rely strongly, may mean they have their expectations of success rapidly reduced along with their willingness to expend effort on tasks. Behavior such as the frequent response from students when they are urged to make an effort, which is a wail of *muzukashi* (it's difficult), would certainly give the impression, typically reported by EFL teachers in Japan, that students appear disengaged.

Cultural Differences in Communication and Teaching Styles

The Importance of the Group

The significance of cultural differences between the West and Japan goes beyond understandings of student autonomy, effort or the usefulness of transmitting knowledge. Many researchers and teachers consider these differences to be significant but, according to Cogan, the differences in communication style are more a matter of degree (Cogan, 1995). Significant or not, these differences do have the potential to create cross-cultural misunderstandings which can influence students' and teachers' classroom experiences.

In Western societies it is culturally correct to engage in conversation for

the purpose of disagreeing over a topic, a practice which is not common in Japanese society where conversation is a way of creating and reinforcing emotional ties (Banlund, 1975; Nishiyama, 1995, Cogan, 1995). The promotion of group consensus is more important than individual opinions (Anderson, 1993). According to Koike and Tanaka (1995) Japanese people are uneasy outside the group and put group harmony ahead of individualism. This means that there is often a mismatch between what is thought and what is said which "...causes most foreigners to feel it difficult to communicate with Japanese people" (Koike and Tanaka, 1995, p.23). The Japanese word *tatema* describes the giving of an answer which is appropriate for the listener, a concept which is not promoted in Western society to the degree it is in Japan, if it all.

Group consensus, which is important at all levels of Japanese society, can seem to Westerners no more than a formality resulting in everyone agreeing with the boss, or class leader, at the expense of their own opinions. When it is operating in the classroom, it can cause frustration for Western teachers who expect students to offer their own ideas. However, this is unlikely to happen, not only because of the importance of the group, but also because the teacher is in a position of authority within the classroom, a position which has significance in a vertical society like Japan. This situation prevents teachers from getting a glimpse of students' true individuality (Nozaki, 1993).

The importance of the group is stressed through daily interactions in Japanese schools. The class is the unit within which decisions are made and every member is urged, by the others and the teacher, to be part of the group. The socialization of students into the norms and practices of society is the primary goal of Japanese schools (Cogan, 1995).

Group cohesiveness is reinforced in Japanese schools through

competing against other classes in orientation games which require the active cooperation of every member. Absenting yourself from the group is not an option and students who are unable to participate will still be required to show support. Illness is not necessarily a valid excuse for not supporting your group. As a senior elementary student my son was strongly urged by his teacher to put in an appearance at the sports festival and participate as much as possible, including in the human pyramid, despite having a fever. He complied and felt the peer approval was worth the effort.

The role of socializing the students is evident in the school in which this research was conducted, where every student is encouraged to become part of the group and take part in group activities during orientation camps, culture festivals and sports events. It is also evident in the discipline procedures in place. In an effort to develop appropriate social interactions, rather than punish transgressions, teachers engage in intense talks which are intended to inspire the student to behave appropriately. A considerable amount of indulgence, beyond what is generally available in Western schools, is offered to a student who is expressing the desire to learn what is required of her even if her behavior appears to be at odds with what she says.

Cultural Differences in Classroom Styles

In contrast with the importance placed on group harmony in Japanese classes, Western educational practice encourages individualism, independence and original thought and this is reflected in classroom interactions. Cultural differences in classroom expectations which "affect every aspect of classroom behavior" can explain many difficulties reported by EFL conversation class teachers (Ryan, 1995, p.112). Illustrating this idea Nozaki reports that under the impact of standard Western questioning techniques, during her own experiences as a student in America, she felt

that teachers were aggressive (Nozaki, 1993). She points out that other common Western practices such as looking directly into students' eyes, are discomfoting to Japanese students.

If there is a mismatch between the teacher and students "of each other's culturally learned expectations for appropriate behavior" there will be interactional problems (Thorp, 1991, p.109). Thorp points out that "because of the teachers' authority, it is the pupils who are defined as not understanding" (Thorp, 1991, p.109). Yet English conversation classes being conducted in Japanese schools are likely to be the only classes where the students cannot confidently anticipate a secure knowledge of the tacit rules of interaction. This is likely to create some degree of anxiety in students which will affect their behavior and exaggerate any natural or culturally prescribed reticence to speak out.

The idea that language learning can only take place while students are adhering to Western classroom behaviors, such as volunteering, is a reflection of Western ethnocentrism according to Anderson (1993). Unlike Western classroom culture, Japanese classroom culture has been influenced by experiences such as the Confucian tradition, which emphasizes obedience and respect for seniors (Koike and Tanaka, 1995). Supporting this idea Nozaki claims that Japanese students are trained to learn by silent observation in their usual classes (Nozaki, 1995). Cogan presents a similar perspective when he contrasts the Buddhist learning tradition of silent receptivity, which influences the Japanese learning environment, with the "Socratic ideal where student-teacher interaction plays a central role" (Powell & Anderson, 1994, cited Cogan, 1995, p.106), which is often a measure of successful teaching in Western education. In contrast to the word-filled Western society, silence in Japan has a significant role. "If there is silence during a conversation, the silence does not indicate

emptiness; rather, it communicates a message" (Stapleton, 1997, p.132). Considering these contrasts, EFL conversation classes, which are concerned with encouraging speaking English within a Western tradition of classroom practice, can be a shock for these students.

In these EFL classes, Japanese students can appear passive to the teachers (Nozaki, 1995). Students rarely initiate discussion, volunteer answers or ask for clarification and are likely to preface answers to direct questions with a long pause (Anderson, 1993; Sasaki, 1996). They are more likely to ask a classmate for help than the teacher and may feel the need to negotiate at length with other students before attempting to respond to direct questions (Anderson, 1993). This negotiating reflects the importance placed on consensual decision-making in Japan. It also relates to the student's unwillingness to make a mistake in front of the class. This is an especially important point in Japan where there is a greater emphasis on the right answer than in the West, where knowledge is seen as negotiable (Thorp, 1991; Cogan, 1995).

In general it is considered impolite to "pursue a senior speaker with questions" (Neustupny, 1987, p.149), so students seldom question their teachers or indicate lack of comprehension (Anderson, 1993; Nozaki, 1993). Also, the teacher continues to be cast in the role of the transmitter of knowledge (Cogan, 1995), rather than a resource which students can draw upon. This encourages a receptive passivity on the part of the learner which is not what conversation class teachers expect (Sasaki, 1996). There is considerable potential for misunderstanding especially if EFL teachers view the reluctance of students to speak negatively (Neustupny, 1987; Nozaki, 1993).

Teachers in Western society tend to view "introversion as an undesirable behavior" and seek ways to draw these 'problem' students out

(Brown, 1973, cited Busch, 1982, p.110). However, silence from a student can have many meanings beyond lack of understanding and this may be difficult for a foreign EFL teacher to decipher (Anderson, 1993). In a study which looked at high school students' non-verbal responses, as interpreted by both Japanese and foreign teachers and the students themselves, these significant silences were examined (Nakamura, 1995). It was found that, while there was no concise delineation of meanings, students used non-verbal responses to express three basic types of response; *wakaranai* which means I don't know/understand, *agaru* which is an expression of discomfort, and *kangae chu* which means in the middle of thinking (Nakamura, 1995, p.135). These different responses were expressed with the use of the hands touching the hair or face and with the eyes. They can indicate whether or not it is worthwhile waiting for an answer or if the student is hoping the teacher will turn his or her attention elsewhere. They are minimal rather than bold responses or gestures and may go unnoticed by many teachers yet "there seems to be a conscious effort ... to give a coordinated verbal and non-verbal response" (Nakamura, 1995, p.136).

This perspective of the role of silence is supported by research which indicates that countries such as Japan, which have homogeneous populations with long, uninterrupted histories, develop high-context communication styles. These communication styles rely on non-verbal contextual clues, which are interpreted by the listener, to deliver a message (Hall and Hall, 1987, cited Stapleton, 1997).

Just as teachers are frustrated by students' silences, students' failed attempts to communicate in a way which is understood in their classes with Japanese teachers, would indicate that many students are equally frustrated by teachers' apparent refusal to respond to the messages the students give. Both students and teachers suffer the negative effects of cultural and

classroom interactional differences. Cultural misunderstandings can lead to a sense of failure and disappointment in Western teachers (Cogan, 1995).

Adapting to Cultural Differences in the Classroom

According to Anderson (1993) the type of student Western teachers long for does exist in Japan, but they may be regarded as social misfits among their classmates. This must sound a cautionary note for non-Japanese teachers and suggests that changes in classroom interactions be developed gradually, with the cooperation of the whole class.

Adapting to culturally different classroom expectations and practices may not be a major difficulty for students who have chosen to be in a *kokusai* teacher's class and for whom the differences may be part of the allure (Ryan, 1995). This is relevant in the school in which this research was conducted, where the students can be divided clearly according to their probable needs. The group who are preparing for a lengthy period of international study can be expected to have a strong and pressing need to familiarize themselves with Western cultural and classroom practices. For the others a 2-3 week supervised visit at some time in the future probably provides little stimulus to internalize different classroom behaviors or to speak the language they have been compelled to study for at least four years. This group represents the reality in most Japanese schools, which is that the students "have been assigned to a compulsory language course which happens to be taught by a foreigner" (Ryan, 1995, p.113).

Commonly encountered behaviors which indicate a low level of engagement with the classroom activities are, failure or reluctance to answer questions or seek clarification (Sasaki, 1996). In addition, a lack of awareness of, or adjustment to, Western teachers' classroom styles is indicated in Sasaki's description of undesirable classroom behaviors which continue to occur at college level. These behaviors included sleeping, doing

homework for other classes, not listening and talking with classmates when the teacher is talking, reading comics, arriving without pencils, and female students doing makeup or grooming in class, in that order of frequency of occurrence (Sasaki, 1996). Rather than seeing these behaviors as cultural differences which teachers must come to understand Sasaki (1996, p.237) claims that, "Such behaviors, both passive and active, hinder, if not disrupt, classroom learning. For pedagogical purposes alone, behaviors of this type should be minimized if not eradicated".

Sasaki (1996) recommends that students become aware of their non-Japanese teachers as cultural beings as well as teachers in an effort to close the cultural gap. This is an interesting concept but it is placing the emphasis for change and adaption on students who have so far shown little inclination to do so. Realistically, without a significant reason to do so, they are not likely to make such an effort for the sake of a class which is just one amongst many and which will be finished with soon enough, especially if slept through.

In any group of students there are likely to be students with different expectations and needs. Teachers need to consider that communication ability in English may not be a primary goal for some students attending their conversation classes. Passive receptivity, which does not appear to be the best method for learning to communicate in a new language, may serve them well elsewhere. For these students classes conducted from a Western pedagogical perspective are likely to reduce any existing motivation.

Making conversation classes culturally comprehensible, in terms of classroom interactions and teaching style, suggests compromise on the part of the teachers. Anderson suggests that teachers use "bridge" activities to "ease the transition from the students' interactional norms to those of the teacher" (Anderson, 1993, p.109). The metaphor of a bridge can be

employed as a means to overcome cultural differences in classroom expectations and experiences (Thorp, 1991).

The cultural differences in classroom practices are not insurmountable, although individual responses to changes vary greatly. The claim by Widdows and Voller, that Japanese students do not like passively reading or translating offers teachers the possibility that a more active role in learning can be encouraged (Widdows and Voller, 1991, cited Hyland, 1993). Sasaki's (1996) suggestion, that the students come to see the teachers as cultural beings, implies that not only the teachers, but also the students, make an effort to come to terms with each others cultural differences. However, a warning regarding appropriate cultural interactions is made by Wright (1996, p.55) who points out that "our schools reflect our cultural values and the cultural norms that we wish to instill in our students". She cautions that changes in teaching methods will result in changes in society.

Summary

An instrumental orientation was the model initially used for the introduction of new languages to Japan. It relied heavily on a process of translation and dissemination to a wider audience. This model seems to have a continuing influence on English language teaching in Japan which emphasizes reading, translating, and writing skills. The more recent desire for conversation skills has led to non-Japanese English teachers being slotted into the Japanese education system at most levels, with mixed results. Teachers, with a Western perspective of appropriate classroom behavior, are often confused by the level of activity and engagement they encounter when working with Japanese students. The compulsory nature of EFL in Japan appears to lower motivation in some students, but this is just

one of many factors which influence students' classroom behavior. Teachers also need to consider students' needs and their perspectives of the roles of both teacher and student. Cultural differences, in classroom expectations and the process of education, have the potential to cause misunderstandings, which give rise to negative feelings on the part of both teachers and students. The indications are that successful EFL teachers in Japan adapt to the Japanese culture, consider how it affects students' behaviors, and introduce to the students some understanding of their own expectations of an appropriate classroom culture, a concept entwined with each teacher's individual educational philosophy.

CHAPTER 3

RESEARCH DESIGN

Aims and Research Questions

The apparent reluctance of students to engage in the activities of an English conversation class is of concern to teachers. This research aimed to question if English conversation classes, a western style of classroom orientation, were able to engage students' interest and cooperation. This aim was pursued from the students' and the teachers' perspectives. The research explored students' motivation, and attitudes to English conversation classes. It inquired whether or not the classes are seen as useful and how students felt about the use of English only as the medium of instruction. It considered what students expect. The study questioned whether or not the aims of the classes were clear to the students and what they saw as being their role in achieving these aims. It examined students' perceptions of themselves as learners and who they see as responsible for their successes and failures, their teachers or themselves. The study considered the students' perceptions of the *kokusai* teachers and asked whether or not English conversation classes compare favorably to the grammar translation branch of English teaching from the students point of view. It also considered the *kokusai* teachers' expectations of Japanese students and their views of the students' classroom interactions. The possible effects of culturally different classroom expectations and interactions were an issue. The attitudes of the Japanese teachers to

conversation classes and the *kokusai* teachers were probed. It was hoped to clarify key factors which influence students and contribute to their level of participation in communicative tasks in English conversation classes. This research may have applicability for EFL teachers attempting to understand their role, students' expectations, what can be realistically achieved in conversation classes and what approaches offer a way forward.

The following questions formed the basis of the research in an attempt to investigate key factors operating in conversation classes and on the participants. The focus was on the two main groups; the students' views and the teachers' views.

The Research Questions

Students' Motivation, Attitudes and Expectations

- A. What is the motivation of senior high school students taking English conversation classes? Is it instrumental, integrative, personal, situational or a combination of the above?
- B. What are the attitudes of the students to the study of English and English conversation classes? Are conversation classes perceived as enjoyable?
- C. Are conversation classes perceived as useful by the students? Is the use of English only, and the different interactional style in conversation classes, viewed negatively or positively by the participants?
- D. What do Japanese students expect from conversation classes?

Students' Views of the Aims and Responsibility for Learning

- E. Are the aims of conversation classes clear to the students? Do the students see themselves as needing to be active in achieving identifiable aims?
- F. Do the students see themselves as able and successful learners? Do they see themselves or their teachers as being responsible for their

success or failure?

Students' Perceptions of Teachers and Classes

- G. What are the Japanese students' perceptions of *kokusai* English teachers and the level of study required by them?
- H. Are conversation classes perceived by the students as useful and enjoyable in comparison to grammar-translation classes?

Japanese and Kokusai Teachers' Perceptions

- I. What are *kokusai* teachers' expectations of Japanese students, their views of the students' classroom interactions and responses to communicative tasks? Do the *kokusai* teachers believe that their expectations of students' classroom behaviors, formed from a Western cultural perspective, are suitable for the students. Do they believe the students attempt to engagement with the activities of conversation classes?
- J. Is the study of English, and the communicative method of teaching in particular, considered to be useful by the Japanese English teachers? Do Japanese English teachers view the *kokusai* teachers as being able to relate well to the Japanese students and within the school?

The Instruments and the Administration Procedure

These research questions were addressed in several ways using a combination of data gathering techniques: questionnaires, interviews and classroom observations. This triangulation method was intended to provide a cross check of data from each section of the study.

The Questionnaires

There were four questionnaires (Appendices A, B, D, & D) which attempted to answer research questions A to J. From these one was taken from Stipek (1993) to determine the students' attributions for success or

failure and the other three were constructed from an original survey constructed by the researcher to address the above research questions.

Questionnaire 1 (Appendix A) for students, consisting of twelve questions was derived from Stipek (1993) in an effort to ascertain the students attributions for success or failure. This was found to be suitable to address research question F (Do the students see themselves as able and successful learners? Do they see themselves or their teachers as being responsible for their success or failure?).

The original questionnaire formed the basis for Questionnaires 2, 3, & 4 (Appendices B, C, & D). The original questionnaire was constructed based on the research question and ideas on suitable questions and formats taken from existing questionnaires (Benson, 1991; Shaw, 1983; Widdows and Voller, 1991; Kobayashi, Redekop, and Porter, 1992). A five point Likert scale for responses was used. This original questionnaire was pilot tested by two groups of students, making a total of 120 students, who had just returned from a 10 month period of study overseas in two different countries. They had the final term of their second year as senior high school students in Japan to complete and were taking English conversation classes five times a week. The results were recorded and examined and some adjustments made where students had indicated difficulties understanding the intent of the question or where the questions proved to be redundant or double-pronged. This process was completed in English as the students level of proficiency was high enough to cope or to ask for help when needed.

Having produced a questionnaire which appeared satisfactory it was decided to split it into two questionnaires, Questionnaire 2 and 3, in order to be able to track students responses to Questionnaire 2. Questionnaire 2 (Appendix B) contained non-controversial questions about the students motivation to study and required the students to identify themselves. This

would allow the researcher to ask individual students more questions if the need arose. In Questionnaire 3 (Appendix C) there were questions which could be seen as controversial, and there was an opportunity for students to give their own ideas. It was felt that the students were more likely to respond if they could not be identified.

The last questionnaire, Questionnaire 4 (Appendix D), was designed for the Japanese teachers, to address question J (Is the study of English, and the communicative method of teaching in particular, considered to be useful by the Japanese English teachers? Do Japanese English teachers view the *kokusai* teachers as being able to relate well to the Japanese students and within the school?). The 34 questions in Questionnaire 4 were similar to sections of Questionnaire 3 administered to the students. Two questions were added relating to *kokusai* teachers and the preparation of students for university.

In order to check that the translations were accurate Questionnaires 1, 2, & 3, were translated into Japanese and then back translated (Appendices A, B, & C. Some discrepancies were found and the wording was altered. The final result was checked by a person totally unconnected with the school or the research. Having produced questionnaires which appeared to be able to do the job for which they were designed the study proceeded further.

Firstly the students were presented with a consent form, also in Japanese, which included a brief explanation of the research to be undertaken and the first of the three questionnaires, Questionnaire 1, which deals with attributions for success or failure. This was followed two weeks later by Questionnaire 2 which deals with motivation to study English and Questionnaire 3 which is aimed at extracting information about the students' attitudes and expectations related to conversation classes. Questionnaires 2 & 3 were administered twice, at the beginning of the school year and the

end of term two, that is, about 7 months apart. The questionnaire which relates to attributions for success or failure, Questionnaire 1, was only presented at the beginning of the year.

The written comments on the questionnaires were translated by a Japanese person who is a fluent English speaker and not involved with the school in any way. This was done to minimize the chances of a students' comment causing offense to any of the Japanese teachers. These provided extra information on the students' perspectives of the classes.

The Japanese English teachers' perceptions were sort through Questionnaire 4 (Teachers) which was presented three times due to difficulties encouraging teachers to take part in it. Advice was sort from two Japanese bilingual members of staff about the best way to proceed under the circumstances. The questionnaire was in English as this had been considered appropriate after discussion with the previously mentioned staff members. Following the low level of response the researcher considered having the questionnaire translated but was again advised that this was not necessary. One Japanese staff member offered to help by encouraging the teachers to complete the questionnaire. The possibility that the low level of response was a Japanese "no", or an indication that the research was regarded with suspicion was considered. The Japanese member of staff who advised on language and cultural matters felt that it was more likely to be a lack of time which prevented the teachers from completing the questionnaire. In the hope of diffusing any suspicions, by providing more information, the researcher invited the more fluent English speaking Japanese teachers to take part in interviews and three teachers became involved.

The Interviews and Observations

The interviews with the students and the Japanese teachers. The interviews with the students and the Japanese teachers of English were designed to confirm or clarify the findings of the questionnaires and elicit any other information which might shed light on the research questions. The interviews were expected to follow the outlines drawn up for teachers and students (Appendices N & O) but in the case of interviews with the Japanese teachers and the students these were not strictly followed. It was found that some questions caused misunderstandings and although the interviews began with attempts to address these questions they tended to stray into areas that the participants felt most comfort or interest pursuing. Interviews with small groups of students, using the interview questions as a guideline, provided some additional information relating to the research questions. They were particularly useful as a means of clarifying what appeared to be contradictory responses to some questions in the Questionnaires⁶. Interviews with the International class students were sometimes undertaken with a fluent student, who had lived overseas previously with her family, acting as a translator when communication broke down. This was not entirely satisfactory as it was an extremely slow process but the students seemed comfortable with the arrangement and talked quite freely. Interviews with the Regular and Elective students were not very successful, but in groups of two, students could be encouraged to express their ideas or explain their responses.

Kokusai teachers' interviews. Interviews with the *kokusai* teachers were the principle sources of information. All five *kokusai* teachers talked freely and expressed the ideas they had related to the interview questions (Appendix N) clearly. Informal discussions continued throughout

⁶ This will be referred to in detail in the section which analyses the results.

the year providing additional information, clarifying teachers' earlier views. Information was also gathered informally from comments and interactions amongst staff. This was a valuable means of verifying data supplied from other sources.

The observations. Observations of classroom interactions were ongoing throughout the year. Sometimes they were observations of the researcher's own classes in progress and other times the researcher observed other *kokusai* teachers' classes. The purpose of these observations was to confirm or compare the students' claimed level of activity reported in the questionnaires with their actual performances in class. It was also to compare the *kokusai* teachers' claims about the students' levels of activity with actual performances. These observations also provided an opportunity to compare the different responses and levels of involvement displayed by the three groups of students.

The Sample

Students

The population which this research has drawn on consists of 1489 female students ranging in age from 15 to 18 years old and divided into three year groups. There were a total of 573 first year students, 423 second year students, and 493 third year students. The student sample for this research was drawn from the first and second year students only.

For the purpose of this research the divisions of the year groups are explained as follows.

First Year Student Groups

The international students. The total number of first year students in the international group was 115. The International students, in addition to their usual English classes with a Japanese teacher, had English conversation

classes with one of the five *kokusai* EFL teachers. These classes were conducted in groups of between ten and fourteen students. Six groups were surveyed, being at least one group from each of the five teachers' classes, making a total sample of seventy-four. Within these groups at least five students, and sometimes the whole class, were interviewed. Serious language problems were not encountered with these students but an interpreter's help was available.

The regular students. The total number of students in the first year regular group was 419. The Regular stream sample was drawn from these 419 first year, regular stream students who have one conversation class a fortnight with a *kokusai* teacher. From this group of students up to forty-two were selected in the second term to become part of a division of the international program, but with major differences which meant they were not separated from the rest of the regular students for preparation purposes. Students, about four, from each of the ten regular stream classes were chosen but they remained scattered amongst these ten classes until they left Japan. They were not formed into a separate class and given extra lessons as the International students were. They received no special English language preparation prior to their departure for a different English speaking country from the other International group. Because of these points they were not viewed as different from the rest of the regular group. Their existence is noted for the purposes of the research as it is possible that they had a more motivated focus after selection which may have showed in their classroom interactions.

A sample of seventy-seven students Regular students were asked to participate by completing the questionnaires and eight were asked to participate further in interviews. The interviews were not successful as an interpreter was not available in the time frame. The students who completed

the questionnaires represented one class for each of the four *kokusai* teachers' teaching in this area.

The other first year students. The other first year students were part of the total population but were not included in the sample and took no part in the study. This was one class of 39 first year students, newly created this year, who were being prepared to take, at the end of three years study, the university entrance exams which have an English component. They were neither international nor regular stream and had no contact with the *kokusai* teachers. They took English classes only with the Japanese teachers of English.

The Second Year Student Groups

The elective students. The Elective sample consisted of the 43 students who chose English conversation with a *kokusai* teacher as an elective class. These students completed the questionnaires. From these students six were invited to participate in interviews. These students were from one class. The second year students were given the opportunity to go on a group excursion to New Zealand during the school's summer break. This was supervised by Japanese staff members. During 1997, 164 of the second year students went on this tour, including all the Elective class students.

Other second year students. There were 259 second year students who did not take English as an elective class. they were not included in the research except as part of the population from which the sample was drawn.

The English Teachers

The Kokusai Teachers

The entire population of *kokusai* English teachers, five in all, took part in the research allowing themselves to be interviewed and their classes to be observed. They also engaged in informal discussions about what was happening in the classes at times or in the school in general and offered

feedback on the research as it developed.

The Japanese Teachers

It was hoped to involve the entire population of Japanese teachers of English, 23 in all, in the teachers' questionnaire but only nine responded to the requests. A questionnaire was used because it was felt that this was the least threatening way to gain information and insights from the Japanese teachers. Earlier attempts to engage some teachers in casual discussion about the classes were unsuccessful either because their level of spoken English was not equal to the task or they misunderstood the intent of the research. It was not considered possible to conduct in-depth interviews with all the Japanese English teachers as an interpreter was not available for the necessary amount of time. However, two Japanese teachers, who speak English well, provided their insights in interviews, one teacher provided more limited insights due to language problems, and one other teacher helped out with translations.

The Rationale of the Research Methodology

The complexity of exploring conversation classes led to the choice of case study as the most suitable approach for examining what was happening and trying to explain why. However the inclusion of some elements of a program evaluation approach enabled the research to examine the program with the possibility of coming to some conclusions which could improve on-going practice. The school at which this research was conducted was considered suitable for a case study approach because it is of interest having an unusual emphasis on its English program. Despite this strong emphasis the *kokusai* teachers continued to note that many students seemed reluctant to engage in tasks which require communication in class. Finding out why this was became the focus of this study in the

expectation that teachers could reduce this reluctance.

The question of what was happening and how events were interpreted by the participants led to the gathering of qualitative data in a variety of ways. In the broadest sense questionnaires were used to gain an impression of the students' overall perspectives of English conversation classes. This was useful because language problems made interviewing all the students, or even large numbers of students, impossible in the time frame. Two of the questionnaires were administered both at the beginning of the year and again 7 months later in an effort to see if the students' perspectives had changed over time or as a result of their different experiences. Interviews with groups of students, and sometimes an interpreter, helped to cover areas missed in the questionnaires and to validate preliminary findings. The limitations imposed by language barriers were potentially significant but every effort has been made to minimize these through having three of the questionnaires translated into Japanese and having the help of an interpreter.

The researcher's position as teacher and researcher provided the opportunity to gather data from observations of the participants without undue intrusion on the setting. As in ethnographic research, there was no attempt to conceal the process of observation and data collection but as time went by this process was noticed less and less by the participants. Data was gathered from interviews, informal discussions, casual observations and regular observations of classes. The setting, the participants and the interactions between them were taken into account and analyzed in an attempt to explain what was happening and why.

As is the norm with case study research, the research process led to more questions and more areas where attention needed to be directed. As the study progressed it became clear that understanding the behaviors of

students in English conversation classes required examining much more than just their classroom behavior and their perceptions of these classes. It also became necessary to understand more about the students' interactions with their Japanese teachers and their perspectives of the teaching and learning process as it occurred in the different classes. In addition the *kokusai* teachers' perceptions of the students' classroom behaviors, their expectations of students and their views on the education process were sources of data. The cultural perspectives, within which the different participants' views were formed, added another important dimension and this helped in exploring the question of why certain things were happening.

The internal validity of the research was established by referring back to the participants as results emerged and interim conclusions began to form. The participants were asked for their response to the data gathered and any interpretations arising from it. As the data and responses came from a variety of sources, where agreement occurred the process of triangulation indicated that conclusions were valid.

Preliminary results such as; the questionnaire responses, details of observations and discussions and the researcher's evolving questions and tentative conclusions were made available to the participants. A long report was reproduced in concise fashion for easier access for the Japanese teachers and this was offered to the teachers at the time the second attempt was made to encourage the Japanese teachers to take part in the research. All non-Japanese teachers were interviewed and 3 Japanese English teachers, these being the only teachers willing to be involved. Individuals interviewed were provided with a transcript of their interview for verification but these were not made available to other people nor included in the appendix for ethical reasons. It was the intention of this research to preserve the anonymity of the participants and their views.

The research process included elements of a program evaluation approach, but the research did not attempt to ascertain whether or not the program had reached a measurable objective, such as the students' ability to converse on specific topics. This type of evaluation was not considered appropriate for the program in question. Instead, it considered whether or not the conversation classes were meeting the needs of the students and engaging their interest and cooperation. The study also asked why the students' gave the responses they did. This was done in the hope that the results would improve on-going practice, as is the case with formative evaluation but, unlike contract research, the scope of the research was not limited by the objectives of an external sponsor.

Reliability, meaning the research could be replicated in another school with the same results, did present some difficulties. The reason for this was that the international program offered at the school in which the research was conducted was not widely available in Japan. Finding a school with a similar composition of students, for whom the speaking of English is a goal with a tangible purpose, would be difficult. Other schools have international programs but on the whole they are less extensive, send the students to English speaking countries for shorter periods, have been in place for shorter periods of time and have different approaches to preparing the students. Despite this, the findings of this research should provide information which is of use to teachers involved with English conversation classes, and of general use to EFL teachers involved with Japanese students. Because of the focus on exploring the culturally specific attitudes, expectations and beliefs of students and teachers it may also be applicable to other second language teaching situations.

Ethical Issues

Ethical issues were considered by making a written submission to the

Kojo sensei (headmaster) outlining the proposed research and requesting permission to proceed. This was granted with no restrictions. Also every effort has been made to conceal firstly the identity of the school and secondly the individuals taking part in the research. Thirdly, although individual participant's views were an important source of information, these people were not identified in a way which could link them conclusively to the ideas expressed in the study even by other participants.

All participants were informed about the purpose of the research and asked to sign consent forms if they were willing to take part (Appendix M). Only two students refused. No teachers directly refused to take part but there was considerable behavior which could be conceived of as tacit refusal from the majority of the Japanese staff. Rather than directly refusing to sign the consent forms or complete the questionnaires these were taken away without comment and not returned. As the research progressed and developed all the teachers and those students involved in interviews were kept informed, the teachers in writing and the students orally.

Conclusion

The researcher began this research with preconceived ideas about factors which could limit students participation in conversation classes. These ideas were subject to a process of change during the time spent reading the relevant literature and from experience as the research proceeded. It is considered that any preconceived ideas have not acted as limitations on the research, rather they have bowed to change and also altered the course of the research as would be expected in a case study. Rather than focusing on the compulsory nature of the teaching of English and the effect that has on the students attitudes and engagement, as was originally anticipated, the research has tended to focus on cultural

differences in classroom practices and expectations.

CHAPTER 4

THE RESULTS

Introduction: The Research Process

Teachers' frustration at the low level of students' engagement in the activities presented in English conversation classes was the starting point for this research. Doubts about students' level of interest and cooperation in Western style English conversation classes led to a research project which questioned if students were as disengaged as they frequently appeared. The research sought to answer the research questions probing the students' (A) motivation, and (B) attitudes to English conversation classes, and whether or not these classes were seen as (C) useful. The students' views of (C) the use of English only as a medium of instruction were considered. Students' (D) expectations in conversation classes were looked at, as well as whether or not (E) the aims of the classes were clear to the students and what they saw as being their role in achieving these aims. Questions were asked about whether or not (F) the students saw themselves as successful learners and where they placed responsibility for their successes or failures. The research also examined (G) the students' perceptions of *kokusai* teachers and (H) the students' views of learning English in the grammar-translation classes and the communication oriented classes.

The *kokusai* teachers' (I) expectations and perceptions of Japanese students' and their classroom interactions were also sought and the extent to which teachers considered that culturally different classroom expectations

and interactions are involved in limiting or enhancing the interactions of both students and teachers. Consideration of the attitudes of the Japanese English teachers to (J) the study of English, the communication oriented classes and the *kokusai* teachers' ability to relate to the students was included. Through addressing these questions it was hoped to clarify key factors which influenced the three groups of students and contributed to their level of participation in communicative tasks in English conversation classes.

Apart from Questionnaire 1⁷, which was only administered once at the beginning of the first term, Questionnaires 2 & 3 were administered to the same students at the beginning of their year's study and near the end of the second term. For the International students, this was the end of their period of study with the *kokusai* teachers, as they were due to leave for approximately ten months study abroad within a few weeks. For the Regular and Elective classes, this was two thirds of the way through their year's study. The results of the questionnaires showed that there were differences in the students' responses over time and between the three groups (Appendix F, G & H). Over-all, the relative consistency of the responses indicated that the questionnaire was measuring what it set out to measure. Some changes were exhibited in the students' responses, but these were to be expected over an interval of this length and as a result of the experiences the students had had during this time.

The results of the questionnaires showed that there were variations in the number of participants who responded between the three groups of students. Although the original sample for the Elective students was 43 two of these students refused to take part reducing the sample to 41. The

⁷ The results of the questionnaires will be discussed in relation to the order of the research questions starting with Questionnaire 2. Questionnaire 1 will be discussed with reference to research question F on students' attributions for success or failure.

responses to the Questionnaires were as follows:

<u>Students</u>	<u>Questionnaire</u>	<u>Term</u>	<u>Sample</u>	<u>Responses</u>
International	1	1	74	100%
International	2	1	74	100%
International	3	1	74	98.63%
International	2	2	74	98.63%
International	3	2	74	98.63%
Regular	1	1	77	100%
Regular	2	1	77	100%
Regular	3	1	77	97.4%
Regular	2	2	77	87%
Regular	3	2	77	84.4%
Elective	1	1	41	100%
Elective	2	1	41	100%
Elective	3	1	41	100%
Elective	2	2	41	92.68%
Elective	3	2	41	92.68%

Teachers

Japanese	4	2	23	39%
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The interviews, both formal and informal, took place throughout the ten month period that the research was conducted. They clarified both students' and teachers' points of view in the areas where the questionnaires were either not specific enough or where confusion emerged. The observations proved to be particularly useful for examining whether or not students' actions actually meshed with their responses in the questionnaires. They

were also sources of information about how students' behavior in class changed over time. The four methods of gathering data used: questionnaires, formal interviews, informal interviews and observations, were used in a process of triangulation to validate findings where possible.

The Results Relating to the Research Questions

The Motivation of the Students

A. What is the motivation of senior high school students taking English conversation classes? Is it instrumental, integrative, personal, situational or a combination of the above?

The sections of Questionnaires 2 & 3 designed to measure motivation were separated to see if there was a difference in the students' responses to Questionnaire 2 (questions 1-11), which was asking about the study of English generally, and Questionnaire 3 (questions 18-24), which concentrated on English conversation classes. With hindsight, this would seem to have been a rather clumsy and unclear separation which has made reporting the results more complicated than it need have been.

No single clear motivational pattern was consistently favored over the others by any of the groups of students, instead combinations of the various motivations presented were chosen. Wanting to be able to talk to native speakers was the most popular reason to study English chosen by all three groups.

International Students

The section of Questionnaire 2 investigating motivation to study English generally, showed that the International students responded most positively to question 1, so I can talk to native speakers, (97.3%). It was intended to indicate an integrative motivation, the desire to identify with speakers of the target language, however it could also be seen as

instrumental, having a practical application as a means to achieve a goal, considering that the International students must use English to communicate during the period they spend abroad (Krashen, 1981; Snow and Shapira, 1985). The other integrative question, question 6, to understand how non-Japanese think and behave, did not receive a strong favorable response in term one (44.59%), however this rating rose by 13% in term two to 57.53% as the students' departure time drew near (Table 4.1).

Table 4.1.

International Students' Motivation to Study English and Attitudes				
Questionnaire 2. International students. Results in %.	*agree	*agree	*disagree	*disagree
I study English:	N=74 Term 1	N=73 Term 2	N=74 Term 1	N=73 Term 2
1. so I can talk to native speakers.	97.3	95.89	0	2.74
2 to help me pass university exams	55.41	49.32	22.97	21.92
3.so I can use it for work in the future	86.49	89.04	4.05	2.74
4.because I am going to study abroad	97.3	84.93	0	2.74
5. because it is compulsory	10.81	8.22	64.86	68.49
6. to understand how non-Japanese think and behave	44.59	57.53	16.22	19.18
7.because it makes it possible to become broadly educated.	67.57	72.6	12.16	10.96
8. because it makes it easier to get along outside of Japan.	74.32	78.08	6.76	5.48
9.because it gives me personal satisfaction	28.38	38.36	35.14	35.62
10. because it helps me to enjoy English movies and songs.	63.51	72.6	9.46	5.48
11.because my parents want me to learn English.	13.51	12.33	58.11	58.9
12. I like studying English.	83.78	73.97	8.11	9.59
13. I like speaking English	85.14	86.3	1.35	4.11
14. I have friends who are native speakers.	40.54	34.25	50	53.42
15. I speak English outside of the classroom.	40.54	41.1	32.43	38.36
16.English is useful	94.59	91.78	0	2.74
17.I would prefer to study a foreign language other than English.	75.68	79.45	10.81	5.48

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

The questionnaire was not evenly balanced in terms of the number of

options for each motivational pattern. Despite this, the strength of the International students' positive responses suggested that they tended towards instrumental and integrative reasons for studying English. Three of the four instrumental reasons for studying English, questions 3, 4 & 8, were the next most highly rated after question 1. The other instrumental reason, question 2, about passing university exams, was not highly rated (Table 4.1).

Three questions measured personal reasons for studying English in Questionnaire 2 (questions 7, 9 & 10). Of these, question 9, about personal satisfaction, rated lowest. All three questions made gains in term two but were never amongst the highly rated reasons for taking English (Table 4.1).

Questions 5 & 11 were intended to measure how important the students considered situational factors which are beyond their control, the compulsory nature of English language study in Japan and their parents' wishes respectively, as reasons why they study English (Table 4.1). These reasons were strongly and consistently rejected.

Similar questions were asked in Questionnaire 3 to gauge if there were different reactions to the study of English conversation rather than English generally. It was anticipated that this would reveal differences in motivation towards English classes with Japanese teachers (English generally) and conversation classes with *kokusai* teachers.

Question 18, on the compulsory study of English in the school as it related to conversation classes, drew a majority response of agreement. Questions 19, 20 & 21 probed more personal, recreational reasons for taking conversation classes in particular, rather than English in general and these were found to receive a very low rating in both terms (Table 4.2). Once again, the overwhelming reason to take English conversation classes was a desire to speak English, question 23. In addition, question 24, about parents' wishes, was again rejected strongly, although more students chose the

neutral response to this question (Table 4.2; Appendix F).

Table 4.2.

International Students' Attitudes and Motivation to Study English				
Questionnaire 3. International students. Results in %.	N=73 Term 1	N=73 Term 2	N=73 Term 1	N=73 Term 2
I take English conversation classes because:				
18. they are compulsory.	50.68	58.9	23.29	26.03
19.to be with my friends.	1.37	1.37	89.04	90.41
20.because they are easy.	0	1.37	84.93	89.04
21. because there is no homework.	0	1.37	89.04	89.04
23. because I want to learn speak English.	90.41	91.78	2.74	5.48
24. because my parents want me to.	12.33	1.37	68.49	76.71

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

The International students' responses to Questionnaires 2 & 3, on motivation to study English were quite consistent but they did change to some extent over the intervening two terms. For the majority of questions, these changes were less than 6%. Of the remaining responses, the greatest change was approximately 13% for questions 4 & 6 (Table 4.1).

Regular Students

In the motivation sections, question 1, so I can talk to native speakers, again rated most highly, but this rating declined in term two from 75.32% to 61.19%. The other integrative question, question 6, to understand how non-Japanese think and behave, was rated low in term one and showed a tendency towards a neutral response in term two. In contrast to the International students, the instrumental reason the Regular students responded most positively to was question 2, to help me pass university exams, though this was never above 64% (Table 4.3). Personal reasons for studying English were not highly rated, although question 7, about personal satisfaction, reached 62% in the first term but declined in term two to 53.7%(Table 4.3).

The compulsory element in the study of English generally and conversation classes, questions 5 & 18 in Questionnaires 2 & 3, maintained a position in the 40-50% range as a reason why the Regular students were involved in this activity. Parental pressure to study English or take conversation classes was not a highly rated factor (Tables 4.3 & 4.4).

Table 4.3.

Regular Students' Motivation to Study English and Attitudes.				
Questionnaire 2. Regular students. Results in %.	*agree	*agree	*disagree	*disagree
I study English:	N=77 Term 1	N=67 Term 2	N=77 Term 1	N=67 Term 2
1. so I can talk to native speakers.	75.32	61.19	5.19	10.45
2 to help me pass university exams	63.64	58.21	14.29	10.45
3.so I can use it for work in the future	50.65	52.24	19.48	16.42
4.because I am going to study abroad	40.26	28.36	35.06	38.81
5. because it is compulsory	46.75	44.78	32.47	26.87
6. to understand how non-Japanese think and behave	31.17	28.36	40.26	32.84
7.because it makes it possible to become broadly educated.	62.34	53.73	16.88	14.93
8. because it makes it easier to get along outside of Japan.	42.86	46.27	27.27	25.37
9.because it gives me personal satisfaction	23.38	37.31	46.75	29.85
10. because it helps me to enjoy English movies and songs.	44.16	50.75	28.57	16.42
11.because my parents want me to learn English.	18.18	16.42	46.75	53.73
12. I like studying English.	59.74	49.25	22.08	17.91
13. I like speaking English	44.16	43.28	28.57	19.4
14. I have friends who are native speakers.	27.27	35.82	63.64	49.25
15. I speak English outside the classroom.	19.48	23.88	57.14	61.19
16.English is useful	87.01	58.21	5.19	11.94
17.I would prefer to study a foreign lang. other than English.	51.95	43.28	27.27	31.34

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

In Questionnaire 3, questions 19, 20 & 21, which represent personal, recreational reasons for taking English conversation, shifted from low responses of disagreement to showing a neutral tendency in term two which

reduced the percentages of disagreement. A tendency to shift towards a neutral tendency and an increase in the number of no responses was quite noticeable in the Regular students' results in term two.

The Regular students' responses to Questionnaire 2 & 3 were less positive than the International students in both term one and two in some areas. They showed preferences for integrative, instrumental and personal reasons for studying English generally and conversation classes but these were not strong. Their responses were also less consistent than the International students' results. Approximately half the responses showed little or no change in term two. Of the changes in ratings over 6%, the greatest change was a 14% improvement in rating English as a source of personal satisfaction, question 9. The changes in ratings indicated an overall decrease in satisfaction with the experiences they were having in English in term two (Table 4.3).

Table 4.4.

Regular students' attitudes and motivation to study English				
Questionnaire 3. Regular Students. Results in %.	N=75 Term 1	N=65 Term 2	N=75 Term 1	N=65 Term 2
I take English conversation classes because:	*agree	*agree	*disagree	*disagree
18. they are compulsory.	42.67	41.54	17.33	10.77
19.to be with my friends.	8	3.08	54.67	36.92
20.because they are easy.	1.33	1.54	58.67	44.62
21. because there is no homework.	4	4.62	53.33	38.46
23. because I want to learn speak English.	56.67	46.15	8	12.31
24. because my parents want me to.	6.67	4.62	50.67	41.54

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

Elective Students

No single strong motivation to study English or take conversation classes emerged, but a mixture of integrative and instrumental motivations was the most favored. As with the other two groups of students, the

integrative question, question 1, so I can talk to native speakers, rated most highly as their motivation for studying English. In contrast to the International students, but comparable to the Regular students, question 6, ... to understand how non-Japanese think and behave, the other integrative question, rated a low level of agreement as a motivating factor and this declined in term two (Table 4.5).

Table 4.5

Elective Students' Motivation to Study English and Attitudes.				
Questionnaire 2. Elective students. Results in %.	*agree	*agree	*disagree	*disagree
I study English:	N=41	N=38	N=41	N=38
1. so I can talk to native speakers.	92.68	81.58	2.44	5.26
2 to help me pass university exams	46.34	50	31.71	26.32
3.so I can use it for work in the future	63.41	47.37	19.51	18.42
4.because I am going to study abroad	48.78	31.58	29.27	28.95
5. because it is compulsory	36.59	28.95	41.46	36.84
6. to understand how non-Japanese think and behave	48.78	36.84	21.95	34.21
7.because it makes it possible to become broadly educated.	68.29	47.37	14.63	18.42
8. because it makes it easier to get along outside of Japan.	56.1	57.89	12.2	13.16
9.because it gives me personal satisfaction	26.83	13.16	41.46	57.89
10. because it helps me to enjoy English movies and songs.	53.66	36.84	26.83	21.05
11.because my parents want me to learn English.	17.07	5.26	58.54	65.79
12. I like studying English.	51.22	36.84	12.2	26.32
13. I like speaking English	68.29	63.16	7.32	13.16
14. I have friends who are native speakers.	31.71	34.21	46.34	55.26
15. I speak English outside of classroom.	12.2	10.53	70.73	76.32
16.English is useful	78.05	76.32	9.76	7.89
17.I would prefer to study a foreign lang. other than English.	58.54	55.26	19.51	28.95

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

Of the four instrumental questions 2, 3, 4 & 8, question 2 about university exams increased as a motivation to study in term two from 46.34% to 50%. Question 8, because it makes it easier to get along outside Japan,

was the most consistently agreed with instrumental reason (Table 4.5). The Elective students rated personal reasons, especially personal satisfaction, lowly as a motivation for studying English and this rejection intensified as the year progressed.

They did not rate the recreational type questions, 19-21, in Questionnaire 3 as reasons for taking conversation classes (Table 4.6). Neither the compulsory nature of English study nor the influence of parental wishes appeared significant to these students as reasons why they studied English.

The Elective students were the only group of students who had the opportunity to choose to do conversation classes. Only about 30% stated that they chose English because no other choices interested them. The high percentage of desire to speak English expressed in response to question 23, 87.8% in term one and 68.42% in term two, appeared to indicate that for many of them this was what motivated them to take conversation classes (Table 4.6). However, in interviews with Japanese teachers, this desire was interpreted as their dream - "The ability to speak English is seen as neat or trendy by young Japanese people, but they don't want to walk on barbed-wire to reach the goal." In addition, the information was supplied that some of the students become participants in the elective conversation classes, not by choice, but because no other teacher in the elective program would accept them.

The Elective students' responses to the motivation questions in Questionnaires 2 & 3, were less positive than the International students overall and the least consistent of the three student groups with only 22% of the questions having a change of less than 6% in term two. The most significant change was question 7, about becoming broadly educated, which declined from 68.29 to 47.37% (Table 4.5).

Table 4.6

Elective Students' Attitudes and Motivation to Study English				
Questionnaire 3. Elective Students. Results in %.	N=41	N=38	N=41	N=38
	Term 1	Term 2	Term 1	Term 2
I take English conversation classes because:	*agree	*agree	*disagree	*disagree
18. they are compulsory.	36.59	31.58	34.15	34.21
19.to be with my friends.	2.44	13.16	78.05	68.42
20.because they are easy.	2.44	5.26	73.17	63.16
21. because there is no homework.	2.44	7.89	80.49	65.79
*22.no other choices interested me.	31.71	31.58	43.9	39.47
23. because I want to learn speak English.	87.8	68.42	2.44	7.89
24. because my parents want me to.	4.88	2.63	70.73	78.95

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

The Attitudes of the Students

B. What are the attitudes of the students to the study of English and English conversation classes? Are conversation classes perceived as enjoyable?

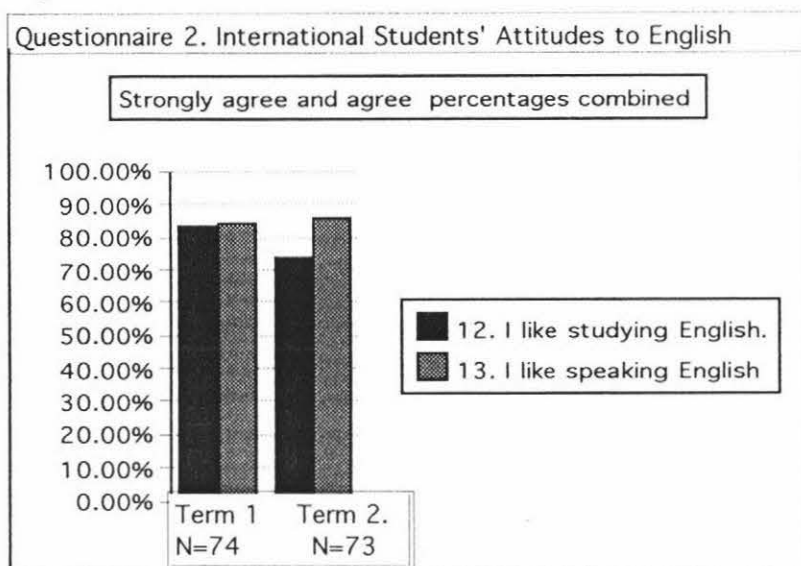
The students' attitudes to the study of English generally and English conversation classes were addressed in Questionnaires 2 & 3.

The International Students

The International students students professed a very positive attitude to studying and speaking English (questions 12 & 13). They rated highly as enjoyable activities, but actually studying English dipped by 10% in term two from 83% to 73% (Figure 4.1).

Although only about 40% of the students reported using English outside of the classroom, question 15, the usefulness of English, question 16, rated over 90% in both terms. Having friends who are native speakers was disagreed with by a bare majority and this strengthened slightly in term two (Table 4.1).

Figure 4.1



The strength of the agreement with question 17, 75% in term one and 79% in term two, which indicated a desire to study a language other than English, was unexpected considering that these students had had to compete for places in the international program at this school (Table 4.1). During informal discussions with a group of students, one student explained her answer regarding this question by saying, "Of course I study English but I want to study another language also." Another student responded to questioning on this matter with the words "Not only but also." Further investigation revealed that this was the attitude of most of the International students. The translation of this question into Japanese did not appear to have been ambiguous. It seemed that most of these students had read the question carelessly or had answered it carelessly.

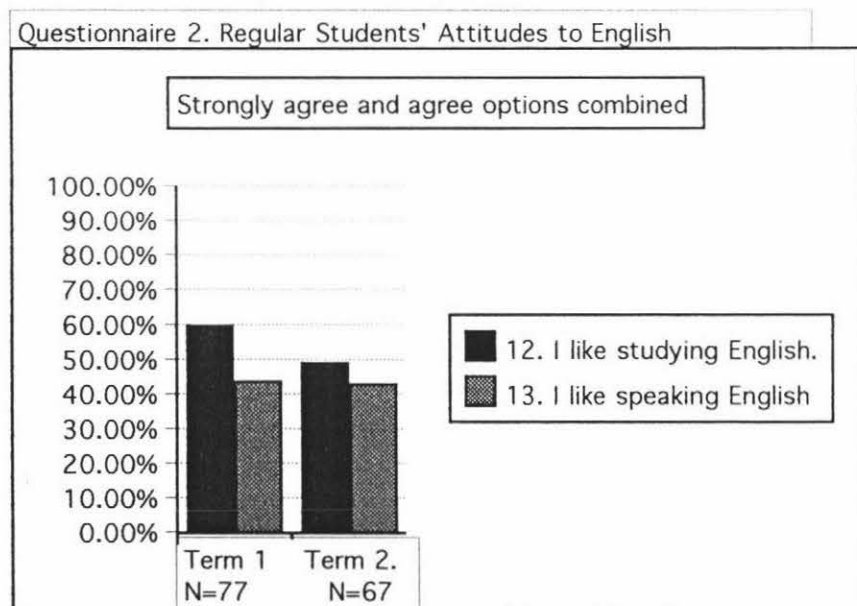
The level of agreement expressed by these students for question 49, English conversation classes are enjoyable, was consistently high in both terms at 90.41% & 83.56% (Table 4.10). In term two, rather than disagreeing with the statement, the changes were made by a shift to a neutral position for some students and only one student came out strongly in disagreement.

The Regular Students

The Regular students' attitudes to English were not as strongly positive as the International students. Most notable was the drop in agreement that English was useful, question 16, when approximately 22% of the students shifted their responses from positive at 87% to 58% in term two. This shift reflected a larger number of students selecting the neutral option. (Table 4.3; Appendix G).

The percentage of Regular students who rated either studying or speaking English, questions 12 & 13, positively was much lower than amongst the International students. Unlike the other two groups, the Regular students' pleasure in studying English was more highly rated than speaking English, however this decreased by 10% to 49% in term two (Figure 4.2).

Figure 4.2



There was a small increase in agreement with the idea that they have English speaking friends and speak English outside the classroom, questions 14 & 15, in term two. These two questions however, did continue to be disagreed with by most students (Table 4.3).

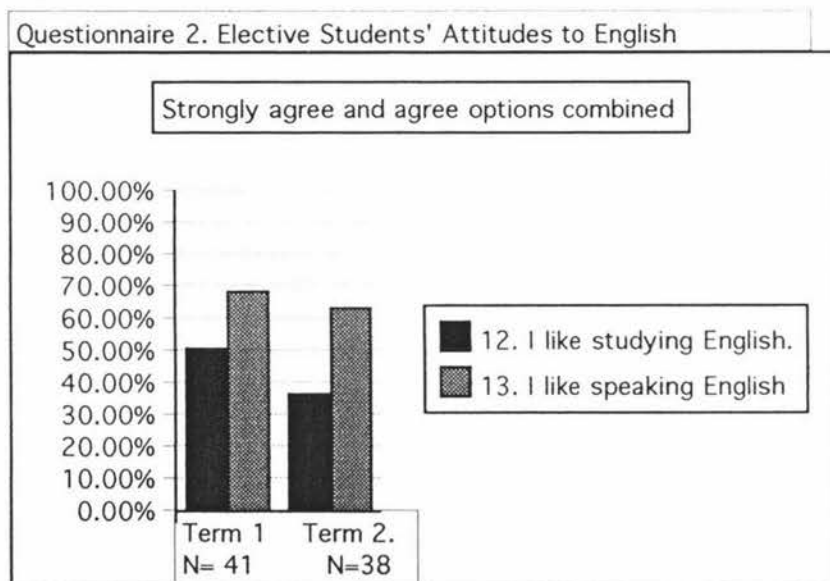
The level of agreement expressed by these students for question 49,

English conversation classes are enjoyable, dropped from 78.67% to 41.54% in term two as more students chose the neutral option (Table 4.11; Appendix G).

The Elective Students

The majority of the Elective students consistently maintained that English was useful, question 16, and their attitude to speaking English was generally positive, though less so than the International students. The positive rating applied to the study of English, question 12, declined with exposure from 51% to 36% in term two (Figure 4.3).

Figure 4.3



The notions of having English speaking friends and especially speaking English out of the class, questions 14 & 15, were strongly rejected. As with the Regular students, there was moderate interest in studying a language other than English, question 17 (Table 4.5). In discussions with these students, it became clear that some of them would have preferred to learn languages which they considered more fashionable or were the languages of countries they had visited or expected to visit, such as France or Italy. They did not generally express a desire to learn more than one

language and thought they would have chosen these options before English had they been able to.

The Elective students' responses showed that their level of enjoyment in English conversation classes (question 49), which was not high to begin with, declined from 58.54% to 44.74% (Table 4.12).

Students' Perceptions of the Usefulness of Conversation Classes

C. Are conversation classes perceived as useful by the students? Is the use of English only and the interactional style in conversation classes

viewed negatively or positively by the participants?

International Students

Responses to the questionnaire. Satisfaction with conversation classes appeared to be considerable amongst the International students who found them useful for activating their speaking skills. Although already rated highly in term one, in term two the International students reported an increased confidence that conversation classes help them to speak English. They appeared confident that the classes helped them to understand English. Table 4.7 shows that some doubts did develop in term two about the effectiveness of these classes in helping the students remember English words and the positive rating dropped by 20% to 46.58%.

Table 4.7

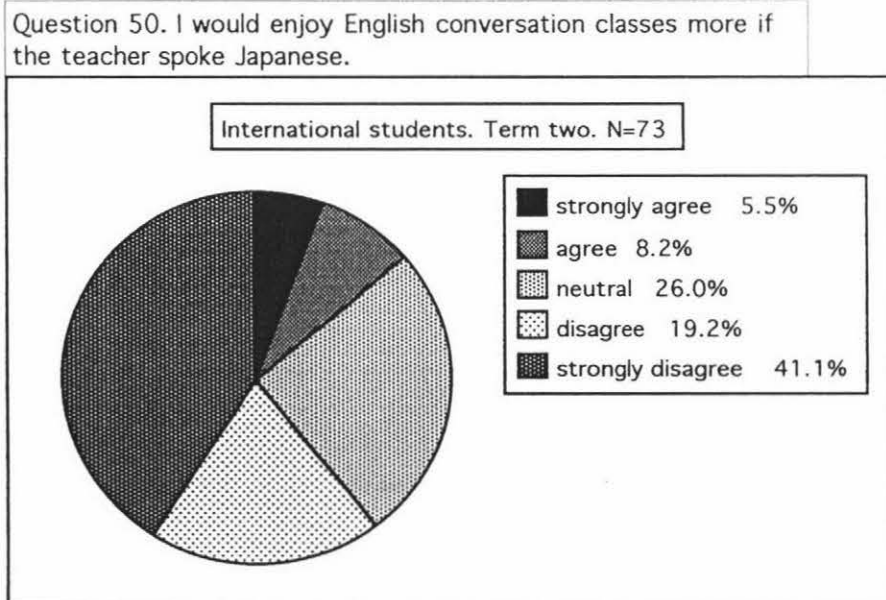
International Students' Views on the Usefulness of Conversation Classes				
Questionnaire 3. International students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=73	N=73	N=73	N=73
35. speak English.	94.52	98.63	4.11	1.35
36. understand English.	91.78	86.3	2.74	2.74
37. remember English words.	67.12	46.58	13.7	27.4
In English conversation class:				
38. my teacher always speaks English.	86.3	91.78	6.85	2.74
39. language my teacher uses helps me to learn	82.19	84.93	4.11	6.85

* The percentages for strongly agree and agree have been combined to show over all agreement and

the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

The response to questions 38 & 39, about English as the medium of instruction in conversation classes and its usefulness, showed that for most of the International students, this was a helpful learning strategy (Table 4.7). This positive response was received despite the information that many students often did not understand what the *kokusai* teachers were saying provided by question 58 (Table 4.8). This lack of comprehension was confirmed in discussions and interviews with the students as well as their written comments (Appendix I). For those students who find they were struggling to comprehend, an English-only orientation had the potential to be frustrating. Despite this, the rejection of question 50, which asked if students would enjoy conversation classes more if the teacher spoke Japanese, was stronger in term two indicating that the majority of the students were satisfied with an English-only orientation and this satisfaction increased with experience (Figure 4.4).

Figure 4.4



The size of the neutral response indicated that some students may have had

doubts, but few students actually wanted their teacher to speak Japanese. Rather than wanting this, in both discussions and written comment, some students complained about the *kokusai* teachers using a little Japanese in the earlier classes as a means of easing the students gently into an English-only environment .

The section of Questionnaire 3, questions 40-57, dealing with the types of activities which take place in the class showed the students' perceptions of the interaction style and the classes generally (Table 4.8). Writing tasks were rejected by 80% of the students as enjoyable activities. Demonstrating in front of the class was also rejected, if not so decisively. Solving problems was not popular, only 39% of students in term one and 27% in term two reported enjoying this activity. Considering that it was a conversation class and these students were preparing for a ten month period of study in an English speaking country, the low level of positive response to question 52, about doing conversation tasks with a partner, which never reached above 40%, was surprising (Table 4.8).

Sitting in small groups and having the teacher come to the students' desk to help, questions 55 & 56, received positive ratings in both terms of 60% or more . These practices are not typical in the students' usual classes but the International students quickly become familiar with them as they have five classes a week conducted in this way.

There was a majority disagreement with question 40, I am afraid of making mistakes, and this increased slightly in term two, suggesting that the students' comfort with the classes and the interactional style prevalent in them increased. The students' responses to questions 41-43, about teachers' questioning patterns and students' responses, suggested that the teachers tend to ask individuals questions rather than addressing the whole class. They also indicated that more than 80% of them believed that they

always try to answer. Satisfaction with the amount of time they are given to answer dropped from 75% in term one to 67% in term two. This may well be a realistic assessment by the students of what actually happens as the classes develop. The *kokusai* teachers reported that they increased the pace of the classes in term two as part of the preparation for studying abroad.

The percentage of International students who reported a need to discuss their answers with classmates was consistently around 45% in both terms. Observations suggest that this was reasonably accurate by the second term, but there was a much higher incidence of checking initially. Even in the second term the more reticent students seldom, if ever, answered without a brief conference (Table 4.8).

The International students responses to questions 46-48, which were about students' responses when teachers addressed questions to the whole class, were rather contradictory. Less than 25% of them, in either term, agreed that they listen to a question addressed to the whole class. However, more than 50% said that they do not wait for someone else to answer and 46.58%, in term two, said that they try to answer (Table 4.8). Despite having had the questionnaires back-translated there appeared to be some ambiguity in question 46 which the many students reported thinking, meant in Japanese: "I only listen and don't try to answer".

Classroom observations. Classroom observations of what actually happened when questions were asked, especially in term one, showed that although the teacher may address a question to the whole class, the process of actually eliciting an answer required the teacher to next choose someone by name. Usually in response to a variety of prompts from the chosen student, which ranged from blank or uncomprehending looks, through a whole gambit of visual "do you mean me?", type enquiries, to the

incredulous “Eh?”, the teacher repeated the question or encouraged the student in some other way to take the risk and attempt a reply.

Table 4.8

International Students' Perspectives of Their Level of Activity in the Conversation Classes.				
Questionnaire 3. 1st Year International	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In English conversation classes;	N=73	N=73	N=73	N=73
40. I am afraid of making mistakes.	24.66	16.44	53.42	57.53
41. my teacher asks me questions.	86.3	89.04	1.37	1.37
42. my teacher asks the class if anyone will volunteer to answer a question.	52.05	63.01	13.7	16.44
43. if teacher asks me a question I always try to answer	86.3	82.19	9.59	4.11
44. the teacher gives me plenty of time to think of an answer.	75.34	67.12	6.85	15.07
45. if teacher asks me a question I need time to discuss the answer with classmates	45.21	43.84	26.03	28.77
46. if my teacher asks the whole class a question I listen.	16.44	27.4	61.64	47.95
47. if my teacher asks the whole class a question I wait for someone else to answer	17.81	23.29	53.42	52.05
48. if my teacher asks the whole class a question I try to answer.	43.84	46.58	21.92	23.29
49. English conversation classes are enjoyable.	90.41	83.56	4.11	1.37
50. I would enjoy English conversation classes more if the teacher spoke Japanese	16.44	13.7	54.79	60.27
51. I like doing written tasks.	2.74	0	80.82	86.3
52. I like doing conversation tasks with a partner.	39.73	36.99	24.66	26.03
53. I like demonstrating in front of the whole class what I have learned in the conversation	9.59	12.33	56.16	65.75
54. I like solving problems in small groups.	39.73	27.4	27.4	41.1
55. I like sitting in small grps.	60.27	68.49	13.7	13.7
56. I like having the teacher come my desk & help me with my work.	61.64	63.01	8.22	8.22
57. I learn more if the teacher talks to the whole class.	6.85	12.33	56.16	47.95
58. I usually understand my non-Japanese tcher.	41.1	43.84	27.4	28.77

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

Although being chosen to answer a question was stressful for some

students, it would appear from their written comments (Appendix I) and interviews that it was preferable to being expected to volunteer an answer and seen as fairer to the quieter students. These quieter students persisted with a pattern of hesitant behavior until the end of their period of study, continually needing encouragement to produce a verbal response.

In contrast to these students, during the later part of term two, many students had developed considerable confidence in speaking English, although this did vary between the classes. It became more common than not to have a person volunteer an answer when the material was familiar. In order to ensure the participation of the reticent students, selection of students by name was, however, still prevalent.

Written comments and interviews. The International students' written comments, collected in term one and term two, provided more information on their level of satisfaction and what the students felt they needed. Although many students suggested changes few comments were overtly critical of teachers or the way classes were conducted (Appendix I). The students' comments on their needs were quite diverse, ranging from satisfaction, through a range of suggested changes, to expressions of incomprehension. This latter comment was in term two when one student expressed disappointment that she still couldn't understand the *kokusai* teachers and that the classes had not been what she had expected.

Some of the written comments suggested that the students were serious in pursuing an improvement in their ability to speak English, even criticizing their fellow classmates for their continued dependence on speaking Japanese or their lack of enthusiasm (Appendix I). Fewer comments were made in term two, possibly because the classes were nearly over. A change frequently suggested was a desire for more conversation,

especially individually with the teacher or other English speaking students⁸. Others wanted more daily conversation, a greater variety of topics, more time to ask questions, as well as a class in which English was the only language used by the teacher. This was contradicted by those students who expressed dismay that the teacher usually only spoke English. Comments about the different culture the students would be living in and a desire to know more about it were made, implying that the students were thinking about the changes ahead of them .

Some students wanted the class to be oriented towards entertainment, requesting more songs, videos, cooking classes, games and opportunities to play. One student asked that the teacher explain everything so that she did not have to think for herself (Appendix I). That this is the style of class that the Japanese students are used to was confirmed in an interview with one of the Japanese teachers who asserted that she always explains everything fully and carefully because she believes that that is the best approach for the students. In contrast, in the conversation classes, a Western style classroom orientation, which encourages the students to seek and inquire as well as receive information, is consciously developed over the two terms in preparation for the time the students will spend studying abroad.

In the interviews, both formal and informal, with the International students, they expressed the desire to have more chances to speak individually with the teacher. This desire was emphasized towards the end of term two when they had developed enough confidence, and the fluency to express themselves more clearly. The written comments and those made in the interviews conveyed the information that they wanted to speak English but that despite this they could not be active participants in the class. One

⁸ The school at which the research was conducted has a scholarship program for up to twelve students from the schools which its students attend during their time abroad.

student stated, "I want to do it, but I can't do it". From another student came the comment, "Everyone wants to speak English." The need to speak English was recognized but, considering the response to question 52, about conversation tasks with a partner, it seems that for many students, conversation tasks with a partner were not the way they wanted to do it (Table 4.8).

The more outgoing students explained that the quiet students are quiet in all their classes. One student commented that, "First of all, only not [in] this class; when we go back to our class people who don't speak a lot won't speak in that class too. Only a few people [speak]". The students themselves suggested a means by which these quiet students could be helped. They wanted the groups to be changed once a week so that quiet students could get a chance to sit with more active students. One student explained, "I think if I sit with different students [it is] easier to speak because some groups don't speak." In the conversation classes, in contrast to their other classes, the students initially select the groups that they find themselves in, but it seems that once chosen they cannot be changed. They were asking for the teachers to rearrange them weekly so that there would be no criticism from their peers if they sit in a different seat.

Another way the International students suggested that the classes could be made more useful for everyone was for the teacher to select students by name to take an active role. Just addressing a question to the class in general or giving the students a chance to volunteer to demonstrate their skills was not going to involve everyone or help the naturally quiet students gain confidence in speaking English. In interviews, and in their reactions, in class the quiet students expressed frustration and embarrassment, even panic, if they made mistakes but also a sense of achievement if they experienced success. One student said, "Before I was

embarrassed to talk, but now I [have] changed my thinking and if I get embarrassed, the next day I forget [it] .”

The Regular Students

Responses to the questionnaire. The Regular students appear to have started the year with some optimism that they would find English conversation classes useful, however this declined over the intervening two terms between first and second administrations of the questionnaires (Table 4.9). They appear to have lost confidence in the conversation classes as a means of activating their spoken English, helping them to understand English or increase their vocabularies, questions 35-37. The *kokusai* teachers proposed the idea that the different style of teaching and interaction in conversation classes was difficult for the Regular students to adapt to especially because their class were only conducted fortnightly.

Table 4.9

Regular Students' Views of the Usefulness of Conversation Classes				
Questionnaire 3 Regular students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=75	N=65	N=75	N=65
35. speak English.	81.33	66.15	5.33	10.77
36. understand English.	78.67	58.46	6.67	13.85
37. remember English words.	49.33	24.62	20	24.62
In English conversation class:				
38.my teacher always speaks English.	72	70.77	8	7.69
39.language my teacher uses helps me to learn	74.67	53.85	2.67	7.69

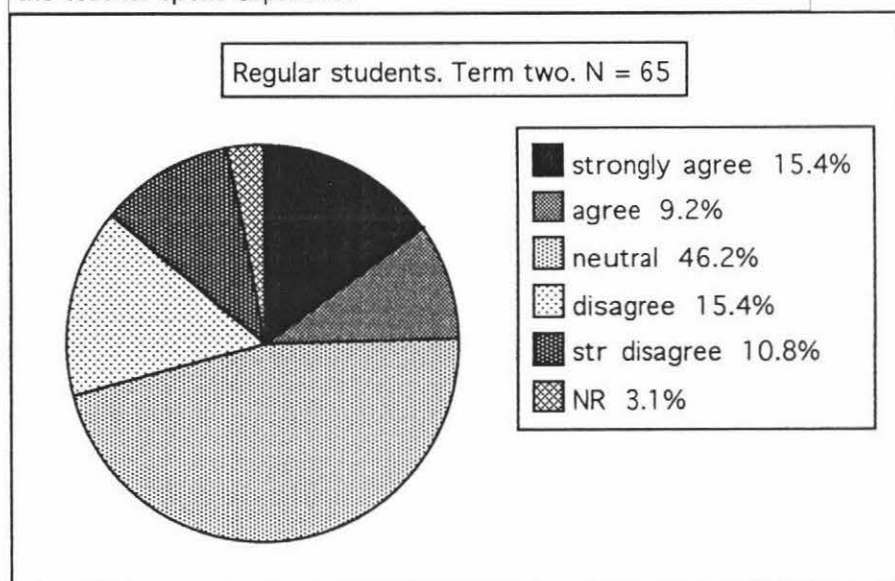
* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

The responses disagreeing with question 38 indicated that the teachers were using more Japanese in these classes than in the other conversation classes. Despite this attempt to ease their entry into an English only classroom environment, more than 20% of them lost confidence in the use of English as a medium of instruction in term two when the agreement

with question 39 dropped from 74% to 53% (Table 4.9).

Figure 4.5

Question 50. I would enjoy English conversation classes more if the teacher spoke Japanese.



NR = no response

The Regular students responses to the questionnaires were often inconclusive due to a tendency towards neutral on the Likert scale in their response patterns. When asked if they would enjoy conversation classes more if the teacher spoke Japanese, question 50, the results were inconclusive as most students chose a neutral response (Figure 4.5). A similarly, indefinite pattern was repeated for question 58, about the frequency with which they understand their non-Japanese teacher (Table 4.10).

The section of Questionnaire 3 about the activities in conversation classes and the students' reactions to them, questions 40-57, showed little enthusiasm for what was taking place in term one and even less in term two (Table 4.10). Sitting in small groups and having the teacher come to their desks rated positive responses above 40% in term one but these declined considerably in term two to 30% and 27% respectively. Doing conversation tasks received a lower positive rating than the International students gave

dropping from 29% to 21% in term two.

By term two over 50% of the Regular students reported that they were not afraid of making mistakes, question 40, a response similar to that of the International students. Their responses were also similar to the International students on the subject of teachers' questioning patterns and their beliefs about whether or not they try to answer the questions directed at them, question 43, with 70% maintaining that they did try in term two (Table 4.10). Satisfaction with the amount of time they were given to answer questions dropped from 72% to 58% in term two. The Regular students' responses to question 45, about the need to discuss answers with their friends, corresponded to the International students' answers; 43% felt they needed to and 37% gave a neutral response. Observations of these students showed that the incidence of checking answers which actually took place in class was much higher, generally about 70% of the time and higher when new material or new ways of interacting were being introduced.

The Regular students' responses to questions 46-48, which were about student reactions when teachers addressed questions to the whole class, showed little that could be considered conclusive as there was either an even distribution of answers, questions 46 and 47, or a strong neutral tendency, question 48 (Table 4.10). This was confirmed in observations of these students which revealed that it was very unusual for a Regular student to volunteer to answer a question.

Observations, written comments and interviews. Observations of these classes showed that the students appeared to attend well when sitting in rows, as is their usual practice, and when doing choral repetition drills or copying from the blackboard. Shifting into small groups, which the students were slow, even reluctant to do despite having been asked to do it every fortnight for two terms, seemed to create an environment in which the

majority of the students found it difficult to stay on task especially if that task required using spoken English.

Table 4.10

Regular Students' Perspectives of Their Level of Activity in the Conversation Classes.				
Questionnaire 3. Regular students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In English conversation classes;	N=75	N=65	N=75	N=65
40. I am afraid of making mistakes.	28	20	42.67	52.31
41. my teacher asks me questions.	84	83.08	2.67	1.54
42. my teacher asks the class if anyone will volunteer to answer a question.	57.33	56.92	9.33	20
43. if teacher asks me a question I always try to answer	81.33	70.77	4	4.62
44. the teacher gives me plenty of time to think of an answer.	72	58.46	1.33	10.77
45. if teacher asks me a question I need time to discuss the ans w with classmates	44	43.08	18.67	20
46. if my teacher asks the whole class a question I listen.	22.67	30.77	41.33	30.77
47. if my teacher asks the whole class a question I wait for someone else to answ	26.67	27.69	21.33	30.77
48. if my teacher asks the whole class a question I try to answer.	20	23.08	34.67	30.77
49. English conversation classes are enjoyable.	78.67	41.54	4	13.85
50. I would enjoy English conversation classes more if the teacher spoke Japanese	37.33	24.62	26.67	26.15
51. I like doing written tasks.	2.67	10.77	68	44.62
52. I like doing conversation tasks with a partner.	29.33	21.54	30.67	27.69
53. I like demonstrating in front of the whole class what I have learned in the conversation	2.67	10.77	73.33	67.69
54.I like solving problems in small groups.	20	20	46.67	43.08
55.I like sitting in small grps.	44	30.77	29.33	32.31
56. I like having the teacher come my desk & help me with my work.	42.67	27.69	10.67	23.08
57.I learn more if the teacher talks to the whole class.	20	10.77	37.33	27.69
58.I usually understand my non-Japanese tcher.	36	33.85	24	30.77

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

The Regular students' written comments, collected in term one and

term two, provided little information about how these students thought the classes could be improved apart from wanting to talk more and learn more daily conversation so that they could talk to the foreign students in the school, although these comments came from only five students out of a total of 144 who completed the questionnaires in the two administrations (Appendix J). Only one student expressed a lack of comprehension. Some students requested more enjoyable classes, but they did not suggest how this could be achieved. As with the International students, some students wanted to be entertained, but these were in the minority (Appendix J).

Interviews with these students proved difficult to arrange, as their level of English meant that a translator was required and suitable people were seldom available. Because of this, little additional information was gathered on the views of these Regular students. What information was gleaned from them suggested that the more enthusiastic students wanted to speak English but that they found it difficult and they often did not know what the teacher wanted them to do.

This debilitating uncertainty was observed on an occasion when the students were to take part in a question and answer task using worksheets on which all the information was supplied. The teacher had carefully explained the activity, and the vocabulary was known. The only unknown factor was which question one student was going to ask the other, but once a question was asked the answer was supplied on the worksheet and only had to be read out. Despite the controlled nature of the exercise, five of the seven students answering the questions had to consult at length with the others around them before responding.

The Elective Students

Responses to the questionnaire. The Elective students results showed a level of confidence that English conversation classes would help them to

speak and understand English, questions 35 & 36, which was similar to that of the International students. Unlike the International students, but reflecting the responses of the Regular students, actual experience over two terms led to a drop in the positive rating of 20% for speaking English to 68% and 25% for understanding English to 60%(Table 4.11). Their level of confidence in these classes as a means of helping them to remember English words, question 37, was never very high and sank further in term two. They reported that their teacher almost always spoke English but their confidence in this as a learning tool declined from 65% to 39% in term two (Table 4.11).

Table 4.11

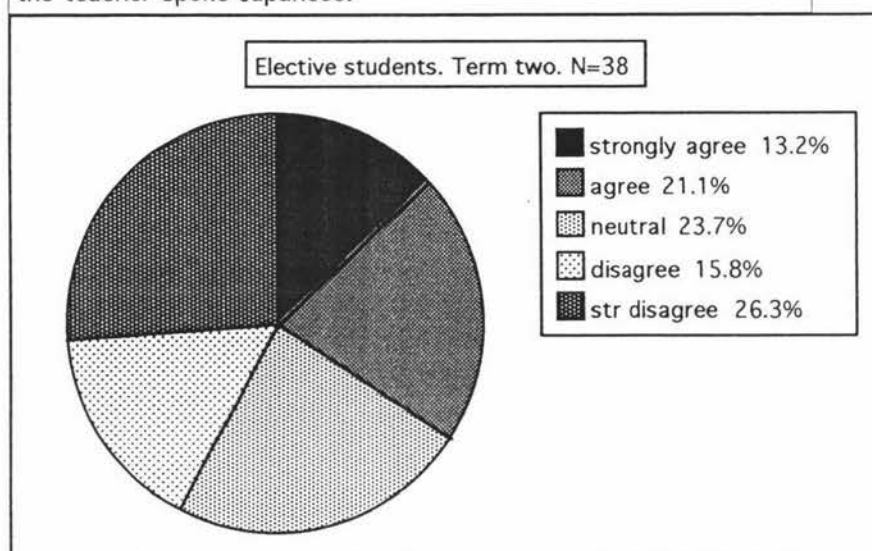
Elective Students Views of the Usefulness of Conversation Classes				
Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=41	N=38	N=41	N=38
35. speak English.	87.8	68.42	7.32	13.16
36. understand English.	85.37	60.53	9.76	15.79
37. remember English words.	48.78	26.32	26.83	34.21
In English conversation class:				
38.my teacher always speaks English.	92.68	86.84	2.44	2.63
39.languaqe my teacher uses helps me to learn	65.85	39.47	12.2	18.42

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

On the subject of whether or not they usually understood their teacher, question 58, in term two only 18.42% of the students disagreed with this statement but as 44% chose the neutral response no definite conclusions could be drawn from this (Table 4.12). The percentage of agreement with the idea that they would enjoy English classes more if the teacher spoke Japanese, question 50, dropped from 39% to 34% in term two and the disagreement response rose by 6% to 42% in term two. This suggested that, although understanding was not always achieved, some students gained confidence in the use of English as a teaching medium (Figure 4.6).

Figure 4.6

Question 50. I would enjoy English conversation classes more if the teacher spoke Japanese.



Questions 40-57 dealt with the types of activities and interactions which take place in conversation classes and the Elective students reactions to them (Table 4.12). Doing written tasks was strongly rejected as an enjoyable activity and solving problems in small groups was also unpopular, questions 51 & 54. Although doing conversation tasks, question 52, received a 39.47% positive rating in term two, the highest rating was the neutral one at 52.63%. Demonstrating in front of the class, question 53, was more strongly rejected than by either of the other two groups of students and in term two 80% of the students did not enjoy this activity.

The questions about classroom arrangements showed that by term two 44% of the students did not like sitting in small groups, an arrangement associated with doing conversations in pairs. Almost the same number of students responded neutrally, as responded positively, to having the teacher come to their desk to help them, a style of teaching which they are not used to, however in interviews, this was mentioned positively. In term two, the Elective students' responses showed that the majority did not believe that

they learned more if the teacher addressed the whole class (Table 4.12).

Table 4.12

Elective Students' Perspectives of Their Level of Activity in the Conversation Classes				
Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In English conversation classes;	N=41	N=38	N=41	N=38
40. I am afraid of making mistakes.	29.27	18.42	53.66	63.16
41. my teacher asks me questions.	92.68	84.21	0	0
42. my teacher asks the class if anyone will volunteer to answer a question.	60.98	36.84	17.07	21.05
43. if teacher asks me a question I always try to answer	82.93	76.32	4.88	5.26
44. the teacher gives me plenty of time to think of an answer.	73.17	60.53	2.44	13.16
45. if teacher asks me a question I need time to discuss the ans with classmates	60.98	57.89	14.63	15.79
46. if my teacher asks the whole class a question I listen.	39.02	36.84	21.95	23.68
47. if my teacher asks the whole class a question I wait for someone else to answ	36.59	31.58	21.95	28.95
48. if my teacher asks the whole class a question I try to answer.	9.76	15.79	36.59	31.58
49. English conversation classes are enjoyable.	58.54	44.74	9.76	21.05
50. I would enjoy English conversation classes more if the teacher spoke Japanese	39.02	34.21	36.59	42.11
51. I like doing written tasks.	4.88	5.26	75.61	73.68
52. I like doing conversation tasks with a partner.	43.9	39.47	17.07	7.89
53. I like demonstrating in front of the whole class what I have learned in the conversation	4.88	0	73.17	81.58
54. I like solving problems in small groups.	21.95	18.42	39.02	55.26
55. I like sitting in small grps.	29.27	31.58	39.02	44.74
56. I like having the teacher come my desk & help me with my work.	39.02	44.74	9.76	13.16
57. I learn more if the teacher talks to the whole class.	24.39	7.89	31.71	55.26
58. I usually understand my non-Japanese tcher.	39.02	36.84	26.83	18.42

The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

The majority of the Elective students did not report being afraid of making mistakes and felt that they were given sufficient time to produce

answers. Nearly 60% of them reported a need to discuss their answers with a partner before answering, question 45. The students' positive response to question 43, about always trying to answer questions directed at them, declined slightly to 76.32% in term two (Table 4.12).

Observations. Observations of students' classroom behaviors indicated that the students assessed their reactions to being asked questions quite accurately, although many of the students were willing to answer questions without negotiating with others if they were dealing with familiar material. By the end of term two, apart from a few students who made no observable progress, the majority of students in both Elective classes had become more confident about responding to the teacher. Considering this, it was unexpected to see the students' positive response to question 43, about always trying to answer questions directed at them, decline slightly.

Questions 46-48, about the Elective students' reactions when questions were directed to the whole class, produced no conclusive responses as they tended to be evenly spread or to showed a tendency to choose the neutral option, in a similar pattern to that of the Regular students. Observations revealed that, like the Regular classes, it was rare for a student to volunteer an answer. Only one student in the two Elective classes consistently volunteered answers and she was not typical of Japanese students, showing her disregard for social strictures in rebellious but harmless ways such as by coming to school with green hair. She was very outgoing and would call out answers in a loud voice even if she was a little uncertain of them, seldom negotiating with others. Usually students only answered questions when they were dealing with familiar subjects and were almost certain that they had the right answer or that their nearest classmates agreed with them and then only if the teacher had selected them by focusing on them or naming them.

Observations of the Elective students showed that although they reported that they did not enjoy written tasks, like the Regular students, they appeared best able to stay on task when doing mechanical tasks individually. One *kokusai* teacher explained that the Elective students he taught concentrated most intently on a lesson given near the end of term two which required them to copy diagrams on directions from the board. Both classes were observed to be easily distracted when seated in groups to do conversation tasks and some students showed their reluctance to do this activity by not moving to form a group and/or slumping onto their desks.

Written comments and interviews. The Elective students' written comments in term one all suggested some change with the most popular being related to speaking activities. The students who wrote comments were mainly those students who were serious about improving their spoken English. Having a chance to sing, play games or watch videos were more prevalent comments in term two. More students offered their comments in term two, a reversal of the situation with the other two groups. Some students took the opportunity to express dissatisfaction with some activities and comments from the teachers, an example being requests by a teacher for the students to use facial expressions when speaking English. Once again, more chances to speak English were requested (Appendix K).

The Elective students posed similar problems to the Regular students in terms of interviews. A translator was required, but difficult to arrange. What discussion took place confirmed that the majority of the students wanted to speak English and that they were trying hard to improve their abilities in this area. They wanted to speak to their teacher individually and some students said that they felt that they had a better chance of understanding how to do a task when the teacher came around to each group of students to offer help. This response confirmed the increase in positive responses to question 56,

about teachers offering help to individuals. Students did not express any dissatisfaction with the English conversation classes in interviews.

The Students' Expectations

D. What do Japanese students expect from conversation classes?

International Students

Responses to the questionnaire and observations. The International students began the year with high expectations that they would improve their speaking, listening and pronunciation in conversation classes, questions 65-67, and this was maintained in term two (Table 4.13). In the interviews students also mentioned that they expected to improve their pronunciation through interactions with their *kokusai* teachers rather than their Japanese teachers.

Table 4.13

International Students' Expectations of Conversation Classes				
Questionnaire 3. International students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In Eng conversation class I expect to improve:	N=73	N=73	N=73	N=73
65. my speaking	100	100	0	0
66. my listening skills.	98.63	100	0	0
67. my pronunciation.	100	98.63	0	0
68. my reading skills.	87.67	64.38	5.48	16.44
69. my grammatical skills.	56.16	34.25	24.66	49.32
70. my vocabulary.	78.08	57.53	9.59	24.66
71. my understanding of other cultures.	79.45	83.56	6.85	1.37

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

Their expectations that they would improve their reading skills, question 68, declined by more than 20% in term two to 64% agreement. Their expectations that they would improve their grammatical skills, question 69, which had not been high in the first term, declined similarly from 56% to 34%. There was also a decline in the students' expectations that they could improve their vocabulary, question 70, which was comparable to the decline

in confidence that they would be able to remember words, question 37 (Tables 4.13 & 4.7). Discussions with the students revealed that the vast majority of them did no revision outside of class time unless they were specifically studying for an examination and even then this amounted to an average of three hours' study for a mid-term or end of term test.

The increase in expectation that their understanding of other cultures would improve was anticipated as a large part of term two was devoted to increasing the students' awareness of cultural differences between Japan and the country they would be going to. Curiosity about other cultures was expressed in their written comments and in many of the informal discussions with these students, especially the discussions initiated by the students themselves.

The Regular Students

Responses to the questionnaire and observations. The Regular students began the year with high expectations that they could improve their speaking and listening skills in conversation classes, questions 65 & 66. Although these declined in term two, especially speaking, they still remained as high positive ratings (Table 4.14). Their expectations that they could improve their pronunciation and reading skills, questions 67 & 68, were high and remained reasonably steady in term two.

The Regular students' expectations that they could improve their grammatical skills, vocabularies or understanding of other cultures, questions 69, 70 & 71, were never high, but declined in term two until the positive and neutral responses were almost equal. Cultural differences are not directly addressed in these classes, although subtle cultural practices are embedded in the patterns of conversations taught in these class. The situation with grammar is similar, as grammatical patterns are an inherent part of conversations, but this appears to have gone unnoticed by all three

groups of students.

Table 4.14

Regular Students' Expectations of Conversation Classes				
Questionnaire 3. Regular students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In Eng conversation class I expect to improve:	N=75	N=65	N=75	N=65
65. my speaking	90.67	76.92	1.33	6.15
66. my listening skills.	90.67	81.54	1.33	3.08
67. my pronunciation.	73.33	70.77	4	4.62
68. my reading skills.	65.33	70.77	8	6.15
69. my grammatical skills.	49.33	38.46	13.33	23.08
70. my vocabulary.	45.33	38.46	6.67	16.92
71. my understanding of other cultures.	48	36.92	14.67	21.54

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

Verbal exchanges which required the students to make appropriate changes to the constructions of verbs when changing from first to third person, revealed that the Regular and Elective students had only a rudimentary operating knowledge of grammar.

The Regular students had been receiving one conversation class a fortnight with a *kokusai* teacher and no tests. They did not review what they had done in class from one fortnight to the next according to their interviews, so it was not surprising that they do not expect to improve their vocabularies.

The Elective Students

Responses to the questionnaire, observations and comments. The Elective students had high expectations that they could improve their speaking, listening, pronunciation and reading, questions 65-68, rather as the International students did and like them they maintained these expectations into term two, although there was a decline in the positive rating given to reading skills from 82% to 76% (Table 4.15). The Elective students had three conversation classes a week with a *kokusai* teacher. These classes were mainly directed at activating their speaking skills but

also included other activities, such as written exercises, games and videos, in an attempt to involve even the students who were reluctant to speak. Considering that observations revealed that many students made little effort to partake in speaking tasks and some had to be woken up several times each class, the consistently high expectation of improvement in these areas was unexpected.

Table 4.15

Elective Students' Expectations of Conversation Classes				
Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
In Eng conversation class I expect to improve:	N=41	N=38	N=41	N=38
65. my speaking	95.12	86.84	0	0
66. my listening skills.	95.12	92.11	0	0
67. my pronunciation.	90.24	86.84	2.44	0
68. my reading skills.	82.93	76.32	2.44	5.26
69. my grammatical skills.	46.34	34.21	29.27	42.11
70. my vocabulary.	51.22	34.21	14.63	26.32
71. my understanding of other cultures.	48.78	39.47	14.63	28.95

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

By term two, 42% of students disagreed that they expected to improve their grammatical skills, question 69, and in the written comments, one student requested that some grammar be taught in these classes. In a pattern similar to the Regular students, by term two, the positive and neutral ratings for vocabulary and understanding of other cultures, questions 70 & 71, were almost even, revealing only that some students' expectations of improvement had declined or been replaced by uncertainty. Although they claimed they studied for the tests which take place twice a term, they do not regularly review the work done in class. Of the students interviewed, none looked over their class work out of class unless preparing for a test and some students did no preparation at all. On one occasion a student scored 16% in an English test administered to the class, despite having been in

class when the teacher explained exactly what areas would be covered by the test.

Achieving the Aims of Conversation Classes

E. Are the aims of conversation classes clear to the students? Do the students see themselves as needing to be active in achieving identifiable aims?

International Students

The *kokusai* teachers' ideas about the aims. Interviews with the *kokusai* teachers revealed that they did not believe that the schools' administration had clear aims for the International students' conversation classes, other than keeping the students happy by giving them a good English experience. These teachers felt that because of this, in the past, students have not known what to expect or what they were likely to gain from these classes. All the *kokusai* teachers agreed that their main aims were to get the students using spoken English without fear or embarrassment, as well as conveying the culturally specific knowledge about the country they would be living in, and gradually easing them into the Western classroom interactional patterns which they would experience more fully in the coming year. Achieving this included encouraging the students to be active learners who took responsibility for their own learning. The emphasis on the cultural information was explained by one teacher who said, "We do them no favors if we don't give them a clear idea that Western classrooms, though they look practically the same as Japanese classrooms, operate in some fundamentally different ways".

This year, 1997, for the first time, the students had been given written guidelines, in English and Japanese, on how the classes would be conducted, what the *kokusai* teachers expected of the students and what they could expect to achieve. This guideline also outlined the types of

behaviors, such as sleeping or gazing in the mirror, that would not be considered acceptable which, although they were rarely exhibited by the International students, had occurred in previous years. It was generally considered by the *kokusai* teachers that this explanation had gotten the classes off to a good start and had reduced the students' anxiety. It was planned to repeat this process in the following year, although modifications were suggested for the document, particularly and explicitly addressing the different classroom culture which they were being prepared for and which they would experience during their time studying abroad.

The International students' responses to questions 65-71, inquiring about what areas they expected to improve in conversation classes, indicated that the majority of the students had a grasp of the aim to get students interacting verbally and using their acquired but inactive store of English (Table 4.13). As well as this, the aim to make the students more aware of cultural differences seems to have been recognized by the majority of students as indicated by their positive response to question 71. Early interviews with the students confirmed that they had grasped the idea that the teachers wanted a different type of classroom interaction from that which they were used to, but that they were having difficulties adjusting. The majority of the students expressed a desire to be able to respond readily to the teacher and wanted an English only classroom orientation.

By the end of term two, discussions with the *kokusai* teachers revealed that most of the students were less anxious about speaking out in class and some students had made major adjustments and were interacting readily with each other and the teacher. Although changes had taken place, none of these teachers were sure that the students understood that, as well as cultural differences in behavior, they had been adjusting to cultural differences in classroom interactions and teacher expectations.

The students did report in informal interviews conducted in the classroom that they understood that an active role would be expected of them in the year ahead at school in an English speaking country. Many students declared their intention to “fight” or “do my best” in thank you notes that they wrote for their *kokusai* teachers at the end of term two. These notes also often contained apologies that they had not managed to be more active. This further confirmed the researcher’s belief that these students had understood the aim to get them interacting in English with their classmates and their teacher.

Understanding the need to be active and actually incorporating this into their usual classroom behaviors took time. Observations of the International students taking part in conversation tasks showed that initially they were only willing to do the minimum amount of interacting and would see the task as complete after reading through the worksheet in pairs and having made no eye contact. By term two most students attempted to interact in a more natural way, reducing their dependence on the supplied text, and the leaders in the classes would attempt to make entirely new conversations on the subject.

Responses to the questionnaire. Different sections of Questionnaire 3 were intended to measure the students’ understanding of the expectation that they be active in class by responding, as well as seeking information and clarification. The International students’ responses to question 43 about responding to questions addressed to them, indicated that the majority of them, more than 80%, attempted to be active and respond to their teacher when engaged directly, however this active role diminished when the teacher addressed the whole class, questions 46-48 (Table 4.8).

The students’ level of activity and acceptance of their responsibility for seeking clarification when they did not understand were also addressed in

questions 59-64 (Table 4.16). The positive and consistent responses to questions 59, 61 & 63, about ways of seeking help when they don not understand, illustrated that the International students see themselves as active learners who seek clarification when they don't understand (Table 4.16).

Teachers' comments. According to one *kokusai* teacher, "Everybody always thinks that they are doing more than they are and in this culture, [they] need to look as though they are doing more than they are". Discussions with the *kokusai* teachers revealed that students seldom said that they don't understand, even by the end of the second term when student/teacher interactions had greatly increased. Another *kokusai* teacher related an occasion on which this did happen, followed immediately by a flood of tears from the student.

Table 4. 16

International Students' Reactions When They Don't Understand.				
Questionnaire 3. International students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
If I don't understand my kokusai teacher I:	N=73	N=73	N=73	N=73
59. tell the teacher	67.12	67.12	15.07	16.44
60. say nothing	10.96	16.44	75.34	60.27
61. ask my friends	78.08	82.19	4.11	5.48
62. feel embarrassed	9.59	19.18	67.12	56.16
63. listen for key words	78.08	79.45	8.22	5.48
64. stop listening	4.11	1.37	89.04	91.78

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

A Japanese teacher related the information that also with Japanese teachers, it would be unusual for a student to say she did not understand during class but that she might ask for help quietly after class. He depicted the Japanese class as operating as a group, not a collection of individuals. He also explained that for this reason, it would be seen as inappropriate by both the teacher and the other students for a student to ask for clarification of

a point if one student had already asked a question on this subject. Essentially, it was not socially appropriate for an individual student to pursue a point which remained unclear. On an earlier occasion, in a discussion about classroom behaviors, a Japanese teacher had criticized a *kikokusei*⁹ student for behaving in just this way, continuing to seek clarification during class time. The student's actions were described as asking irrelevant questions which were embarrassing for everyone in the class.

The students' comments. The International students were asked why they claimed they tell the teacher that they do not understand when the teachers deny that this happens. Most students responded with tilts of the head and shy smiles. Pressed further, they explained that although they do not say so in words, they say so by their facial expression or their actions, little tilts of the head being popular means of communicating many things in Japan. Some students rightly claimed that they do ask the teacher after class and one student said that she did not want to "use up time", a statement which the others agreed with. The response to question 61, about asking friends, showed that the International students rely on gathering information from each other when understanding breaks down, in the same way as they sometimes need to check with others before answering questions (Table 4.16).

The Regular Students

The *kokusai* teachers' ideas about the aims. The *kokusai* teachers felt that the aims for the Regular students were less ambitious than those for the International students. The school administration's aims were identified by the *kokusai* teachers as having the *kokusai* teachers prepare the students

⁹ Kikokusei is the term used to refer to children who have spent a number of years away from Japan usually because the family has accompanied the father when his work has required him to live outside of Japan.

for the listening and speaking section of *Eiken*¹⁰ and part of this preparation was simply having the experience of talking to a non-Japanese person. This was expressed by a *kokusai* teacher as giving them the experience of “seeing the *gaijin*” close up”, just in case their examiner was not Japanese. An equally important aim of the school’s administration was considered to be ensuring that the students have a pleasant experience with English. This was rather cynically interpreted as entertaining them.

The *kokusai* teachers aimed to get students used to having classes with *kokusai* teachers and to familiarize them with the need to actively participate in actually speaking English. One teacher said, “We must try to help them not to feel shy about saying an English word.” Cultural differences in classroom practice were not addressed with the intensity that was felt necessary for the International classes, nor was it anticipated that these students would or could make major adjustments in their interactional style. One *kokusai* teacher put this succinctly saying, “The education system teaches them how to behave and we see them for such a short time that we can’t expect them to adapt to our expectations”.

Despite the lack of emphasis on modifying the Regular students’ classroom practices, it was decided to give them written guidelines, in English and Japanese, on how the classes would be conducted and in what ways the *kokusai* teachers expected the students to be actively involved. This guideline also outlined the types of behaviors, such as sleeping or gazing in the mirror, that would not be considered acceptable. These were behaviors which all the *kokusai* teachers had experienced in previous years and which were considered corrosive in terms of the classroom atmosphere. Most of the *kokusai* teachers felt this had gotten the classes off to a good

¹⁰ The multi-level English test which is recognized by Mombusho, The Japanese Ministry of Education, and the Japanese business world.

¹¹ Foreigner

start, but that because of the infrequency of the classes, it did not last and the usual passive or disruptive patterns of behavior quickly returned.

Responses to the questionnaire. The Regular students responses' to questions 65-71, about what skills they expected to improve in conversation classes, showed that they too had grasped that the aim of these classes was to get them using English to communicate (Table 4.14). The aim to make the students more aware of cultural differences, question 71, was not particularly clear to the Regular students, possibly because it is not explicitly addressed in these classes.

Although the students had understood that they had the opportunity to speak English, actually striving to do so proved difficult. The Regular students answers to question 43, showed that in term two 70% of them believed that they responded to questions directed at them personally. The situation was quite different for questions addressed to the whole class, when 30% or less of the students affirmed that they remain engaged (Table 4. 10).

The Regular students' answers to questions 59-64 dealt with the students' reactions when they did not understand (Table 4.17). The most popular responses were to ask their friends or listen for key words, questions 61 & 63. The percentage of students who claimed that they did not stop listening, question 64, was high but dropped in term two to 69%. Even though few students contended that they tell their teacher when they do not understand, the *kokusai* teachers were unable to confirm even this figure, claiming that it was a very rare event. These students may, like the International students, have conveyed their incomprehension in subtle ways, although this was not confirmed in interviews.

Table 4.17

Regular Students' Reactions When They Don't Understand.				
Questionnaire 3. Regular students.	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
If I don't understand my kokusai teacher I:	N=75	N=65	N=75	N=65
59. tell the teacher	32	32.31	26.67	26.15
60. say nothing	20	32.31	41.33	40
61. ask my friends	76	61.54	9.33	3.08
62. feel embarrassed	20	10.77	41.33	53.85
63. listen for key words	70.67	67.69	8	1.54
64. stop listening	1.33	6.15	86.67	69.23

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

Observations. Observations of the Regular students showed that at the beginning of the year, they were very reluctant to answer questions in English and would remain silent even when the teacher prompted them. This happened in situations where all the information was supplied and the answer was right in front of them. The *Mombusho* approved text which the students were required by the school to purchase, was in both English and Japanese. Towards the end of the second term, the students were still reluctant to speak but some students were making the effort to reply to questions, however, in most classes, the majority of the students were passive and unresponsive. At some time in every class, one or two students were observed slumped on their desks with their heads buried in their arms when they were meant to be doing conversation tasks.

Pair work supplied an example of the Regular students' reluctance to initiate any activity. When doing an "A-B" activity with a partner, the students would not begin until the teacher had assigned each of them an A or B role, seeming unable or unwilling to negotiate for themselves with their partner. Even those students who made an effort to perform the task would see it as complete after reading through the worksheet in pairs, having made no eye contact, nor any effort to reduce their dependence on the printed words.

There appeared to be little grasp of the need to make an effort if learning was to take place, or for some students little concern that it would take place.

The *kokusai* teachers' comments. Discussions with the *kokusai* teachers confirmed what was observed, although it was noted that group dynamics were involved in the degree of engagement found in the classes. The *kokusai* teachers mentioned that some classes were more active than others. Although all the teachers said that they believed that many students were making an effort, they also expressed considerable frustration at their unresponsiveness. This frustration was captured by a teacher who described the situation as being "like trying to teach a class full of corpses".

Elective students

The *kokusai* teachers' ideas about the aims. The *kokusai* teachers felt that the school's administration held the same aims for these students as those for the Regular students, with the emphasis on the entertainment element rather than *Eiken* preparation. This view was confirmed by a Japanese teacher who explained that keeping them happy was what was expected. The *kokusai* teachers themselves admitted that because the Elective students were such a "mixed bunch", their aims reflected those of the administration, balancing a desire to activate the students' speaking and familiarize them with the need to be active in the process, but at the same time keep them entertained. The cultural differences in classroom practices were implicit in the types of activities introduced and not stressed in the same way as they were for the International students.

The Elective students were given the same introductory guidelines as the Regular students because the *kokusai* teachers saw a need to prepare the students for the type of class they would be taking part in, even though these students were second year students and had taken conversation English the previous year. As with the Regular students, it was considered

important that the Elective students be given the opportunity to become comfortable with using English. It was also felt necessary to make clear to the students what types of behavior would be considered inappropriate, as mentioned in connection with the Regular students.

Of the two *kokusai* teachers involved with these classes, only one felt that the written guidelines had made an appreciable difference to the way the students engaged with the tasks. This teacher felt that the improvement did not last into term two for many students, by which time inappropriate behaviors, such as sleeping in class or grooming, were surfacing.

Responses to the questions. The Elective students' responses to questions 65-71, which looked at the skills the students expected to improve in conversation classes, were comparable to the Regular students' responses although they were a little more positive (Table 4.15). They had understood that the aims were to improve their use of spoken English but few had consciously realized that there were cultural shifts involved in adapting to conversation classes and communicating in another language.

Their responses to questions 43 and 46-48, about the way they responded to the teachers' questions, were again comparable to the Regular students, indicating that on the whole they attended and responded if addressed directly, but not if the class in general was invited to react (Table 4.12). A similar correspondence is found in their estimates of what they did when they did not understand, with asking friends, question 61 being the most popular source of information and clarification, followed by listening for key words, question 63 (Table 4. 18). In term two a higher percentage of Elective students, 44%, than Regular students, 32%, said that they tell the teacher.

Table 4.18

Elective Students' Reactions When They Don't Understand.				
Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
If I don't understand my kokusai teacher I:	N=41	N=38	N=41	N=38
59. tell the teacher	39.02	44.74	26.83	26.32
60. say nothing	29.27	18.42	43.9	34.21
61. ask my friends	82.93	86.84	0	0
62. feel embarrassed	26.83	15.79	51.22	57.89
63. listen for key words	65.85	65.79	4.88	7.89
64. stop listening	4.88	5.26	80.49	76.32

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

The *kokusai* teachers' comments and observations of the students.

The *kokusai* teachers maintained that having a student volunteer the information that they do not understand never happens in these or the Regular classes, however students would admit that they did not understand if the teacher asked them directly, especially if the question were asked privately when the teacher had come to their desk to check on progress. More often, the teacher had to decipher messages of incomprehension and frustration which were delivered covertly. One incidence, related by a *kokusai* teacher, told of an Elective student who screwed up her face and crumpled onto her desk at the end of an explanation by the teacher of an exercise in their text books which had been delivered to the whole class. Opportunities had been provided for the students to convey any difficulties in understanding and at the end, the students were to do a related speaking task. This student's behavior could easily have been misinterpreted as unwillingness to do the speaking task when it was actually a call for help.

Observations of the Elective students, and the *kokusai* teachers' insights, revealed a pattern of engagement and activity similar to that of the Regular students. The main differences noticed were that the enthusiastic learners were more engaged, generally staying on task and attempting to

develop their speaking abilities. There was a small group of students, approximately seven, in each class who were hoping to study English at a college or overseas at a language school at the end of their *san nensei*¹² year. These students had a goal to direct their efforts in class.

The disinterested students were bolder in pursuing inappropriate behaviors than was seen in the Regular students' classes. The teachers reported that in every class, at least one student would go to sleep, students arrived late with no explanation or text books and, because these classes were a mixture of different form classes, students often took the opportunity to chat with friends they did not normally take classes with. Incidences of personal grooming during class had largely disappeared this year and this was attributed to the effect of the written guidelines in which this was specifically addressed.

Success or Failure: Whose Responsibility Is It?

F. Do the students see themselves as able and successful learners? Do they see themselves or their teachers as being responsible for their success or failure?

International, Regular and Elective Students

Students' attributions for their successes or failures were collected in Questionnaire 1 which was administered only once, in term one. The results of all three groups of students are reported together in this section only. Understanding how a student's attributions limit or promote their chances for success in the future requires understanding individual student's perceptions of why success or failure occurred and the stability and controllability of these factors. This research did not examine each student's beliefs individually and for this reason, the information gathered from

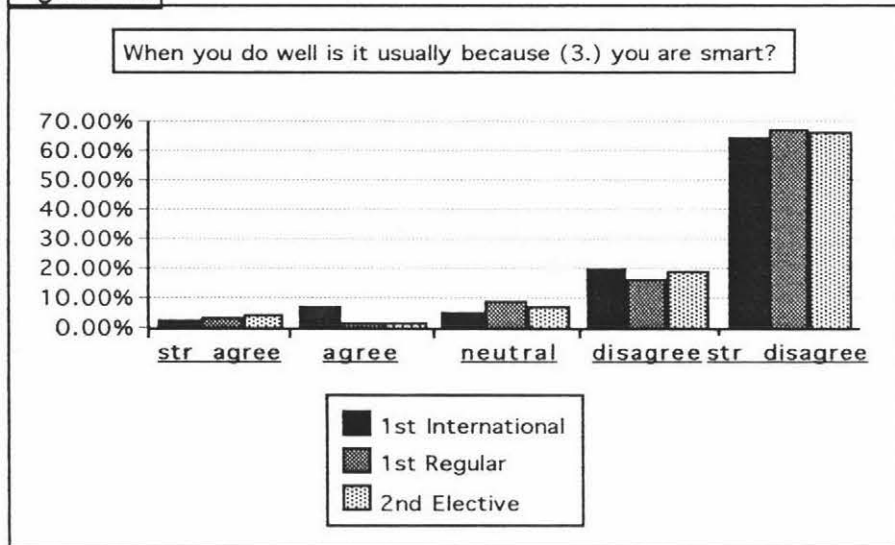
¹² San nensei means third year students and this is the final year of senior high school.

Questionnaire 1 can only be general.

Responses to Questionnaire 1: Difficulties experienced by students.

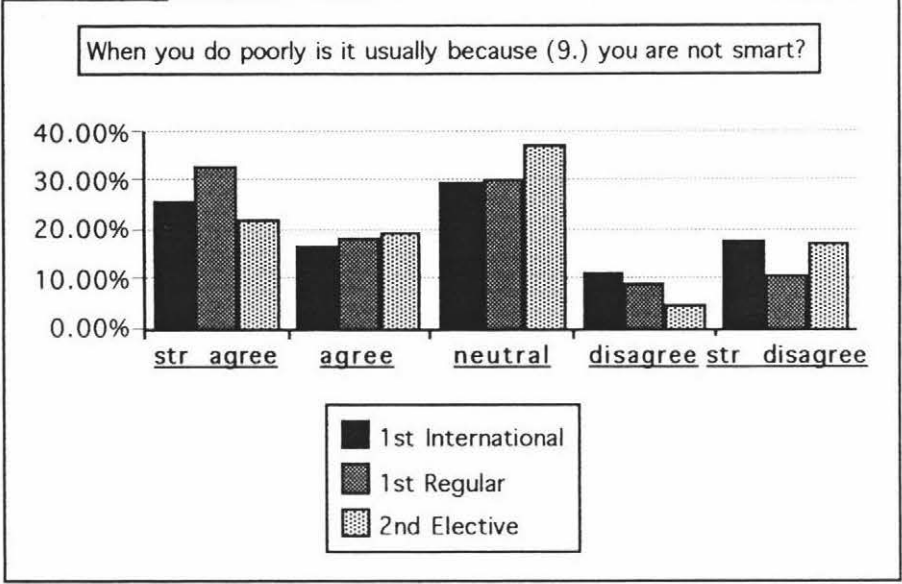
Many of these students showed little confidence in either ability or effort as precursors for success. The high percentage of disagreement in the responses from all three groups of students to question 3, on ability and success, suggested that these students had no confidence in their abilities (Figure 4.7). A Japanese colleague had warned that because culturally self-praise is proscribed, question three would be difficult for the students to answer, especially if they had identified themselves and for this reason, it was decided to make the responses anonymous.

Figure 4.7



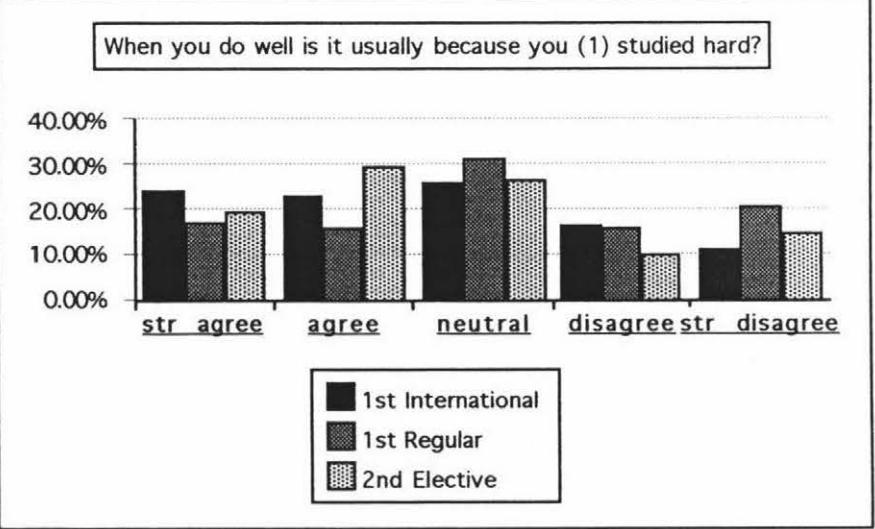
The responses to question 9, on lack of ability and failure showed that, although only two or three students in each group were willing to say directly that they were smart, many more students were reluctant to label themselves as not smart (Figure 4.8). Approximately 20% of the Regular and Elective students and 28.38% of the International students disagreed with question 9 and in doing so, refused to blame their failures on a lack of intellect. There was a strong neutral response to this question for all three groups, an indication that this too was a difficult question to answer.

Figure 4. 8



Attributions for success. While effort, which is a positive, internal, attribution for success, putting the student in control, rated more highly than ability, it was still chosen less than 50% of the time, even by the International students who are considered to be the top students in the school (Figure 4.9). It is from this group of students that entrances into the better universities are gained. There was little difference between the three groups in attributing success to effort. Approximately 25% in each group of students surveyed did not attribute their successes to effort and once again the neutral option was strongly favored.

Figure 4.9



Apart from effort, which is internal and may or may not be perceived as controllable, the International students attributed success most strongly to being helped, question 5, at 56.76%, and the teacher explaining well, question 4, at 43.25%, two attributions for success which are external, unstable and uncontrollable (Table 4.19). The Regular students showed no strong positive rating for any reasons for their success and a tendency to opt for the neutral choice related to teachers' explanations as a reason for either success or failure, questions 4 & 10 (Table 4.20). The Elective students showed a similar pattern to the Regular students in relation to teachers' explanations. They were more positive than the Regular students in some areas, for example they rated effort, at 29%, and being helped, at 34%, students did as reasons for success (Table 4.21).

Table 4.19

Questionnaire 1. Results in %. N=74 International Students' Attributions for Success or Failure.						
When you do well in school is it usually because:	<u>strongly agree</u>	<u>agree</u>	<u>neutral</u>	<u>disagree</u>	<u>strongly disagree</u>	<u>no resp</u>
1.you studied hard?	24.32	22.97	25.68	16.22	10.81	0
2.you studied the right things?	6.76	22.97	40.54	18.92	10.81	0
3.you are smart?	2.7	6.76	5.41	20.27	64.86	0
4.the teacher explained things well?	17.57	25.68	22.97	14.86	18.92	0
5.you were helped by someone?	28.38	28.38	21.62	12.16	9.46	0
6.the task was easy?	2.7	5.41	21.62	27.03	43.24	0
When you do poorly in school is it usually because:						
7.you didn't study much?	48.65	21.62	12.16	8.11	9.46	0
8.you didn't study the right things?	36.49	28.38	16.22	10.81	8.11	0
9.you are not smart?	25.68	16.22	29.73	10.81	17.57	0
10.the teacher didn't explain well?	16.22	13.51	25.68	18.92	24.32	1.35
11.you weren't helped by anyone?	2.7	5.41	21.62	21.62	48.65	0
12.the task was hard?	25.68	20.27	32.43	12.16	9.46	0

Attributions for failure. Doing poorly was attributed most strongly to lack of effort by all three groups, question 7. Not studying the right things, question 8, an unstable attribution related to luck, was a frequently chosen option. Task difficulty, an uncontrollable attribution, was an option which was

chosen by 60% or more of the Regular and Elective students (Tables 4.19, 4.20 & 4.21).

Table 4.20

Questionnaire 1. Results in %. N=77 Regular Students' Attributions for Success or Failure.						
When you do well in school is it usually because:	<u>strongly agree</u>	<u>agree</u>	<u>neutral</u>	<u>disagree</u>	<u>strongly disagree</u>	<u>no respo</u>
1.you studied hard?	16.88	15.58	31.17	15.58	20.78	0
2.you studied the right things?	5.19	12.99	32.47	19.48	29.87	0
3.you are smart?	3.9	2.6	9.09	16.88	67.53	0
4.the teacher explained things well?	6.49	14.29	40.26	18.18	20.78	0
5.you were helped by someone?	12.99	25.97	36.36	11.69	12.99	0
6.the task was easy?	0	3.9	23.38	22.08	49.35	1.3
When you do poorly in school is it usually because:						
7.you didn't study much?	46.75	25.97	15.58	9.09	2.6	0
8.you didn't study the right things?	42.86	27.27	15.58	11.69	2.6	0
9.you are not smart?	32.47	18.18	29.87	9.09	10.39	0
10.the teacher didn't explain well?	9.09	19.48	42.86	14.29	12.99	1.3
11.you weren't helped by anyone?	1.3	0	28.57	23.38	45.45	1.3
12.the task was hard?	32.47	28.57	23.38	9.09	5.19	1.3

Table 4.21.

Questionnaire 1. Results in %. N=41 Elective Students' Attributions for Success or Failure.						
When you do well in school is it usually because:	<u>strongly agree</u>	<u>agree</u>	<u>neutral</u>	<u>disagree</u>	<u>strongly disagree</u>	<u>no resp</u>
1.you studied hard?	19.51	29.27	26.83	9.76	14.63	0
2.you studied the right things?	9.76	26.83	31.71	14.63	17.07	0
3.you are smart?	4.88	2.44	7.32	19.51	65.85	0
4.the teacher explained things well?	9.76	29.27	41.46	14.63	4.88	0
5.you were helped by someone?	12.2	34.15	26.83	14.63	12.2	0
6.the task was easy?	0	12.2	21.95	36.59	26.83	2.44
When you do poorly in school is it usually because:						
7.you didn't study much?	56.1	21.95	21.95	0	0	0
8.you didn't study the right things?	36.59	36.59	21.95	2.44	2.44	0
9.you are not smart?	21.95	19.51	36.59	4.88	17.07	0
10.the teacher didn't explain well?	17.07	14.63	53.66	9.76	4.88	0
11.you weren't helped by anyone?	0	4.88	26.83	39.02	29.27	0
12.the task was hard?	29.27	36.59	24.39	4.88	4.88	0

Interviews and observations. In the interviews, the International students, when asked how they would go about becoming more active in

class, suggested that the teacher change the groups around so that quiet students sat with more confident ones as discussed earlier. They also requested that the teachers be careful to interact with every student, even the reticent ones, because some students would only make an effort if directly addressed. These requests placed the responsibility on the teacher to make changes which might help the quiet students. Asked directly if ultimately they were responsible or the teacher was responsible, the International students overwhelmingly accept responsibility for their own learning intellectually but still found it difficult to act.

The *kokusai* teachers reported that they did not believe that the students had much of a concept of individual responsibility for learning, although they did acknowledge that their perspective was formed from culturally different ideas about what was appropriate learning behavior. Talking of the students in general, one teacher suggested that, "They expect us to make them understand English and to make them fluent. I think they've been led to believe that they don't have to do anything but just attend and their listening and speaking will improve. They don't want those more challenging, unpredictable activities. They find them threatening."

Observations of classroom behaviors of all three groups of students and the *kokusai* teachers' reports exposed many incidences where students appeared incapable of acting for themselves. On one occasion, an International student arrived without a necessary piece of equipment and sat passively until the teacher noticed and suggested a solution. This student proved capable of asking a neighbor if she could borrow a pen, in English, once the teacher had noticed her problem. Although this degree of passive behavior was not commonly found amongst the International students, this was not an isolated incidence. Similar situations were both observed and reported with greater frequency in connection with the Regular and Elective

students when, after a period of time, a teacher would discover that the student had been unable to proceed with a task for some minor reason but had not indicated that they had a problem in anyway the *kokusai* teachers could decipher.

The Students' Views of *Kokusai* Teachers

G. What are the Japanese students' perceptions of *kokusai* English teachers and the level of study required by them?

International Students

The students' perceptions of the *kokusai* teachers were sought in questions 25-34. These revealed that the International students found the *kokusai* teachers kind and helpful and that their explanations about classroom activities were carefully delivered at an appropriate pace (Table 4.22). These findings remained consistently high throughout the two terms.

Although the International students did not rate the *kokusai* teachers as strict, the popularity of the neutral response made it difficult to be certain of their intentions (Appendix F). Table 4.22 shows that being allowed to talk to friends, chatting on topics unrelated to the class rather than negotiating over work in progress, was rejected as an activity condoned in conversation classes. However, as mentioned earlier, checking with friends before answering a question was a prevalent activity and one which many students felt was necessary for them to engage in , questions 45 & 61 (Tables 4.12 & 4.16). Most students reported that they were not allowed to sleep in class (Table 4.22).

The majority of students thought that they were expected to listen a lot, but this reduced from 53% agreement to 41% in term two. They did not think that the tasks were difficult, but the neutral response on the Likert scale was a popular choice(Appendix F; Table 4.22). The majority of International

students did not report that they were expected to study hard as there was a 79% disagreement with this statement in term one, reducing to 75% in term two (Table 4.22).

The *kokusai* teachers' view of the effort expected and expended. The *kokusai* teachers offered a different perspective on the level of study undertaken and the reasons for the level of task difficulty. They pointed out that the level of work the students are prepared to deliver was quite low, but that they were unresponsive to requests to apply themselves more. Tasks were performed slowly and often reluctantly. Also the school system made it difficult to ask more of them. This was partly because of the importance the *kokusai* teachers believed was placed, by the school administration, on ensuring the students were having an enjoyable time, rather than on applying themselves to the tasks. Increasing the level of effort or commitment to study was expected to reduce their contentment with these classes and would not be appreciated by the governing body of the school.

Table 4.22

International Students' Perspectives of the Kokusai Teachers.				
Questionnaire 3. International students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
Non-Japanese (<i>kokusai</i>) teachers:	N=75	N=73	N=75	N=73
25. are kind.	91.78	93.15	1.37	2.74
26. are strict.	8.22	15.07	56.16	45.21
27. are helpful.	83.56	87.67	5.48	1.37
28. explain carefully when I don't understand.	90.41	91.78	1.37	0
29. usually speak English slowly and carefully.	83.56	86.3	2.74	2.74
30. expect students to listen a lot.	53.42	41.1	8.22	16.44
31. make students try difficult tasks.	4.11	6.85	67.12	58.9
32. let students talk to their friends in class.	8.22	6.85	75.34	83.56
33. let students sleep in class.	4.11	4.11	90.41	91.78
34. expect students to study hard.	2.74	5.48	79.45	75.34

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

The *kokusai* teachers also believed that there would be no support from the Japanese teachers generally if they required the students to

perform at a higher level. This belief had developed because of past experiences when the home room teachers, who strive to build a close relationship with their students, had assumed, on flimsy information, that the *kokusai* teachers were not doing the right thing for the students. On one occasion, it had been assumed that the *kokusai* teachers were not acting in the International students' interests by wanting to stream the classes. In actual fact, the *kokusai* teachers had advised against this idea, but misinformation had been circulated about how this idea had developed. The matter was not clarified by the bilingual Japanese teachers who knew that the *kokusai* teachers had been requested to test the students, and recommend places for them, by a very senior member of the Japanese staff. The same assumption, that the *kokusai* teachers were not acting in the interests of the students, was made when students were not informed of the contents of a norm-referenced test ahead of time. This misunderstanding persisted despite explanations to the Japanese staff involved about the different types and purposes of tests. In addition, Japanese staff members had claimed that the textbooks and materials used by the *kokusai* teachers were too hard.

The English tests that the students took twice a term were of 50 minutes duration. The students expected to have the area the test would cover outlined for them; in fact some Japanese teachers give the students the questions before the test. They did not expect to be tested on material taught at the beginning of the term in the test at the end of the term and when this happened, they complained.

The results of the tests indicated that some students had done little preparation and a quick check of actual hours spent preparing revealed that they had spent a third more time preparing for the Japanese teachers' English test than for the *kokusai* teachers' tests. Some *kokusai* teachers

speculated that this was because the conversation classes were not seen, within the school and by the students, as serious courses of study, but more as a warming up exercise for the students' time abroad. A different explanation was offered by a Japanese teacher who suggested that the students found it easier to study for the Japanese teachers' classes because they followed a text and a pattern of presentation and testing which the students were familiar with and had experienced throughout their education. The *kokusai* teachers' classes were quite different in style, presentation of materials, and even the tests, with their oral component, were a novel experience.

Another way in which the *kokusai* teachers found the students' work habits were poor was that they could not be relied upon to do homework nor complete tasks within a limited period of time. They expected to be given extensions repeatedly for work not done and to be reminded daily of work outstanding. Teachers who refused to go along with this were labeled *kibishi*¹³ and as the students were asked to assess their teachers twice a year, using criteria which have never been fully explained to the *kokusai* teachers, ratings with negative connotations of this kind tended to be avoided.

Regular Students

The students' perceptions of the *kokusai* teachers, questions 25-34, revealed that the Regular students found the *kokusai* teachers kind and helpful and that their explanations about classroom activities were carefully delivered at an appropriate pace in term one but their high positive responses decreased in term two (Table 4.23).

The Regular students did not rate the *kokusai* teachers as strict in term one responding with a 77% disagreement to question 26, non-Japanese

¹³ Kibishi means either strict or hard.

(*kokusai*) teachers are strict. The increase in the neutral response and the decrease in the level of disagreement with question 26 to 44% disagreement in term two made it difficult to be certain of the students' feelings about the *kokusai* teachers (Appendix G; Table 4.23). It appears that they were reassessing the strictness of their *kokusai* teachers after two terms' experience. Table 4.23 shows that being allowed to talk to friends, meaning chatting as mentioned above, was rejected as an activity condoned in conversation classes, although, this was not as clear to these students in term one, when 13% thought it was allowable, as it became in term two when the level of agreement with this statement dropped to 3%. Checking with friends before answering a question, an activity which many students felt was necessary for them to engage in, continued in both terms, questions 45 & 61 (Tables 4.13 & 4.17). By term two, the majority of students reported that they were not allowed to sleep in class, 75% (Table 4.23).

Table 4.23

Regular Students' Perspectives of the Kokusai Teachers.				
Questionnaire 3. Regular students.	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
Non-Japanese (<i>kokusai</i>) teachers:	N=75	N=65	N=75	N=65
25. are kind.	94.67	73.85	0	1.54
26. are strict.	5.33	9.23	77.33	44.62
27. are helpful.	74.67	67.69	0	6.15
28. explain carefully when I don't understand.	81.33	66.15	1.33	6.15
29. usually speak English slowly and carefully.	81.33	69.23	1.33	9.23
30. expect students to listen a lot.	33.33	29.23	12	15.38
31. make students try difficult tasks.	2.67	3.08	70.67	61.54
32. let students talk to their friends in class.	13.33	3.08	40	63.08
33. let students sleep in class.	6.67	7.69	56	75.38
34. expect students to study hard.	4	3.08	76	73.85

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

The majority of students chose the neutral response to question 30 about whether or not they were expected to listen a lot. The majority of

students did not think that the tasks were difficult nor that they were expected to study hard, questions 31 & 34 (Table 4.23).

The *kokusai* teachers' view of the effort expected and expended. The *kokusai* teachers reported that the Regular students did not appear to be willing to expend the necessary amount of effort in class to make real progress as speakers of English. These students however, were not expected to take tests and only had one class a fortnight. This minimal level of interaction meant that little was expected from the students by the school generally and the *kokusai* teachers.

Elective Students

The Elective students' perceptions of the *kokusai* teachers showed that although they saw them as kind and helpful, questions 25 & 27, the strength of agreement with these positive views decreased in term two to approximately 50%. In term two the 20% decline in positive rating for questions 28 and 29, about teachers' explanations and speed of delivery, indicated that the students felt they were not being helped as much as they wanted or needed (Table 4.24).

Table 4.24.

Elective Students' Perspectives of the Kokusai Teachers.				
Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
Non-Japanese (<i>kokusai</i>) teachers:	N=41	N=38	N=41	N=38
25. are kind.	73.17	52.63	2.44	10.53
26. are strict.	17.07	23.68	46.34	39.47
27. are helpful.	63.41	50	2.44	13.16
28. explain carefully when I don't understand.	70.73	52.63	2.44	10.53
29. usually speak English slowly and carefully.	58.54	36.84	14.63	15.79
30. expect students to listen a lot.	29.27	28.95	21.95	26.32
31. make students try difficult tasks.	4.88	5.26	63.41	57.89
32. let students talk to their friends in class.	0	2.63	87.8	84.21
33. let students sleep in class.	7.32	5.26	85.37	86.84
34. expect students to study hard.	4.88	13.16	63.41	52.63

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

The Elective students' level of satisfaction appeared to have decreased in term two. Approximately 23% of the Elective students thought the *kokusai* teachers were strict in term two, up from 17% in term one, question 26. Table 4.24 shows that being allowed to talk to friends and sleeping in class, questions 32 & 33, were not seen as activities condoned in conversation classes by more than 80% of the participants. However, these activities were popular and continued to occur. Checking with friends before answering a question was an activity which was allowed.

The majority of students chose the neutral response to question 30, about whether or not they were expected to listen a lot (Appendix H). They did not think that the tasks were difficult nor that they were expected to study hard, questions 31 & 34 (Table 4.24).

The *kokusai* teachers' view of the effort expected and expended. As with the Regular students, the *kokusai* teachers reported that many of the students did not appear to be willing to expend a useful amount of effort in class. Teachers reported having to wake-up at least one student in almost every class. Even though these students had three classes a week, progress and commitment to study were low.

The enthusiastic students sat in the front of the class in both Elective groups. The progress the teachers were able to make with these enthusiastic students was limited because of the extra time and attention needed by those students whose attention wandered during class. These students seemed never to realize that they had not understood the instructions delivered to the class as a whole because at that time their attention had been engaged elsewhere. As they never asked for help nor negotiated with the teacher at all over how much they understood, the process of enabling them to take part in the current activity often involved a complete re-explanation for these students. Remarks from the teacher about

their lack of attention at crucial times were greeted with sullen stares and sometimes followed up by a passive resistance to the task which equally penalized their partner in conversation tasks. These students' main interests often appeared to be endlessly discussing their 'print club'¹⁴ albums with their neighbors and chatting.

The Elective students were expected to take tests for these classes but there was little time put into preparation, usually less than two hours. Some students' responses to questions suggested that they had done no preparation at all. Still other students used the test period to rapidly complete the test and then sleep having made no effort to proof-read what they had written. The more engaged students would write quite complex notes to their teacher on their exam papers, usually expressing their enthusiasm for speaking English, but they also seldom proof-read their work. The school has a policy which requires the teacher to ensure that the class average is between 70 and 75 % and this means that scaling is expected. The fail point is 35% and anyone who fails is given a chance to re-sit.

A Comparison of the Two Types of English Classes: Conversation Classes and Grammar Translation Classes

H. Are conversation classes perceived by the students as enjoyable and useful in comparison to grammar-translation classes?

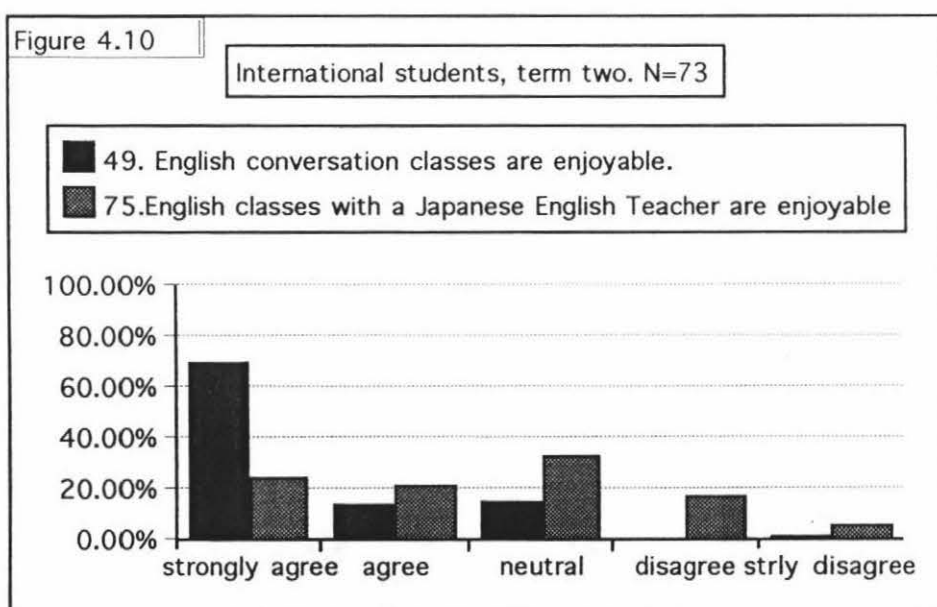
In an attempt to find out how the students viewed the two different types of English classes, the students' responses to questions about English classes with a Japanese teacher, 72-93, were compared with the responses given to the same questions, 35-50 and 58-64, about *kokusai* teachers and their classes. With hindsight this comparison would have been achieved more easily if the questionnaire had been constructed so that these

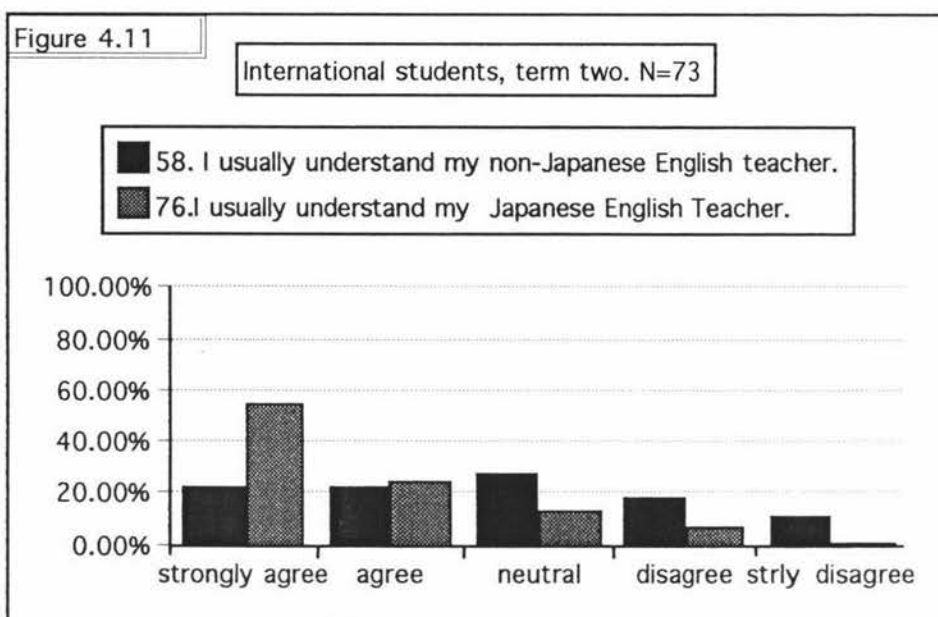
¹⁴ Print club is the name given to small photos, about quarter the size of passport photos, which are collected and displayed in albums by almost all Japanese school girls.

questions were grouped together. In order to make the comparison clear the students' responses to the relevant questions about the conversation classes and *kokusai* teachers, which were recorded in tables 4.22 - 4.24, and the question about Japanese teachers of English have been aligned and presented as a single graph for each group of students.

International Students

The responses to the questionnaire. The International students' responses showed that more than 90% of them found conversation classes the most beneficial in helping them to speak English and understand it, questions 35 & 36 (Table 4.25). However, English classes with a Japanese teacher were considered more effective, by approximately 90% of the students, at helping them to remember English words, question 74 (Table 4.25). In term two, as in term one, English conversation classes were rated as more enjoyable than English classes with a Japanese teacher, questions 49 & 75, and this was despite the assertion that they understood the Japanese teacher more often than the *kokusai* teacher (Figures 4.10 & 4.11).





The use of English only did not adversely effect the students' expectations that they would be able to learn, questions 84 & 39, and the use of English as the teaching medium was rated more positively at above 80% in both terms than the use of Japanese language at 67% in term one and 57% in term two (Table 4.25).

Comparisons of the questions related to the students' reactions when they do not understand, questions 77-82 and 59-64, and their responses to direct or indirect interaction with the teacher revealed few major differences between the two types of classes.

The students' responses were different were in response to the questions about what they do when the teachers ask a question of the whole class, questions 91-93 & 46-48. The International students thought that they listened or waited for someone else to answer more often in the Japanese teachers' class, but they tried to answer more often in the *kokusai* teachers' class (Table 4.25). Also, more students reported that they try to answer questions directed at them in the *kokusai* teachers' class, above 80%, than in a Japanese teachers class, around 70% (Table 4.25).

Table 4.25 International students' perspectives of their level of activity in the Japanese teachers' classes and of the teachers themselves.

Questionnaire 3.1st Year International	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English classes with a Japanese English Teacher help me to:	N=74	N=73	N=74	N=73
72. speak English.	50.68	45.21	32.88	31.51
73. understand English.	76.71	78.08	8.22	5.48
74. remember English words.	90.41	86.3	4.11	4.11
75. are enjoyable.	68.49	45.21	9.59	21.92
76. I usually understand my Japanese Eng Tcher.	83.56	79.45	5.48	8.22
If I don't understand my Japanese English teacher I:				
77. tell the teacher.	61.64	53.42	16.44	21.92
78. say nothing.	15.07	23.29	65.75	52.05
79. ask my friends.	86.3	87.67	5.48	2.74
80. feel embarrassed.	6.85	19.18	61.64	53.42
81. listen for key words.	80.82	76.71	4.11	2.74
82. stop listening.	1.37	6.85	83.56	83.56
In Japanese English class:				
83. my teacher always speaks English.	13.7	4.11	61.64	69.86
84. the lang. my teacher uses helps me to learn.	67.12	57.53	9.59	12.33
85. I am afraid of making mistakes.	24.66	27.4	54.79	52.05
86. my teacher asks me questions.	83.56	87.82	0	5.48
87. my teacher asks the class if anyone will volunteer to answer a question.	53.42	52.05	28.77	21.92
88. if teacher asks me a question I always try to answer	73.97	68.49	13.7	15.07
89. the teacher gives me plenty of time to think of an answer.	58.9	50.68	8.22	19.18
90. if teacher asks me a question I need time to discuss the answer with classmates	45.21	41.1	20.55	30.14
91. if my teacher asks the whole class a question I listen.	24.66	36.99	42.47	34.25
92. if my teacher asks the whole class a question I wait for someone else to answer	30.14	32.88	43.84	30.14
93. if my teacher asks the whole class a question I try to answer.	34.25	30.14	28.77	41.1

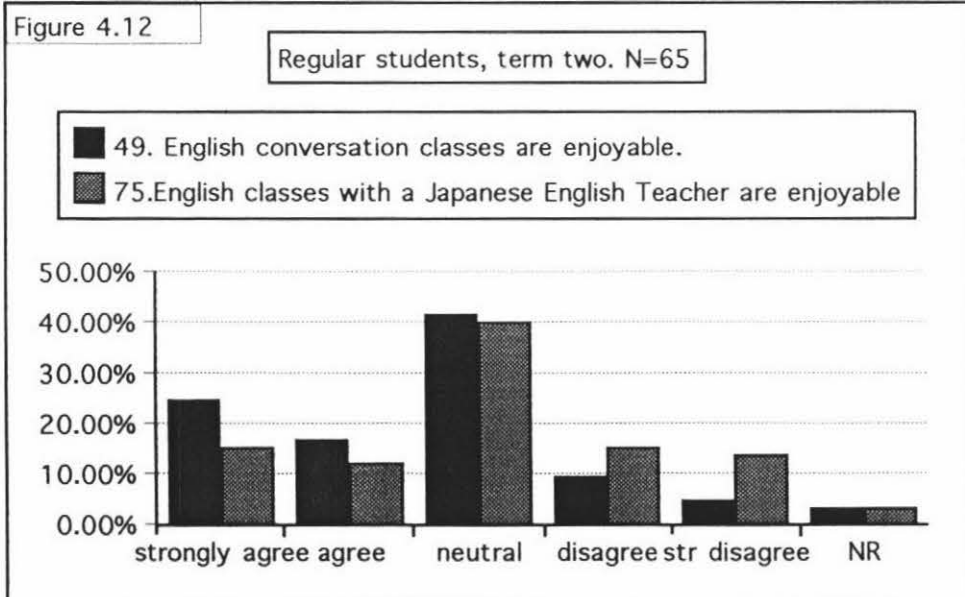
International students' perspectives of their level of activity in the conversation classes and of the teachers themselves.

Questionnaire 3.1st Year International	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=74	N=73	N=74	N=73
35. speak English.	94.52	98.63	4.11	1.35
36. understand English.	91.78	86.3	2.74	2.74
37. remember English words.	67.12	46.58	13.7	27.4
49. English conversation classes are enjoyable.	90.41	83.56	4.11	1.37
58. I usually understand my non-Japanese tcher.	41.1	43.84	27.4	28.77
If I don't understand my non-Japanese teacher I:				
59. tell the teacher	67.12	67.12	15.07	16.44
60. say nothing	10.96	16.44	75.34	60.27
61. ask my friends	78.08	82.19	4.11	5.48
62. feel embarrassed	9.59	19.18	67.12	56.16
63. listen for key words	78.08	79.45	8.22	5.48
64. stop listening	4.11	1.37	89.04	91.78
In English conversation class:				
38. my teacher always speaks English.	86.3	91.78	6.85	2.74
39. language my teacher uses helps me to learn	82.19	84.93	4.11	6.85
40. I am afraid of making mistakes.	24.66	16.44	53.42	57.53
41. my teacher asks me questions.	86.3	89.04	1.37	1.37
42. my teacher asks the class if anyone will volunteer to answer a question.	52.05	63.01	13.7	16.44
43. if teacher asks me a question I always try to answer	86.3	82.19	9.59	4.11
44. the teacher gives me plenty of time to think of an answer.	75.34	67.12	6.85	15.07
45. if teacher asks me a question I need time to discuss the answer with classmates	45.21	43.84	26.03	28.77
46. if my teacher asks the whole class a question I listen.	16.44	27.4	61.64	47.95
47. if my teacher asks the whole class a question I wait for someone else to answer	17.81	23.29	53.42	52.05
48. if my teacher asks the whole class a question I try to answer.	43.84	46.58	21.92	23.29

* The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix F.

Regular Students

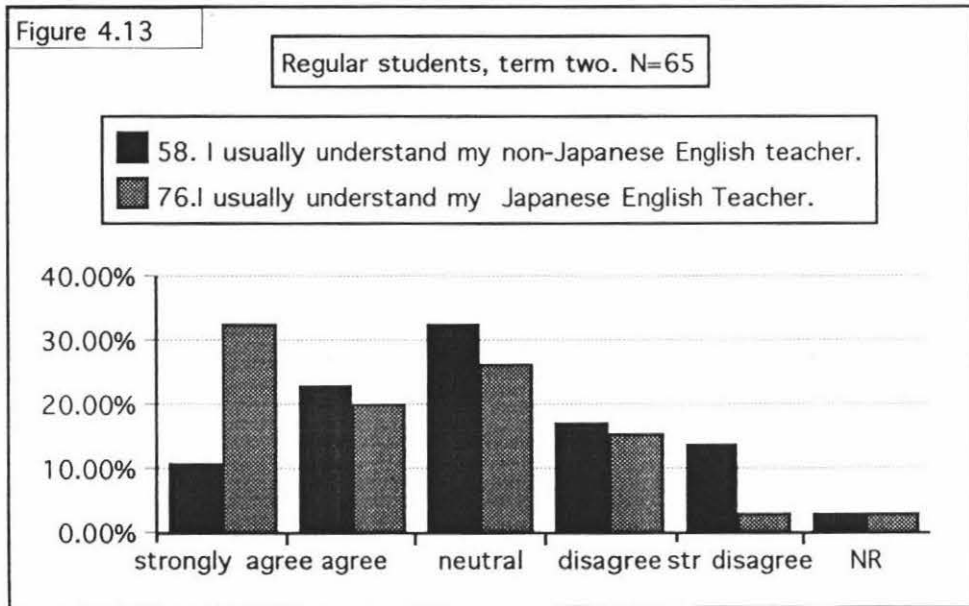
The responses to the questionnaire. The Regular students' responses were similar to the International students. In term one they too found conversation classes more beneficial in terms of helping them to speak English, 81%, and understand it, 78%, questions 35 & 36. But, English classes with a Japanese teacher were rated as more effective at helping them to remember English words at 66%, question 74. The *kokusai* teachers' high ratings on questions 36 & 36, about speaking and understanding English, declined to 66% and 58% respectively in term two. The Japanese teachers' rating on question 74, about remembering English words, declined to 49% (Tables 4.26). The Regular students rated the use of English more highly as an effective English teaching medium than the use of Japanese, question 39 & 84, but the rating for question 39 declined in term two from 74% to 53%(Table 4.26).



Although 78% of students rated question 49, English conversation classes are enjoyable, positively in term one, this rating declined in term two to 41% (Table 4.26). English classes with a Japanese teacher were never highly rated but increased in term two from a 13% rating to 27% (Table

4.26). Although English classes with a Japanese teacher gained a little, the strongest rating was the neutral response in term two for both types of classes (Figure 4.12).

The Japanese English teachers were the most readily understood in both terms. Once again there was a tendency to select the neutral option in relation to the *kokusai* teachers (Figure 4.13).



Comparisons of questions 77-93, about English classes with a Japanese teacher, with the equivalent questions about conversation classes are contained in Table 4.26. The students' responses revealed that they believed that they were more likely to interact in the Japanese teachers' classes by telling the teacher if they did not understand than in the conversation classes with a *kokusai* teacher. More students thought that they were more likely to try to answer direct questions in the conversation classes with the *kokusai* teachers, 81% in term one and 70% in term two, than in classes with the Japanese teachers of English, around 55% (Table 4.26).

Table 4.26 Regular students' perspectives of their level of activity in the Japanese teachers' classes and of the teachers themselves.

Questionnaire 3. Regular students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English classes with a Japanese English Teacher help me to:	N=77	N=67	N=77	N=67
72. speak English.	32	32.31	28	32.31
73. understand English.	56	46.15	16	18.46
74. remember English words.	66.67	49.23	12	15.38
75. are enjoyable.	13.33	27.69	52	29.23
76. I usually understand my Japanese English Teacher.	60	52.31	20	18.46
If I don't understand my Japanese English Teacher I:				
77. tell the teacher.	54.67	52.31	18.67	12.31
78. say nothing.	14.67	7.69	46.67	50.77
79. ask my friends.	74.67	72.31	6.67	6.15
80. feel embarrassed.	12	9.23	60	61.54
81. listen for key words.	62.67	67.69	5.33	3.08
82. stop listening.	8	6.15	69.33	55.38
In Japanese English class:				
83. my teacher always speaks English.	4	6.15	85.33	75.38
84. the lang. my teacher uses helps me learn.	28	27.69	40	27.69
85. I am afraid of making mistakes.	16	20	53.33	53.85
86. my teacher asks me questions.	62.67	75.38	12	1.54
87. my teacher asks the class if anyone will volunteer to answer a question.	44	60	16	16.92
88. if teacher asks me a question I always try to answer	53.33	56.92	14.67	9.23
89. the teacher gives me plenty of time to think of an answer.	29.33	38.46	44	24.62
90. if teacher asks me a question I need time to discuss the answer with classmates	41.33	30.77	20	30.77
91. if my teacher asks the whole class a question I listen.	26.67	29.23	26.67	27.69
92. if my teacher asks the whole class a question I wait for someone else to answer	25.33	27.69	29.33	23.08
93. if my teacher asks the whole class a question I try to answer.	10.67	21.54	42.67	27.69

Regular students' perspectives of their level of activity in the conversation classes and of the kokusai teachers themselves.

Questionnaire 3. Regular students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=77	N=67	N=77	N=67
35. speak English.	81.33	66.15	5.33	10.77
36. understand English.	78.67	58.46	6.67	13.85
37. remember English words.	49.33	24.62	20	24.62
49. English conversation classes are enjoyable.	78.67	41.54	4	13.85
58. I usually understand my non-Japanese teacher.	36	33.85	24	30.77
If I don't understand my non-Japanese teacher I:				
59. tell the teacher	32	32.31	26.67	26.15
60. say nothing	20	32.31	41.33	40
61. ask my friends	76	61.54	9.33	3.08
62. feel embarrassed	20	10.77	41.33	53.85
63. listen for key words	70.67	67.69	8	1.54
64. stop listening	1.33	6.15	86.67	69.23
In English conversation class:				
38. my teacher always speaks English.	72	70.77	8	7.69
39. language my teacher uses helps me to learn	74.67	53.85	2.67	7.69
40. I am afraid of making mistakes.	28	20	42.67	52.31
41. my teacher asks me questions.	84	83.08	2.67	1.54
42. my teacher asks the class if anyone will volunteer to answer a question.	57.33	56.92	9.33	20
43. if teacher asks me a question I always try to answer	81.33	70.77	4	4.62
44. the teacher gives me plenty of time to think of an answer.	72	58.46	1.33	10.77
45. if teacher asks me a question I need time to discuss the answer with classmates	44	43.08	18.67	20
46. if my teacher asks the whole class a question I listen.	22.67	30.77	41.33	30.77
47. if my teacher asks the whole class a question I wait for someone else to answer.	26.67	27.69	21.33	30.77
48. if my teacher asks the whole class a question I try to answer.	20	23.08	34.67	30.77

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix G.

Elective Students

The responses to the questionnaire. The Elective students followed a similar pattern to the Regular students rating speaking and understanding English most highly in conversation classes with a *kokusai* teacher, questions 35 & 36, but these rating declined from the 80% range to the 60% range in term two. Remembering English words was considered more likely to happen in English classes with a Japanese teacher but this rating declined from 58% to 44% in term two (Table 4.27).

They also rated conversation classes as more enjoyable than English classes with a Japanese teacher, but there was a considerable neutral response, questions 49 & 75 (Figure 4.14). They reported understanding their Japanese teacher more than their *kokusai* teacher but again the tendency to choose a neutral response which emerged in relation to question 58, about the *kokusai* teachers, made it difficult to be sure of their intentions (Figure 4.15).

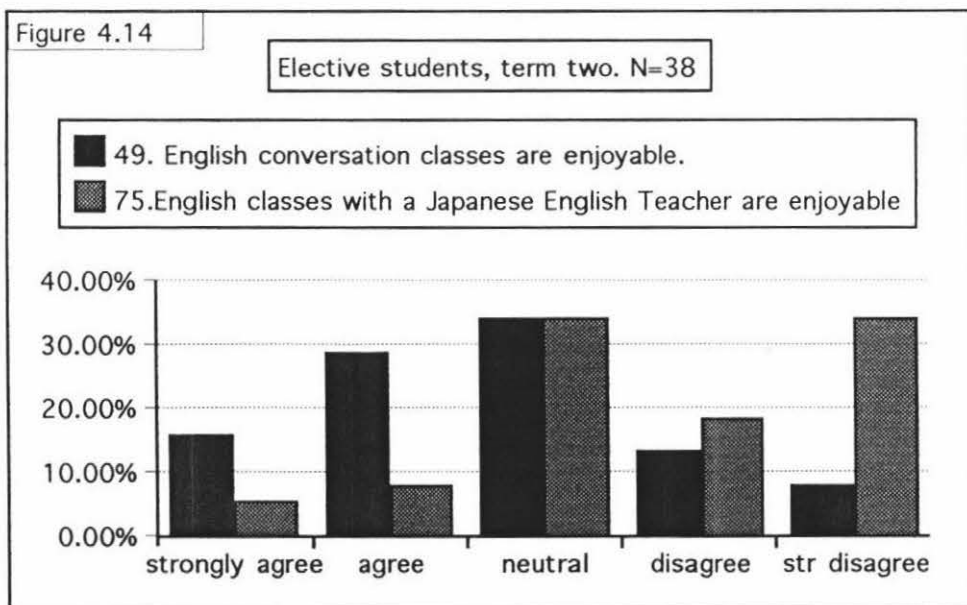
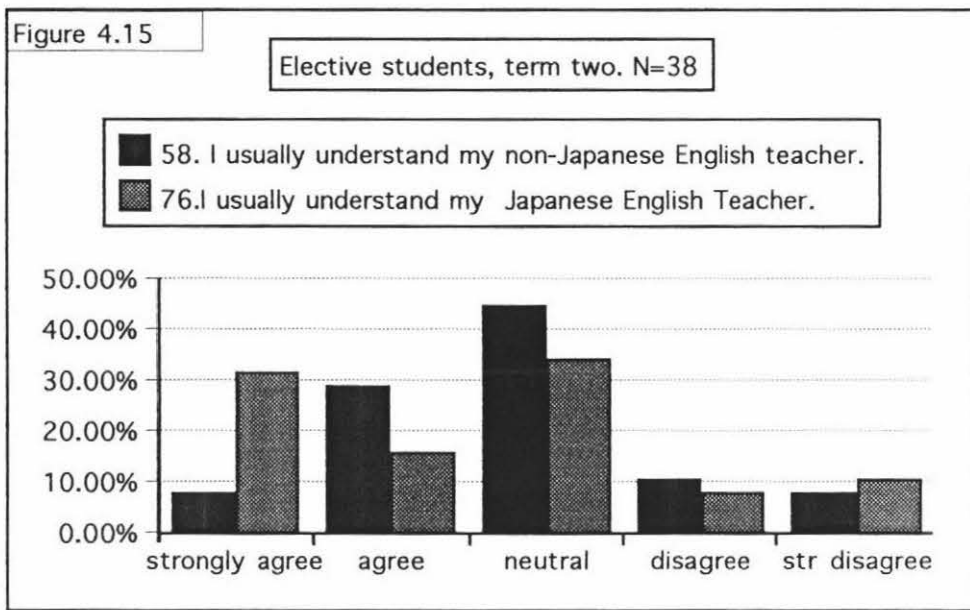


Figure 4.15



The Elective students' confidence that the use of English as the medium of instruction, question 39, helped them to learn declined in term two from 65% to 39%, but still remained higher than the rating for the Japanese language favored by the Japanese teachers which went from 17% to 23% in term two (Table 4.27).

Figure 4.16

In Conversation Classes with Kokusai Teachers. Term two.

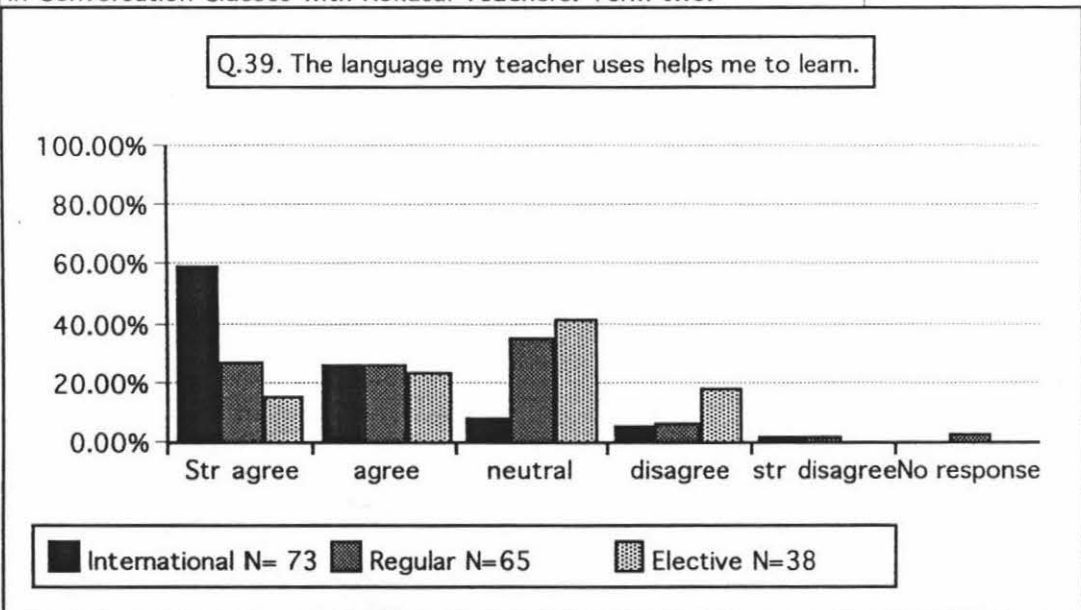


Figure 4.16 makes it clear that the International students had the most confidence that the use of English as a medium of instruction was beneficial.

Comparisons of the questions related to the students' reactions when they do not understand and their responses to direct or indirect interaction with the teacher, questions 77-93 and their equivalent questions for the conversation classes, revealed that the Elective students estimated their levels of activity for both types of classes to be similar (Table 4.27). The main difference appeared in the responses to questions 43 and 88, when more students, 76% as opposed to 34% of students in term two, reported that they tried to answer questions asked directly of them in conversation classes, question 43 (Table 4.27). Also, they responded most favorably to question 44, indicating that they were given plenty of time to answer in conversation classes. Few students reported trying to answer questions directed at the whole class in either of the two types of classes, questions 93 & 50. Observations of the Elective students would support this estimation of their behavior in this situation. The decline in term two, from 60% to 36%, in the positive response to question 42, the teacher asks the whole class questions, suggests that the teachers had adapted to the students' behavior and were no longer persisting with a practice which was unpopular (Table 4.27).

Table 4.27 Elective students' perspectives of their level of activity in the Japanese teachers' classes and of the teachers themselves.

Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English classes with a Japanese English Teacher help me to:	N=41	N=38	N=41	N=38
72. speak English.	17.07	13.16	53.66	63.16
73. understand English.	39.02	28.95	21.95	39.47
74. remember English words.	58.54	44.74	12.2	28.95
75. are enjoyable.	14.63	13.16	48.78	52.63
76. I usually understand my Japanese Eng Tch.	53.66	47.37	21.95	18.42
If don't understand my Japanese English				
77. tell the teacher.	46.34	39.47	19.51	28.95
78. say nothing.	21.95	26.32	51.22	47.37
79. ask my friends.	73.17	84.21	7.32	2.63
80. feel embarrassed.	12.2	18.42	46.34	44.74
81. listen for key words.	60.98	47.37	7.32	10.53
82. stop listening.	14.63	13.16	56.1	52.63
In Japanese English class:				
83. my teacher always speaks English.	2.44	5.26	85.37	86.84
84. the lang. my teacher uses helps me learn.	17.07	23.68	36.59	50
85. I am afraid of making mistakes.	21.95	15.79	48.78	65.79
86. my teacher asks me questions.	78.05	73.68	4.88	2.63
87. my teacher asks the class if anyone will volunteer to answer a question.	58.54	52.63	19.51	26.32
88. if teacher asks me a question I always try to answer.	43.9	34.21	24.39	36.84
89. the teacher gives me plenty of time to think of an answer.	48.78	44.74	26.83	21.05
90. if teacher asks me a question I need time to discuss the answer with classmates	60.98	42.11	21.95	21.05
91. if my teacher asks the whole class a question I listen.	46.34	47.37	9.76	18.42
92. if my teacher asks the whole class a question I wait for someone else to answer.	51.22	47.37	9.76	15.79
93. if my teacher asks the whole class a question I try to answer.	9.76	13.16	43.9	50

Elective students' perspectives of their level of activity in the conversation classes and the teacher themselves.

Questionnaire 3. Elective students	*agree	*agree	*disagree	*disagree
Results in %	Term 1	Term 2	Term 1	Term 2
English conversation classes help me to:	N=41	N=38	N=41	N=38
35. speak English.	87.8	68.42	7.32	13.16
36. understand English.	85.37	60.53	9.76	15.79
37. remember English words.	48.78	26.32	26.83	34.21
49. English conversation classes are enjoyable.	58.54	44.74	9.76	21.05
58. I usually understand my non-Japanese tcher.	39.02	36.84	26.83	18.42
If I don't understand my non-Japanese teacher				
59. tell the teacher	39.02	44.74	26.83	26.32
60. say nothing	29.27	18.42	43.9	34.21
61. ask my friends	82.93	86.84	0	0
62. feel embarrassed	26.83	15.79	51.22	57.89
63. listen for key words	65.85	65.79	4.88	7.89
64. stop listening	4.88	5.26	80.49	76.32
In English conversation class:				
38. my teacher always speaks English.	92.68	86.84	2.44	2.63
39. language my teacher uses helps me to learn	65.85	39.47	12.2	18.42
40. I am afraid of making mistakes.	29.27	18.42	53.66	63.16
41. my teacher asks me questions.	92.68	84.21	0	0
42. my teacher asks the class if anyone will volunteer to answer a question.	60.98	36.84	17.07	21.05
43. if teacher asks me a question I always try to answer	82.93	76.32	4.88	5.26
44. the teacher gives me plenty of time to think of an answer.	73.17	60.53	2.44	13.16
45. if teacher asks me a question I need time to discuss the answer with classmates	60.98	57.89	14.63	15.79
46. if my teacher asks the whole class a question I listen.	39.02	36.84	21.95	23.68
47. if my teacher asks the whole class a question I wait for someone else to answer	36.59	31.58	21.95	28.95
48. if my teacher asks the whole class a question I try to answer.	9.76	15.79	36.59	31.58

*The percentages for strongly agree and agree have been combined to show over all agreement and the same with disagreement. Neutral responses in the Likert scale are in Appendix H.

The *Kokusai* Teachers' Expectations and Perceptions of the Students

- I. What are *kokusai* teachers' expectations of Japanese students, their views of the students' classroom interactions and responses to communicative tasks? Do the *kokusai* teachers believe that their expectations of students' classroom behaviors, formed from a Western cultural perspective, are suitable for the students? Do they believe the students attempt to engage with the activities of conversation classes?

International Students

The results in this section are a compilation of the data gathered from interviews, conversations, anecdotal information and observations. All five *kokusai* teachers responded to requests for information and interviews.

The *kokusai* teachers generally expected the International students to be focused, enthusiastic learners because they had a tangible goal. This goal arose because, rather than a desire to speak English because it was fashionable or compulsory, they knew that they would need to use English on a daily basis as they would be living in an English speaking country for ten months at the end of two terms' study.

One teacher said that he expected the students, "to have an open attitude and a willingness to try new approaches". Other teachers expressed concern that the students learn a different way of behaving in class from that which is expected in Japanese classes. These ideas stemmed from the belief that the students had accumulated a considerable quantity of inert English vocabulary in their three or more years of studying English which could only be activated by making it real and useful, and getting them speaking to each other and the teacher. They did not expect this change to occur suddenly.

One teacher described how he had come to understand the students' classroom behaviors, "Our expectation that some keen individual will

volunteer, that rarely happens in our class and it's almost unheard of in the Japanese teachers' classrooms. There are cultural reasons why the Japanese students are reluctant to do that. A student who does so is likely to be seen as showing off, as standing out above the group, separating herself." As indicated by statement such as this, the influence on the Japanese students of 9 years educational experience in Japan was taken into account by the teachers in forming their expectations of the International students. For this reason, the *kokusai* teachers began their classes by accommodating to the Japanese students' expectations of classroom conduct and gradually introduced Western expectations. One teacher suggested the bridge metaphor as the most suitable for this process, with two-way traffic on it.

According to one teacher, the students needed time and encouragement to make adjustments to the different teaching style and classroom culture: "The students probably come into our classes expecting we will behave as Japanese teachers behave even though we will be speaking a different language. The differences, which can be quite subtle ones, can be quite disturbing to them." Even the arrangement of the desks is different in conversation classes where the students are asked to sit in pairs or small groups and the students' response to question 55, I like sitting in small groups, showed that only two thirds of the International students adapted to this arrangement (Table 4.10). This process of adaption was even more limited for the Regular and Elective students (Tables 4.11 & 4.12).

Although the *kokusai* teachers had many students who adapted to the new experiences, some students remained passive. As one teacher mentioned, "I've still got students who are clearly comfortable with being quite passive and I think teachers thrive on students that give them

feedback, but I think some of the students will get to the end of this term never having asked a question or volunteered an answer." Despite this perspective, it was also clear that the *kokusai* teachers believed many students were trying to come to terms with the differences they encountered in conversation classes and adapting to them. They tended to divide the students into three groups; the approximately 50% making an effort and learning to extend the activities given to them as they became confident about being autonomous learners, the 30-40% who needed constant attention and encouragement, and the remainder whose level of activity was so low that it was doubtful if they wanted to be in the class.

Even though the teachers acknowledged that the majority of students were trying to adapt, disappointment at what could be achieved was repeatedly voiced. One teacher claimed that he experienced a sense of frustration at times because he wished he could "turn these kids around". This was tempered by an acknowledgement that their learning style was appropriate and worked in their culture and that his influence was short term.

The international students' involvement with communicative tasks and their willingness to use spoken English increased as the year progressed. The teachers reported that with these students, there was little difficulty getting them to stay on task, with the exception of one or two students in each class. The majority of students were able to concentrate well and complete tasks adequately. According to one teacher, "The International students who are really making an effort are motivated by something. Maybe English has been a source of good marks for them in the past and with continued success in conversation classes, their attitude will be enhanced. Others come with the attitude that it's all going to happen for me now that I've got a foreign teacher and there is a bit of a disillusionment sets in when it doesn't happen for them."

Within each of the three International classes, some groups of students were considered to have taken responsibility for their own learning and were moving beyond a reliance on supplied conversations and constructing their own. These students had grasped the idea that mistakes are both inevitable and acceptable in the process of increasing their oral fluency. They were in the minority however, although all the teachers reported that most students displayed an increased level of engagement and willingness to take risks as the end of term two approached.

One of the areas of frustration repeatedly voiced by teachers was the low level of effort that even these more motivated students were prepared to apply to independent study and the ineffective study methods they relied on, methods which were suitable for memorizing vast numbers of *kanji*¹⁵ but did not transfer well to improving their spoken English. Two teachers reported trying to teach the International students different strategies for learning other than memorization. They were able to get the students to try different methods in class and showed them how these worked and that some were more suitable than others for specific tasks or specific students. The early optimism that teachers felt gave way to resignation when none of the students reported using the new strategies after the initial instruction period. They had more confidence in the tried and tested methods they were familiar with, but which were not the most effective methods for becoming confident second language speakers.

Regular Students

The *kokusai* teachers' expectations of the Regular students were quite different from what was expected of the International students. All the teachers agreed that the aims of these classes were influential in determining what could be achieved. The school administration's aim

¹⁵ Kanji are the Chinese characters used to write much of the Japanese language.

seemed to be to improve the students' chances of passing the Eiken tests. Most teachers thought their role was to facilitate this by giving them experiences with spoken English. Some teachers thought their role was to desensitize the students to being in a test situation where they might be asked questions by a foreigner.

The classes were reduced in size in 1997, from approximately 42 in previous years to approximately 20. The *kokusai* teachers had requested this change and expected to see these students once a week in six week blocks. It was hoped that the reduced class size, along with the regular contact, would improve the students' level of engagement. What actually happened was that the class were rotated fortnightly rather than six weekly, a situation which reduced the teachers' expectations of an improvement in the effectiveness of the classes. This change in plan was decided without consultation with the *kokusai* teachers and presented as final when the timetables were distributed.

The limit of one teacher's expectations for these classes was expressed in this way, "I expect them to come to class with their materials and their name labels. I expect them to be quiet when I talk and to follow instructions about moving into groups. I've done a lot of accommodating about what I can expect them to do. Now, if I can get them recognizing a few key words, responding to an interaction formula, and saying in English when they don't understand, then I consider the class is successful." These expectations were echoed by a teacher who said he expected the students to bring a pen and their book to class, but that even this did not always happen.

The Regular students were perceived as frequently disengaged from what was going on in the class. Even though the students said they were interested in speaking English, their behaviors indicated to the *kokusai*

teachers that they were not. They did not appear to be interested in carrying out the activities that were going to lead to increased fluency in English. One teacher thought that if 80% of the Regular students remained on task for two minutes that was about all that could be expected, other teachers suggested that these students give up easily because their level of comprehension is very low. They were viewed as expecting the teacher to provide answers for them rather than risking giving a wrong answer. This perception on the part of the teachers was confirmed by the International and Regular students' comments that classes with Japanese teachers were easier because the teacher tells them many things.

Elective Students

Only two kokusai teachers taught the Elective classes. The aims for these classes were thought to be to entertain the students and give them a good feeling about English. The teachers' expectations of these students were similar to those held for the Regular students, attending with their pens and paper, and taking part in the lessons at a basic level at least. However, one of the teachers noted that having all the students arrive with the necessary basic equipment was not always achievable.

Having the students actually attend to instructions rather than chatter through them was another expectation held for these students. Actual experience revealed that some students in each class seldom listened to explanations or instructions delivered to the whole class, preferring instead to discuss their print club albums repeatedly. Students who had not listened to instructions sometimes were observed inquiring of their friends what the current task was. It was equally likely that the teacher would find that these students had continued with their discussion of a topic completely irrelevant to the lesson and made no effort to engage with the task. Some students would persistently attempt to go to sleep even when their behavior meant

that their unfortunate partner make no progress without them.

Along with this perception of the majority of students there were, in each class, a group of around seven students who listened intently and performed the tasks adequately. These students responded with obvious pleasure to praise for their efforts.

Both teachers noted that, despite written comments from some students asking for more conversation opportunities in class, the tasks which the students always performed diligently were dictation tasks or copying from the board.

The Perspectives of the Japanese Teachers of English of the Conversation
Classes and the *Kokusai* Teachers

K. Is the study of English, and the communicative method of teaching in particular, considered to be useful by the Japanese English teachers?
Do Japanese English teachers view the *kokusai* teachers as being able to relate well to the Japanese students and within the school?

It was difficult to gauge the Japanese English teachers' views of English and the communicative method of teaching as they were reluctant to take part in the research. The questionnaire was presented three times, along with spoken and written explanations about the research and the preliminary findings. In the end, only nine teachers completed the questionnaire out of a possible of twenty-three. The results were further clouded by the frequency with which the neutral position was taken or no response recorded.

The Japanese teachers of English responses to Questionnaire 4. The teachers who completed the questionnaire were evenly divided between a

positive and a neutral response to question 10, I have friends who are native speakers, and most commonly chose a neutral response to question 10, I speak English outside of the classroom.

The responses showed that the majority of teachers considered the study of English as useful for integrative and instrumental reasons, questions 1-7 (Table 4.28). Two teachers thought that the students should be able to study other foreign languages (Table 4.28).

The questions which sought to gauge the Japanese English teachers' perspective of effectiveness of conversation classes were questions 18-33. Although 55% of the teachers were confident that the language used in conversation classes helped students to learn, the tendency to choose the neutral option in questions 19-24 made it difficult to gauge the teachers' beliefs. This was especially strong in relation to the question about whether or not conversation classes are enjoyable. Question 25 however, made it clear that 66% of the teachers did not expect the students to understand the *kokusai* teachers most of the time (Table 4.28). It would appear to be a slightly harsher estimation than the students themselves gave, although the neutral option was popular amongst the Regular and Elective classes (Tables 4.8, 4.10 & 4.12).

All the teachers who responded believed that the students could expect to improve their speaking, listening and pronunciation skills in conversation classes, questions 26-28. The majority of teachers who responded thought that the students could improve their vocabulary and understanding of other cultures, questions 31 & 31 (Table 4.28). These views were confirmed in an interview, when the teacher explained that many Japanese teachers of around 40 years old or more had had no chance to speak English and now found themselves even more reluctant to try than before. This was because they had students in their classes who had had overseas experience and

were much better English speakers than the teachers. This teacher believed that the *kokusai* teachers could provide what was missing in classes with Japanese teachers of English. It was not clear if the teacher meant pronunciation skills, fluency practice, a combination of the two or something more. The same teacher pointed out that Japanese people are reluctant to do something if they cannot do it perfectly and this is why most teachers and many students avoid speaking English.

Reading skills were not highly rated and grammatical skills were strongly rejected as skills which could be improved, questions 29 & 30. Only one Japanese teacher thought that the *kokusai* teachers' classes were useful for university preparation, question 33 (Table 4.28). In the section provided for written comments, one teacher explained that there were certain grammatical areas that the *kokusai* teachers could not teach well as the study of English in Japan is conceived of as study for academic purposes, which can be likened to the study of Latin in Western countries (Appendix L).

The question of whether or not the Japanese English teachers view the *kokusai* teachers as being able to relate well to the Japanese students was addressed in questions 13-17 and in interviews. The majority of the Japanese teachers thought that the *kokusai* teachers were kind, helpful and usually spoke slowly and carefully. The response to question 14, about whether or not the *kokusai* teachers were strict, was to favor a neutral response, but one Japanese teacher did think that *kokusai* teachers were strict (Table 4.28).

Table 4-28

Questionnaire 4 - Japanese English Teachers. N = 9.	strongly agree	agree	neutral	disagree	strongly disagree	no response
1. English is useful.	66.67%	0.00%	0.00%	0.00%	0.00%	33.33%
The study of English is useful for students in the following ways:						
2. talking to native English speakers.	55.56%	44.44%	0.00%	0.00%	0.00%	0.00%
3. to pass university exams.	44.44%	22.22%	33.33%	0.00%	0.00%	0.00%
4. future employment.	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%
5. visits or study abroad.	55.56%	44.44%	0.00%	0.00%	0.00%	0.00%
6. understanding how non-Japanese think and behave	33.33%	44.44%	22.22%	0.00%	0.00%	0.00%
7. because it makes it possible to become broadly educated	33.33%	44.44%	22.22%	0.00%	0.00%	0.00%
8. it helps students to enjoy non-Japanese movies and songs	22.22%	11.11%	55.56%	11.11%	0.00%	0.00%
10. I have friends who are native speakers.	33.33%	11.11%	44.44%	11.11%	0.00%	0.00%
11. I speak English outside of the classroom	22.22%	0.00%	55.56%	11.11%	0.00%	11.11%
12. Students should be able to study a foreign language other than English	22.22%	0.00%	33.33%	33.33%	0.00%	11.11%
Non-Japanese English teachers:						
13. are kind.	33.33%	33.33%	22.22%	0.00%	0.00%	11.11%
14. are strict.	0.00%	11.11%	66.67%	11.11%	0.00%	11.11%
15. are helpful.	22.22%	44.44%	11.11%	0.00%	0.00%	22.22%
16. usually speak English slowly and clearly.	22.22%	33.33%	22.22%	0.00%	0.00%	22.22%
17. are aware of and adapt to students culturally different classroom expectations	11.11%	22.22%	44.44%	0.00%	0.00%	22.22%
In English conversation class:						
18. the language the teacher uses helps students to learn	22.22%	33.33%	22.22%	0.00%	0.00%	22.22%
19. students are afraid of making mistakes.	11.11%	11.11%	33.33%	11.11%	0.00%	33.33%
20. classes are enjoyable.	11.11%	11.11%	55.56%	0.00%	0.00%	22.22%
21. Students would understand English C.C more if the teacher spoke Japanese	0.00%	11.11%	33.33%	11.11%	22.22%	22.22%
22. Students enjoy doing conversation tasks with a partner.	11.11%	22.22%	33.33%	11.11%	0.00%	22.22%
23. Students enjoy demonstrating what they learn in front of the whole class	0.00%	0.00%	33.33%	33.33%	11.11%	22.22%
24. Students enjoy solving problems in small groups.	0.00%	33.33%	22.22%	22.22%	0.00%	22.22%
25. Students usually understand their non-Japanese English teacher.	0.00%	11.11%	11.11%	44.44%	22.22%	11.11%
In English conversation class students can expect to improve:						
26. their speaking.	77.78%	22.22%	0.00%	0.00%	0.00%	0.00%
27. their listening skills.	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%
28. their pronunciation.	44.44%	55.56%	0.00%	0.00%	0.00%	0.00%
29. their reading skills.	0.00%	33.33%	33.33%	33.33%	0.00%	0.00%
30. their grammatical skills.	0.00%	0.00%	22.22%	44.44%	33.33%	0.00%
31. their vocabulary.	33.33%	22.22%	22.22%	11.11%	11.11%	0.00%
32. their understanding of other cultures.	22.22%	22.22%	22.22%	22.22%	11.11%	0.00%
33. English classes with non-Japanese teachers are helpful for university prep.	11.11%	0.00%	11.11%	33.33%	33.33%	22.22%

In a casual conversation with a Japanese teacher, he mentioned that it was clear to him that the students liked the *kokusai* teachers. He said that he could tell this by the way the students spoke to the teachers when they encountered them in the halls or when they into the staff room. Yet another teacher leveled what appeared to be an implied criticism at one of the teachers, saying that he got along with the students so well he was more like a student than a teacher.

Question 17, about the *kokusai* teachers' ability to adapt to the students' different classroom culture also showed a neutral response (Table 4.28). Interviews with the three teachers who were available revealed that none of these teachers had really understood the concept of different classroom cultures. One teacher thought that the Japanese teachers' classroom interactions were being criticized when the researcher attempted to develop a conversation along these lines. She expressed the view that silence is valued in Japan and the teachers are happy with the way the students present in class. She also made it clear that a good Japanese teacher explains everything very carefully and that this was a good way to teach. However, another younger teacher, who had had experience teaching outside of Japan, was interested in the idea of different classroom cultures and the effect this could have on students' perceptions and interactions. After a period of discussion on the subject he said, "I don't think the foreign teachers should adopt the Japanese way of teaching. I think they should help the students to see that they are friendly and encourage them to try to speak".

Observations of interactions between the Japanese and *kokusai* teachers. Observations of interactions between the Japanese and *kokusai* teachers and within the school generally revealed that there were differences in communication styles and the experiences of the two groups

of teachers which exacerbated the feeling of “otherness” in the *kokusai* teachers. The following reports are of a variety of incidences which highlight the differences in communication style and experiences as members of the staff.

The form-room teachers, incorrectly, informed the International students that the *kokusai* teachers had decide which schools they would attend during their study abroad, decisions which had the potential to prove controversial and disturb the good feeling the form-room teachers were concerned to preserve with their students. Protestations were made by the *kokusai* teachers with the unsatisfactory result that the students were told that the decision had been made jointly by the Japanese and *kokusai* teachers. This was a face-saving measure for the Japanese teachers, but it had a negative affect on the *kokusai* teachers.

The *kokusai* teachers were seen as members of the *Kokusai* (International) Department and were not included in English Department meetings, even those that involved decision making processes to do with their classes. They were also not included in the decisions made by the *Kokusai* Department about the students who would be studying overseas. The English Department meetings were conducted exclusively in Japanese but there was one *Kokusai* Department meeting a week where the two languages, Japanese and English, were used.

Two Japanese members of the *Kokusai* Department reported that being part of that department was an unattractive position within the school. One of them clarifying why, explained that the Japanese staff complained to them and held them responsible, as the intermediaries with the *kokusai* teachers, for any problems or misunderstandings that occurred to do with the *Kokusai* program or teachers. These complaints were seldom discussed with the *kokusai* staff so that their perspective could be considered.

Incidences such as these were not uncommon. The *kokusai* teacher felt that opportunities for discussions about educational programs and processes and for clarification of their points of view on key issues were necessary but unlikely to occur.

Summary

The three groups of students involved in this research displayed mixed motivations for studying English, but instrumental and integrative reasons were the most consistently favored. The compulsory element in the pursuit of English speaking competency was not highly significant to most of these students.

Although English was rated as useful, and studying and speaking English were considered enjoyable activities, there was a decline in the positive ratings from the Regular and Elective groups in term two. In contrast, the International students rated speaking English more positively in term two. Conversation classes continued to be highly rated as enjoyable activities by the International students but not by the other two groups.

The International students were confident that conversation classes helped them to speak and understand English and, although they did not always understand their teacher, they had confidence in an English only classroom environment. They appeared to have adapted well and to be moderately satisfied with the types of activities conducted in these classes, but would have preferred more time to speak individually with their teacher. The Regular and Elective students' initial optimism that the classes helped them to speak and understand English dropped off as the year progressed, as did the Regular students' satisfaction with an English only environment. The Elective students were more able to adapt to English as a medium of instruction. The Regular and Elective students did not make much progress

in coming to terms with the interactional style presented in these classes.

All three groups of students expected to improve their speaking, pronunciation and listening skills in conversation classes, although there was some decline in the positive ratings for these activities amongst the Regular students in term two. The International students developed confidence in these classes as a means of improving their understanding of other cultures in term two.

The International students appeared to have understood the aims the *kokusai* teachers had for these classes, but becoming more active in the pursuit of increased oral English competency was a daunting task for many students; some students however made considerable progress. The students' estimations of how active they were in class did not always mesh with those of the teachers. Although the Regular and Elective students reportedly understood that conversation classes were an opportunity to develop confidence and competence in speaking English, the risks involved in actually grasping this opportunity limited their progress. In the case of the Regular students, the actual frequency of classes may have been a limiting factor.

Success was attributed to effort more than ability by all three groups of students. The International and Elective students attributed success to being helped most strongly and the Regular students' responses were mostly inconclusive. All three groups attributed failure to lack of effort most strongly, however task difficulty was an important factor for the Regular and Elective students. The *kokusai* teachers reported that many students avoided challenging activities, finding them threatening.

All three groups of students found the *kokusai* teachers kind and helpful but, while this perspective was stable for the International students, there was a decrease in the positive rating in term two for the Regular and

Elective students. There was general agreement that they were not expected to study hard, however the teachers' comments indicated disappointment at the level of commitment encountered in these classes.

A comparison of the students' perspectives of the two types of English classes they were involved with revealed that classes with the *kokusai* teachers were generally considered more enjoyable, although this was more clearly indicated by the International students than the other two groups. The students appeared to consider themselves similarly active and engaged in both types of classes, although they thought they tried to answer questions more in conversation classes.

The *kokusai* teachers comments revealed that while they would have wanted the students to be more active in class, they were aware that this was asking more than could be delivered by many students who were not prepared for this type of active role by their previous experiences in the Japanese education system. Although they reported that they believed the students did try to engage with their classes, and many students achieved a high level of competence in speaking and negotiating in English, at other times frustration at the limit of this engagement was expressed. This was especially so in connection with the Regular and Elective students.

Of the nine Japanese English teachers who responded to the questionnaire, most indicated that conversation classes were beneficial in helping the students to speak and listen to English. They also appeared to believe that the *kokusai* teachers were helpful, and considerate in the way they spoke English. The issue of classroom cultures was not clear to the Japanese teachers and nothing conclusive was found in either the questionnaire or the interviews on this point. Observations of interactions between the two groups of teachers revealed that they were perceived differently and treated differently within the school. This treatment

emphasized the perception of the *kokusai* teachers as "other", other than Japanese, other than real teachers in the school.

CHAPTER 5

ANALYSIS OF RESULTS

This research aimed to uncover why Japanese students exhibit a low level of participation in communication tasks and whether or not there were differences between the three student groups taking part in the research. This aim was pursued from the teachers' and the students' perspective. The results of the research showed that there were differences between the three groups of students which indicated that the students' needs and actual experiences were important factors in the level of engagement they were likely to exhibit in conversation classes.

Compulsory Attendance and the Motivation to Study and Speak English

All three groups of students' strongest positive reactions were to question 1, about wanting to be able to talk to native English speakers, which can be seen as an integrative motivation for studying English. As suggested by Nishiyama (1995) instrumental motivations for studying English were highly rated reasons. Only the International students had consistently high positive responses to the majority of the motivational questions, most of which increased in term two. Apparently, the reality of the international experience which was imminent had a positive influence on these students in relation to their motivation to study English. These students had a goal and this goal produced a need which translated into these students making an effort to speak English. The increasingly confident

way the International students interacted with their English teachers and engaged with the task became more evident as the year progressed.

Studying English, and presumably any language, simply for the satisfaction it gives was not an important motivating factor for any of the groups, but it was particularly strongly rejected by the Elective students. This response was interesting as these students had supposedly chosen to study English. As mentioned earlier, the reality of the situation was that some of these students had no other choices, having been barred from the other elective classes. It was more realistic to consider that they hoped to endure the process rather than gain personal satisfaction from it.

The compulsory nature of English in Japanese schools was not highly rated as a reason why the International students were studying English and only slightly more so for the Elective students (Tables 4.1 & 4.5). It featured slightly more highly for the Regular students than for the other two groups (Table 4.3). These responses seemed to contradict the conjecture that most students are engaged in English language study simply because it is one more compulsory academic subject amongst others (Benson, 1991; Koike and Tanaka, 1995; Ryan, 1995). One explanation for this could be that the International students, who had had to pass an English test to be in the international program as well as the usual entrance test for the school, considered themselves to have made a conscious choice. However, an alternative interpretation of these responses, which encompasses all three groups of students, is that the majority of students do not examine the reasons why they are engaged in standard school activities nor have a concept of the ways in which the needs of the business world are reflected in the education system. The teaching of English in some form or another has been present in Japanese schools since 1872 and presumably has an almost unquestioned role. This was reflected in the comment, "Of course I

study English....” from an International student who wanted to study another language as well.

The Regular and Elective students’ estimations of how important a factor the compulsory element was in either studying English, or taking conversation classes, showed that they perceived little difference. However, the International students rated the compulsory nature of English conversation classes relatively highly as a reason why they took conversation classes in contrast to the low rating they gave for the compulsory element as a factor in the study of English generally (Tables 4.1 & 4.2). The International students’ experiences with English, either in conversation classes or in the Japanese English teachers’ classes, were different from those of the other two groups of students in the study. They had considerably more exposure to both types of classes and were expected by the *kokusai* teachers to make more progress adapting to a Western style of classroom culture than other students. The conversation classes were quite different from the students’ usual school experiences and required them to engage in risk-taking activities such as speaking English in front of their peers. It is possible that many students would not have had the courage or the inclination to take these classes if they were not compulsory, even though they gave them the opportunity to develop confidence in the use of spoken English, a skill which they would be dependent on during their ten month stay abroad. For some of these young students, this need was still a long way in the future and perhaps would not come sharply into focus until they were in the foreign country.

In addition, the International students were the only students in this school likely to have had ambitions of gaining places in the more competitive universities. The entrance tests for these universities largely ignore oral English competency, concentrating instead on grammatical knowledge and

vocabulary (Neustupny, 1987; Hyland, 1993). For this reason, conversation classes, which were perceived by less than 50% of the International students as helpful in terms of university preparation, could expect to suffer some attrition if not compulsory.

The Influence of the University Entrance Examinations

An examination of the literature revealed that there was a growing interest in Japan in the communicative approach to language learning. A longitudinal survey of college students revealed that 74.9% of the students requested this approach be promoted in high schools and colleges (Koike and Tanaka, 1995). The emphasis on grammar-translation classes is a continuance of the practice that was introduced into schools in the 1870s and which has become hegemonic in the Japanese education system. It has maintained its position through changes in the ideas coming from the Ministry of Education in Japan, and despite changes in the wishes of the students. It continues to be the model for the university examinations which are the gate-keepers of the more select institutions.

These university entrance examinations concerned the Japanese English teachers who took part in the research, and were referred to in both their written comments in the questionnaires, and the interviews (Appendix L). They influenced the Japanese English teachers' perceptions of the usefulness of the conversation classes which were perceived as unable to contribute to the students' preparation for these challenging tasks. The difficulty of the entrance examinations was stressed in discussions with the Japanese teachers. This idea was accepted by the students who appeared to be dependent on the Japanese teachers to help them through these hurdles at the end of their third year. Fully exploring this dependence with regard to university entrance examinations did not come directly into the realm of the current research project. However, it is mentioned because

these attitudes are moulded throughout the students' educational experiences and for this reason have an effect on the students' understandings of what each type of class, and teacher, can offer them even in their first year at senior high school. In subtle ways, the messages students receive covertly can undermine their confidence in something as different as a conversation class.

The entrance exams were described as 'so unique' and requiring the study of 'old fashioned' English (Appendix L). One teacher expressed the belief that "for non-Japanese teachers, teaching entrance examination English is difficult" (Appendix L). Although the teachers' comments illustrated the absurdity of a system which required turning a living language into a rigid academic pursuit, they also implied an element of boasting that these obstacles had to be faced and conquered, choosing words such as 'so unique' to describe the situation.

The continued emphasis on the grammar-translation method of teaching English, which forms the major part of most students' experiences, has been blamed partly on the conservatism of the majority of Japanese English teachers who have had little confidence in their spoken English (Sano, Takahashi & Yoneyama, 1984). This was confirmed in interviews with Japanese English teachers who commented that many teachers are reluctant to use spoken English in class partly because they lack confidence in their use of spoken English, but also because they have students in their classes who are more able than they, having usually spent considerable periods of time overseas with their families. By continuing to expound the difficulty of the university entrance examinations, teachers protect their job security, as they have something to offer which the students need. Job security is an important issue in Japan currently, as school roles shrink due to the reduced birth-rate.

The Insertion of English Communication Classes into the Japanese
Education System

The inclusion of a communicative focus in schools, which was propelled by the JET program in 1985 and the recruitment of AET's in 1987, provided students with only minimal contact with spoken English (Koike and Tanaka, 1995). These large and infrequent classes are still the usual method of introducing students to spoken English. They are unsuitable for developing confidence and competence in students. There is usually little or no chance of the teachers and students getting to know each other and developing a cooperative relationship in which all parties understand their role. There are few chances for the students and teachers to interact individually in a class of 42 students. In large classes teachers must rely on the willingness of the students to interact effectively in pupil-pupil interaction. According to Ellis (1980) this type of interaction provides a wider range of speech acts than the interactions between the teacher and the pupil. It is also believed to be a less threatening way for students to speak English (Helgesen, 1993). However, the students' responses to question 52, I like doing conversation tasks with a partner, revealed that these were not highly rated by any of the groups (Tables 4.8, 4.10, & 4.12). Also, the written comments from the questionnaires showed that many students were not satisfied with these exchanges and wanted more opportunities to talk to their teachers (Appendices I, J, K). This could have arisen partly because reliance on the teacher is fostered in the Japanese education system. It could also reflect the students' lack of understanding about language teaching and learning, an understanding which they can not be expected to have acquired (Luppescu and Day, 1990).

Observations of pupil-pupil interactions within this school showed that initially all three groups of students had little understanding of the usefulness

of studying English by interacting verbally with each other, probably because it was a new experience for them. At the beginning of the school year, when asked to take part in pupil-pupil interactions, the students initially applied themselves to the task at a minimal level, believing the task complete when they had read through the worksheet or exercise together once. During the two terms they were being observed, the majority of students in the Regular and Elective groups seldom if ever attempted to free themselves from a dependence on the printed words, nor did they try to negotiate a similar conversation of their own devising using the pattern provided. Switching to Japanese when the task was perceived as complete, when a difficulty was encountered, or if the teacher was busy with another group of students, was the common practice noted.

This was particularly true of the Regular students and during the first and second terms, they had to be reminded every class of basic interactional patterns. They had not had a frequent and consistent exposure to conversation classes which meant that they did not develop a feeling of confidence about what was going to happen and what they would be expected to do. Their period of study was interrupted in two ways. Firstly, classes were requisitioned to be used for practising for the Eiken¹⁶ tests in term one, a procedure which does not complement the activities of a conversation class. More importantly, their exposure to conversation classes was erratic in comparison to the Elective and International students' experiences as they only took place once a fortnight. This infrequent contact had come about as a result of the *kokusai* teachers' request for smaller classes than the 42 students which they had been presented with in previous years. It had been anticipated that smaller classes would be seen once a week as usual, in six week blocks, alternating with a Japanese

¹⁶Eiken is a testing program recognised by the Ministry of Education in Japan and the business world.

English teacher. This plan was changed without discussion so that the students met week about with a Japanese or *kokusai* teacher. This was not acceptable to the *kokusai* teachers but further discussion or negotiation was not welcomed.

Another reason for the low level of enthusiasm for conversation tasks was supplied by a Japanese English teacher who pointed out that Japanese people are reluctant to do something if they can not do it perfectly and they are aware that they are well below perfection as speakers of English. According to Honna (1995) the Ministry of Education in Japan expects too high a standard of spoken English and this has a negative affect on both Japanese teachers and students. The possibility that a feeling of inadequacy was induced in students by verbal interaction tasks helped to explain much of what was observed in conversation classes. Particularly amongst the Regular and Elective students, mistake-avoiding behaviors applied not just to the speaking of English, but also to when and how the students moved from their usual practice of sitting in rows into groups or pairs in conversation class. Mistake-avoiding behaviors were manifested as a reluctance to be the first to move into pairs, minimal commitment to the set task, lack of willingness to create new conversations, even by changing as little as a noun in a supplied sentence, silence even when answers were supplied, and repeated checking with classmates before risking an answer when one was inevitable. There was an improvement noticed in the behaviors exhibited by the Elective students by the end of term two. These students had had a more consistent experience with conversation classes during this time than the Regular students.

The exceptions to the pattern of hesitant and minimal interactions were found amongst the International students. In groups of no more than fourteen, they had five conversation classes a week in a room which was

permanently set up with the desks in groups. This meant that there was both frequency and consistency in the presentation of the classes. By term two, it was usual for many of these students to persist with a task and attempt to gain a working understanding of new patterns of interaction.

There were also three or four very eager International students found in each group of fourteen who would attempt to use the pattern of interaction introduced to talk about things that they were interested in or that were relevant to their experiences. They were willing to demonstrate what they had been doing to the rest of the class, even though they often made mistakes. They appeared to be mastery-oriented and had grasped the concept that mistakes were inevitable in the process. Ellis (1988) posits an explanation for the different levels of response and commitment to practise, which suggests it may be acquisition which determines who practises and the weaker students who only respond when they are nominated. The International students, who had acquired the most skill in communication, were observed interacting the most, whether directly with the teacher or in pair work, a situation which supports Ellis's theory .

Another possible explanation for the differences between the majority of the students and the persistent, creative students is that they were also the leaders in their groups and had considerable self-confidence. They were more out-going than the other students at all times and were not afraid to be a little different or independent. This was also true of the one out-going student in the Elective classes, who was a genial rebel. The other students would not have been able to do the things these students did because of their need to fit into the group. In the classroom in Japan, where the group is the important unit, everyone strives to be part of that group and this is encouraged by the Japanese teachers (Cogan, 1995). Putting more effort into a conversation task than the other students or trying something new

would be seen as separating yourself from the group. Most students would fear either ridicule or isolation and this would prevent them even attempting these activities.

The Attitudes of the Students to the Conversation Classes

The results of this research were comparable to other studies which claim that the massive language teaching exercise operating in Japan has little to do with motivation to learn English or to use it outside of the classroom (Benson 1991; Hyland, 1993). Being able to speak English was something the students wanted because it was prestigious, like owning a Gucci handbag. As one Japanese teacher pointed out, they did not want to walk on barbed-wire to get it, meaning they only wanted to achieve what they could manage without any sacrifice or effort. The International students gave the strongest positive response to the question about whether they speak English outside the classroom, but this was still below 45% (Table 4.1).

The chance to speak English regularly out of class is not often available in Japan. Opportunities to use English outside the classroom were available to the three groups of students on a daily basis because there were usually up to twelve English speaking scholarship students, from two countries, in the school in which this research took place. These visiting students were boarded with two or three different families each throughout the year. It was with these scholarship students that the International, Regular and Elective students had the opportunity to speak English outside of the classroom and form friendships. During the first term, interest in getting to know these students was high amongst the International students. The scholarship students were made part of the Regular students' form-room classes and this may have been why the positive ratings for speaking

English outside of class and having native speaker friends increased slightly in term two for these students (Table 4.3). They had had the time and the opportunity to establish relationships with these students.

These scholarship students were, however, few in number in comparison to the number of Japanese students. Out of school the students' chances of speaking English were usually only to be found by striking up conversations with strangers on trains or at stations, a difficult task and a practice which was not encouraged. Some students did attempt this and were rebuffed¹⁷.

The International students began their year with the most positive attitude of the three groups to studying and speaking English and this persisted at around the same level throughout the two terms that the research took place. For many Regular and Elective students the conversation classes, which required a degree of risk and involvement that they did not experience in any other area of their school life, seemed to reduce any pleasure they had anticipated. The responses to question 49, English conversation classes are enjoyable, confirmed that there were major differences in attitude between the three groups (Tables 4.8, 4.10 & 4.12). The consistency of the International students' responses over two terms contrasted with the sharp decline in enjoyment reported by the Regular students. The Regular students even lost confidence in the idea that English was useful, possibly because their experiences had led them to doubt that they would ever master enough of it to make use of it (Table 4.3). The majority of Elective students had not rated the conversation classes highly in terms of enjoyment and their experiences with these classes did not improve

¹⁷ Several incidences of this kind were reported to the kokusai teachers by students wanting to know why these strangers were unwilling to talk to them. Having asked them to explain how they approached these strangers it became clear that it had typically been in giggling huddles with no plan of what they were going to say. It became clear that they had quickly alienated their potential audience.

their attitudes or expectations of pleasure in this area.

The students' responses to the questions about whether or not they enjoyed speaking English, studying English, and conversation classes in particular, revealed that those students who had a tangible goal, the International students, were positive and consistent in their attitudes. Despite some reluctance to partake vigorously in activities, the conversation classes were generally perceived as both useful and enjoyable experiences by these students who had a goal (Table 4.1). These results supported the conjecture that attitudinal/motivational variables are important in second language learning (Gardner, 1980).

The International students' enthusiasm for studying English declined in term two (Table 4.1). It may be that the use of the word "study" had negative connotations which led to this decline and a similar one exhibited by the Elective students (Table 4.5). It could have been a manifestation of a disinclination to apply much effort in the pursuit of gaining competence in English, an attitude which was noted and commented on repeatedly by the *kokusai* teachers. It is also possible that the students believed that study had no part in conversation classes. In contrast, pleasure in speaking English was consistently rated over two terms by both these groups of students, although the International students' responses were more positive, and more chances to speak English were requested in their written comments (Appendices I & K).

The Regular students found speaking English the less attractive activity and were observed to be more comfortable with the activities encompassed by the word "study" (Table 4.3). Observations showed them to be more cooperative when presented with tasks which were similar to the tasks they experienced in their usual classes. This also appeared to be true of many of the Elective students as well, but to a lesser extent. The limited exposure the

Regular students had to the interactional style in the conversation classes meant that the students had a very disjointed experience which inhibited their becoming familiar and comfortable with the types of activities they were expected to engage in. By term two, they were still reluctant to move into groups when asked to and displayed little enthusiasm for conversation tasks with partners.

It was difficult to get a clear idea of the International students' reactions to the possibility of having a choice between studying English or another foreign language. It appeared that 75% of the International students would prefer to study another language, but when they were asked about this, they claimed to have meant English plus another language. Further checking on the translation of this question confirmed that it was not ambiguous in Japanese. They were certainly the most enthusiastic language students in the school and it is possible that the idea of studying English was so completely accepted by them as necessary or desirable that they did not consider that the question meant: not English but another language instead. The Regular and Elective students had, however, read it as it was intended to read and approximately 50% of them would not have chosen English if there had been a choice.

Gardner (1982) believes that affective variables are important in language learning, an idea which reflects the aim of the school that the students get a good feeling about studying English. However, the experiences of the *kokusai* teachers in this school, and the results which showed differences between the three groups of students in terms of their attitudes to English and their application to study, suggested that along with a good feeling, the students also benefited from having a reason to study English.

Students' Needs and their Perceptions of the Usefulness of Conversation

Classes

It has been proposed that the low level of response noted by teachers involved in English teaching in Japan reflects the reality that the majority of Japanese people have little need or opportunity to speak English, except perhaps for short trips abroad (Neustupny, 1987; Morrow, 1987). The differences in the way the three groups of students adapted to the conversation classes, and their perceptions of the usefulness of these classes, showed that students' needs were a factor in their desire or ability to come to terms with a new experience. The International students adjusted their behaviors the most and maintained the most positive outlook towards the conversation classes over-all.

The International students were the students with the pressing need to communicate in English, even though that need was still months away when they began their studies, a fact which may have made it seem unreal for some students. The International students began with and maintained an expectation that they would improve those language skills associated with the use of spoken English (Table 4.13) Their responses recorded in tables 4.7 and 4.8 showed that these students considered the conversation classes were useful for learning to speak and understand English, even though it was not always possible to understand what the *kokusai* teachers were saying. The use of English only was not only accepted, it was demanded and the majority of the International students' confidence in this medium of instruction grew with time and exposure (Appendix I; Figure 4.4). This response contradicted the belief that an English only orientation in communicative classes was not only unlikely to occur but was not necessarily an effective teaching technique, especially as the original impulse to speak occurs in the speakers first language (Piasecka, 1986, cited Auerbach, 1993; Auerbach, 1993; Beebe, 1994).

The different interactional style encountered in conversation classes appeared to be accepted readily by the International students, the majority of whom considered themselves to be engaged and responsive when addressed individually and were comfortable with the teacher wandering about the room assisting individuals (Table 4.8). Less well accepted were activities which involved a public display, such as answering questions addressed to the whole class, demonstrating in front of the class or those that had connotations of work, such as solving problems or doing written tasks. It appeared that not just the International students, but all three groups of students, wanted to speak English but had little understanding of how active they needed to be in pursuit of this goal.

The International students' responses to the question about conversation tasks with a partner also revealed some disaffection, possibly because they too were seen as work, or because the students lacked confidence in this unfamiliar method of activating their English skills. Despite this, students requested more conversation time in their written comments, referring to 'daily conversation' as something they wanted more experience with. The contradictions here can be explained partly by the students' desire to talk with the teacher rather than another student. They could also have arisen from a mistaken perception of what conversation classes involved and the level of effort required to make progress in spoken English. Some of the written comments suggested that the students hoped to learn to speak English by being entertained in English. The rigorous effort needed to turn a good feeling about English, an aim identified within the school, into appreciable progress in the language was missing from many students' understanding of what was required of them.

This misunderstanding was recognised by Yuen (1996) who found that the students wanted a free flowing language experience which they

remained incapable of achieving even at university. She claimed that they lacked the working knowledge of grammar and vocabulary necessary for this type of exchange, linking their deficiencies to a low application to the work necessary to gain sufficient proficiency (Yuen, 1996). This description would apply equally to the students at the school in which the research took place.

Wanting to speak English was a strongly affirmed goal, but in interviews and written comments, the students expressed frustration that they could not do so. Initially they appeared not to recognize that they needed to change their approach to English, from passive observation of the teacher, to active attempts at using the language, if they wanted to improve their speaking skills. It is probable that their usual experiences in school acted as a limit on what behaviors they could change and how quickly they could do this. They were not used to being encouraged to speak in class, either in Japanese or English. They were not used to being asked to express their own ideas and most limiting of all, they were not used to being expected to make an effort as individuals.

The ideas the students suggested for improving the quieter students' prospects as English speakers, in the early part of their period of study, all required that the teacher change something, such as the student groupings or the way students were selected if a question was asked. They did not appear to recognize the need for a stronger commitment to practise on the part of those students who were making little progress. The students generally lacked strategies for studying, other than reading and rereading as part of a memorization process. Although at least two teachers attempted to introduce the International students to alternative strategies, and through experimentation in class were able to show how effective these could be, they were not used by the students on their own.

The International students' understanding of how learning to speak a

language takes place did evolve and near the end of the two terms' study, the more successful students began to realise that each individual had to make an effort if she were going to be able to speak English. It was at this point that some students were heard admonishing classmates for attempting to continue talking Japanese to the *kokusai* teachers. These International students were selective in their choice of students who could be encouraged this way. They were not seen playfully chiding the very resistant students, but with these students, seemed to take on the nurturing role modeled for them by their Japanese teachers. In some respects this nurturing process shielded the less interactive students from being put in a position where they had to act for themselves, and where they could develop some confidence.

Seen from this perspective it was frustrating for the *kokusai* teachers to observe. As their comments indicated, their experiences had taught them that, even amongst the International students, some students were not willing or able to take many steps towards becoming interactive in English beyond the minimal level needed to survive ten months abroad. These same students were usually also unable to make the shifts necessary to see the culture they were going into in a positive light. For these students, it remained largely alien and wrong, rather than becoming just different, in comparison to their own culture. It would have been wise to have had provisions for withdrawing these students from the program in a way which did not threaten their 'face', but as these did not exist, and attempts to introduce them were blocked, these students were sent abroad regardless. For most of the students in this situation in the past, the mechanism employed to cope was to adopt the approach that they must endure this experience.

The Regular students' expectations of improving their pronunciation and reading skills were high and remained so in term two, but they lost some

confidence in their expectations of improving their speaking and listening skills (Table 4.14). Their perceptions of the usefulness of the conversation classes and having instruction in English showed that an early confidence that they would be useful for helping them to speak and understand English declined in the second term (Table 4.9). These two sets of responses suggest that the students' expectations were not met by the actual experiences they had in conversation classes. Considering that they were not given the regular exposure which would enable them to develop confidence in the procedures, it is not surprising that the use of English as the medium of instruction and the different interactional style in the conversation classes contributed to these students becoming disillusioned.

The Regular and Elective students' responses to questions about what they liked doing in conversation classes and their estimations of their level of involvement with recurrent activities, such as answering questions or telling the teacher if they did not understand, indicated that they were not as comfortable with these classes as the International students (Tables 4.8, 4.10 & 4.12). The *kokusai* teachers' tendency not to assume a knowledge transmission role, which is what the students are familiar with, may have meant that the students had lost confidence that teaching was taking place.

The Elective students' expectations and reactions to their experiences were similar to those of the Regular students, although they maintained a higher level of expectation that they could improve their speaking, pronunciation and listening skills. Despite this expectation of improvement, they rated the conversation classes less positively in terms of their usefulness in term two and were uncertain about the use of English-only in the class room. This decline in confidence was not likely to be because of erratic timetabling, as these students had three classes a week with the same teacher. They had had the opportunity to become familiar with the

practices of a conversation class, but this did not produce the level of comfort and acceptance anticipated for all the students. Although the teachers had tried to accommodate to the students' expectations of proper classroom practices, easing them into a more interactive role in the class, the conversation classes did require the students to develop their listening and speaking skills if they were to partake fully. This, being considerably different, may have had a negative effect on some students' perception of these classes

Observations of the Elective students' classroom behaviors indicated that the students' expectations of improvement were never translated into a commitment to the tasks in hand. They did not review what had been done after class and often did not even bring the appropriate materials to class. It was usual for at least one student to attempt to sleep through the class. The *kokusai* teachers suggested that these students expected to improve their skills simply by attending the class and were reluctant to adapt to the interactional style which required them to be active. For most of the students, an understanding and acceptance of the effort needed to improve their communicative ability in another language was missing and the communicative approach did not seem to have encouraged the positive association with the tasks involved, anticipated by Canale and Swain (1988).

In a reaction which was similar to that of the Regular students, rather than engaging positively with communicative tasks, the Elective students appeared most confident of what to do and most cooperative when asked to perform written tasks. Despite having rejected these tasks as enjoyable activities, they were tasks which the students were familiar with from their usual classes and this familiarity was obviously comfortable even if it was also boring.

Attribution Theory and Student Autonomy as Learners

An examination of the students' attitudes to those tasks which could be perceived as work revealed that a strong commitment to practise was absent in the students' approach to the conversation classes. In addition, few students claimed to actually use the language. A commitment to practise and a need to use the language were factors considered important in second language acquisition (Teweles, 1996; Pearson, 1988). Another important issue in terms of learning behaviors is how students perceive themselves as learners. Examining students' attributions for success and failure provides information about students' perceptions of themselves as learners which influence their persistence at achievement tasks (Gagne, et al, 1993). Although this information was gathered from the students, it could only be analyzed in a general way as the students were not identified individually and could not be questioned on their responses.

The students' attributions for success or failure showed that almost all the students were unable to say that they achieved success because they were smart (Figure 4.8). However, this response was a culturally prescribed reaction to a situation they were uncomfortable with, that of self praise. More students, but still a minority, were able to disagree with the statement that they fail because they are not smart (Tables 4.19, 4.20 & 4.21). Culturally, it may be easier for Japanese students to disagree with this statement than to claim directly that they are smart.

Effort is considered more important than ability in achieving success in Japan (Stipek, 1993). The word *ganbatte*, do your best, is used to urge people on in all endeavors, including in schools where students are encouraged with this phrase. With 70% or more, of all three groups claiming that they fail because of lack of effort, the reasons for this lack became

important. Students who lack confidence in their abilities sometimes choose to avoid making an effort because failure following effort can have a negative effect (Stipek, 1993). Not studying the right things and task difficulty, an option which was chosen by 60% or more of the Regular and Elective students, were frequently chosen options for doing poorly (Tables 4.19, 4.20 & 4.21). According to Stipek (1993) these attributions for failure are closely associated with reduced student effort. Teachers encountered a frustrating lack of participation on the part of many of these students who were making little observable effort

The *kokusai* teachers' observations that many students made little effort, rather than reflecting just cultural differences in what is expected in terms of classroom behaviors, may be a realistic assessment of many students' engagement with the tasks. "Minimal participation" in school, such as the refusals to interact which are common in Japan, could be a way of avoiding appearing stupid (Stipek, 1993, p.151). Silence is valued in Japan and does not have the negative connotations it has in Western society. In Japan, where there is a strong emphasis on one right answer (Thorp, 1991; Cogan, 1995) silence could be an effective technique for preserving feelings of self-worth, especially in a conversation class situation where the dynamics of appropriate classroom behavior are often obscure from the student's point of view.

The Regular students offered no strong positive reasons for success and the Elective students' expressed a similar view, although they rated effort and being helped moderately positively (Tables 4.20 & 4.21). Apart from effort, the International students attributed success to being helped at 56%, and the teacher explaining well at 43% (Table 4.19). These two attributions for success are "external", unstable and uncontrollable and illustrate a dependency on others (Stipek, 1993, p.127). These results offer

further reasons why Japanese students are so passive when it is considered that an important factor influencing students' progress as language learners was whether or not they are able to learn independently (Pearson, 1988).

Dependence on the teacher is encouraged by a teaching system which casts the teacher in the role of the transmitter of knowledge, as is the situation in Japan (Cogan, 1995). In the school in which this research took place, students were encouraged to develop a strong trust basis with the homeroom teacher, to be dependent on this teacher to help them socialise and become part of the all-important group, and to depend on all their Japanese teachers to help them study for exams. This dependence on the teacher's help was clear when a Japanese teacher reported that she was devoting one whole day to helping a student learn a speech, a task which, from a Western educational perspective, would be achieved more efficiently done in small segments by the student alone, with the teacher advising on the final polish later. The Japanese teachers scheduled study periods for whole classes outside of school hours and at weekends. The importance of the group in Japan means that this mass study program is seen as appropriate and fair.

Another explanation for schools encouraging students to be dependent on the teacher, suggested by a senior member of the Japanese teaching staff, was the demographic changes which are occurring in Japan because of the falling birth rate. This teacher believed that students were becoming more passive because the trend towards smaller families meant that the parents did more for their children and expected the schools to do more. The schools, especially the private ones, are anxious to meet the parents' expectations because all schools are caught up in fierce competition to attract students. The economic down-turn in Japan has not only increased the competition between private schools, but also parents' anxieties about

their children's education and employment opportunities. Some private schools, which have come to be well regarded because they are offering special programs. They are becoming popular amongst parents concerned about their children's prospects in a harsh world. One of the attractions of these schools in comparison to public schools, which reflects the assumption of the teacher above, is that "the school takes a greater degree of responsibility, and the teachers are more aware" (Chonabayashi, 1998, p.9).

Cultural Differences in Classroom Practices, and Expectations

Discussions revealed that the *kokusai* teachers were not comfortable with the idea of encouraging students to be dependent on them and actively strove to overcome this tendency. They perceived the mass study sessions as an inefficient use of time and believed these practices fostered a dependence which was not an appropriate learning strategy. The *kokusai* teachers aimed to help the students to become independent learners and encouraged them to develop strategies which enhanced their independent study. These differences in "cultural code[s] of classroom conduct" could lead to misunderstandings which weaken the students' confidence in what is happening in the classroom (Sasaki, 1996, p.237). Students may doubt their chances of success without the support they are used to and this too could lead to a reduction in effort.

Whether or not they perceived the *kokusai* teachers as offering the type and level of support they usually anticipated from their teachers, the students rated them positively in terms of kindness and helpfulness. This rating declined in term two for the Regular and Elective students, perhaps reflecting their disappointment arising from a mismatch between what was expected and what was received (Tables 4.22, 4.23 & 4.24).

In tables 4.22, 4.23 & 4.24, the students' views of the amount of work

they were expected to do were also recorded. Discussions with the teachers revealed a mismatch between what the students thought was expected of them and what the teachers wanted. The teachers noted that a lack of effort was displayed not just in response to situations where the students felt awkward or were expected to take part in new and challenging tasks, but also in reviewing what had been learned in class. Why this should be was not understood, although the culturally different perspectives of student autonomy and effort in relation to study, again raised the possibility that the students felt that they needed to be helped to study by the *kokusai* teachers. The loss in confidence by the International students in relation to remembering words and increasing their vocabularies may reflect cultural differences in perceptions of how to study in this area and how much support the teacher needs to provide (Tables 4.7 & 4.14).

Some *kokusai* teachers voiced the conviction that the minimal effort put into independent study and preparation for tests was because the conversation classes were not taken seriously. This demoralizing assumption arose from repeatedly encountering unresponsive students and cultural misunderstandings about why this unresponsive behavior occurred (Cogan, 1995). Clarifying some of this cultural confusion, a Japanese English teacher suggested that the lower level of study time put into preparation for conversation class tests¹⁸ was more likely to reflect student uncertainty about how to study for the conversation class tests because of the different way these courses are conceived and conducted. The Japanese English classes followed a predictable pattern, progressing through a course book in a manner which the students were completely familiar with, having experienced it throughout their education. In contrast, the conversation classes in this school used a variety of materials to help

¹⁸ The International students reported studying, at the most, 60% of the time allocated to preparing for the Japanese teachers' English tests.

students develop confidence in producing the language independently. Occasional forays were made into the course text to provide a starting point for communication tasks. In the case of the International students, time was also spent providing them with cultural information and the chance to experience culturally different methods of communicating and behaving. From the students' perspective the differences in presentation and testing were substantial. A cautionary note is sounded for teachers in relation to judging students' reactions when it is considered that in situations such as this it is the students who are seen to be lacking understanding because the teacher is the authority figure (Thorpe, 1991).

Mismatches in culturally appropriate classroom behaviors were frequently commented on by the teachers, even though they understood that the students' Japanese educational experience was the prime influence in forming their ideas about what was acceptable behavior. The *kokusai* teachers reported many incidences of students passively waiting for teachers to discover they had a problem, such as no pen or paper, and then to provide a solution. To the teachers this passivity was a source of frustration or indicated a dysfunctional approach to learning. From the students' perspective, acting for themselves, or even volunteering the information that they had a problem, presumably meant drawing attention to themselves as individuals in a way which was culturally proscribed.

According to Anderson (1993) it is ethnocentric of Western teachers to assume that learning can only take place when students are adhering to Western classroom behaviors. The comments from the *kokusai* teachers about the influence of the students' previous educational experiences showed an understanding of this point of view. However, in the case of the International students, it was felt that one of the aims of the classes was to prepare them for the different classroom culture they would be experiencing

during their time abroad and which would require them to fit into a different interactional style. Also, the Regular and Elective classes responses to the questionnaires revealed that they expected to improve their oral communication skills in the conversation classes. These skills could not be activated in a class which was conducted with the students in a state of silent receptivity. Their comments indicated that they did not want this either. The difficulty for the *kokusai* teachers would appear to have been judging just how far along the continuum from silence to communication the different classes could be encouraged to go.

The Aims of the Conversation Classes and the Students' Level of
Involvement in Achieving These

As described in the results chapter, the *kokusai* teachers believed that the aims for the three classes were different and not always clear to any of the participants. The International students were asked, at the beginning of their course of study, what they believed the aims of the conversation classes were and how they anticipated achieving these. They found it difficult to answer. This is not surprising considering that students can not be expected to have the "metaknowledge about language teaching and learning" which teachers have (Luppescu and Day, 1990, p.131).

Cultural differences in classroom behaviors were perceived as a major factor in the students' willingness or unwillingness to become fully involved in classroom activities. Easing the International students into a Western style classroom culture was a specific aim which the students had only vaguely identified, although the teachers' reported that they had made progress. Discussions with the Japanese English teachers revealed that they too had not understood that this was an aim the *kokusai* teachers held for the International students. The *kokusai* teachers had made an attempt to

address the gaps they suspected the students had in their understanding of the aims of the classes, and the activities that they would be involved in, by producing an introductory document which addressed these issues directly. Most of the teachers considered that this explanation had been beneficial and it was planned to use it in future years. In the interests of improving the Japanese teachers' understanding of the conversation classes, it was suggested that they too should be given a copy.

Despite the confusion about the aims of the conversation classes, the students' responses to questions about what they expected to learn in these classes showed that they had some thoughts on what could be achieved, even if their level of activity in attempting to achieve these things did not match with their teachers' expectations (Tables 4.13, 4.14 & 4.15). The students appeared to over-estimate how active they were in class. Their estimations of their willingness to speak out in class and tell the teacher when they did not understand were more optimistic than the *kokusai* teachers' views of them. This could be because the activities of the conversation classes required them to be more interactive than in any other class and gave them a false impression of how active they had become. It could also be because they had not realised that their minimal facial responses, which many students thought conveyed their lack of understanding, were often unrecognized by their *kokusai* teachers (Nakamura, 1995). A Japanese teacher commented that he was not aware of these facial expressions of incomprehension which the students believed they employed. It was, however, probable that he responded without recognising what he was doing because this aspect of Japanese classroom culture was completely subsumed into his usual experience, making his responses automatic but unrecognized. This use of non-verbal communication is a feature of homogeneous populations such as that found

in Japan (Hall and Hall, 1987, cited Stapleton, 1997).

In discussions about asking for clarification when they did not understand, the International students' comments showed that the time in the class was considered the groups' time and that if they did not understand, it was up to them to sort this out without using up the groups' time. They also mentioned that an important source of missed information was to be had from their fellow classmates in a manner reminiscent of the way they checked with each other before risking answering a question. This method of clarification, rather than asking the teacher, also adheres to the view that it is not polite to ask a senior questions (Neustupny, 1987). This idea of who it is appropriate to question was also present in the criticism leveled at a *kikokusei*¹⁹ student for repeatedly asking the Japanese teacher questions in class. Although the students sat in rows in their usual classes, which gave the appearance that they were operating alone, in many fundamental ways group responsibility was paramount and there was a shared understanding about the appropriate way to behave as part of the group, an understanding which is the primary goal of Japanese schools (Cogan, 1995). The *kokusai* teachers' desire to have the students actively and individually seeking information would have required splintering the carefully structured group.

The *kokusai* teachers' aims for the Regular and Elective students were more limited than those held for the International students and took account of the students' usual interactional style recognising that this was the strongest influence on the students. It was not anticipated that these students would adapt more than minimally to Western style classroom behaviors but it was hoped to diminish the occurrences of those undesirable classroom behaviors which appeared to be considered acceptable by Japanese students. These non-attending behaviors, such as grooming or sleeping, are

¹⁹ This incident involving a student who had returned from living overseas, *kikokusei*, was reported in the results section about achieving the aims of the classes.

described by Sasaki in relation to college classes but were also prevalent in this high school (Sasaki, 1996). They were seldom exhibited by the International students, possibly because they were more serious students, or because they were willing to adapt to their *kokusai* teachers' classroom expectations. Reducing the occurrence of these non-attending behaviors and at the same time giving the students a good feeling about English seemed to be activities with little compatibility. The Elective class teachers found that they were unable to be completely successful in these two areas and sleeping in class by some persistent students had been ignored in the interests of not unsettling the majority of students' feelings by engaging in potentially acrimonious exchanges with the sleepers.

The *kokusai* teachers commented that the Regular students had not made any appreciable progress towards using conversation classes as a means to activate their spoken English in the two terms that the study took place, but that the infrequency of the classes and the intrusion of Eiken²⁰ practice had been important factors in this situation. Although the students believed they responded if addressed individually, they reported little enthusiasm for the situations and tasks presented to them in conversation classes, especially in term two (Table 4.10). The teachers were aware of the cultural pressures on these students and the limited chances they had had to adapt to the ways of conversation classes, but it was clear from their interviews and from comments made casually in the staffroom that they still experienced feelings of frustration at how little could be achieved. These feelings of frustration are not surprising when teachers are daily faced with a wall of silence (Helgesen, 1993). Even though silence is valued in Japan, in a conversation class it can easily be misinterpreted as indicative of indifference.

²⁰ Eiken is the multi-level English test which is recognised by Mombusho, the Japanese Ministry of Education, and the business world.

The *kokusai* teachers expressed similar feelings of frustration in relation to the progress possible with the Elective students and the Elective students themselves estimated their levels of activity in conversation classes at about the same level as the Regular students. Despite these factors, the *kokusai* teachers also commented that adapting their expectations to what they found the students were willing to do created a more comfortable classroom atmosphere for all participants and a few students in each class had made appreciable progress. For one teacher adapting to what the students would do had meant introducing more written tasks than would usually be found in a conversation class. For the other teacher it meant ignoring two disinterested students who talked through the explanatory part of lessons, as long as they were discrete and did not interfere with the other students' ability to hear.

The Elective classes were considered, by both the *kokusai* teachers and the one Japanese teacher who chose to comment, to be difficult classes to take. This was because of the disparity in students' classroom behaviors and willingness to participate in conversation tasks, a product of some of them being in these classes by default, having been rejected by the teachers responsible for the other options. By balancing the needs of the students in these classes where there was a great variation in goodwill and willingness to interact, it had been possible to encourage some students to take the risk and speak English.

According to Sasaki (1996) behaviors such as failure or reluctance to answer questions or seek clarification indicate a low level of engagement. From a Western perspective of educational practice this would certainly be an accurate statement. However, these behaviors are common in Japanese classrooms and the students would be unlikely to recognize them as inappropriate behaviors when they are exhibited and accepted in the

classroom culture the students are familiar and comfortable with.

The three groups of students' estimations of their levels of activity in the Japanese English teachers' classes and the conversation classes were compared. The International students' responses revealed that they were slightly more active in the conversation classes especially in terms of trying to answer questions directed to them individually (Table 4.25). The results from the Regular and Elective students were less conclusive than the International students' results because they were more inclined to choose the neutral response (Tables 4.26 & 4.27). Overall, the results confirmed that the behaviors observed by the *kokusai* teachers were a manifestation of the students' learned classroom behaviors. While the *kokusai* teachers may want the students to adapt these behaviors and respond to communication tasks with more vigor, the chances of this happening for all students are not high. The *kokusai* teachers could take comfort that at least the students do not shut down just for their classes but, from a Western educational perspective, are minimally active in both.

Adapting to Cultural Differences: Students and Teachers

The different responses to the questionnaires from the three groups supported the idea that for some students, the chance to adapt to the practices experienced in the *kokusai* teachers' classrooms was welcomed by some students. It may even have been part of the allure (Ryan, 1995). The International students had begun a course of study that would ensure they had considerable experience interacting with teachers from countries other than Japan in the ensuing two years. Presumably they had not all thought this through fully ahead of time, in the same way as they had not thought about what they would need to do to activate their speaking skills. However, their answers to the questionnaires showed that they did have ideas about

what aspects of the two types of classes they would benefit from.

The International students had accepted the use of English as the medium of instruction despite the difficulties they encountered, and were confident that classes with the *kokusai* teachers would help them to speak and understand English. Interestingly though, they claimed that the Japanese teachers' classes helped them remember English words most effectively. Possibly this reflects a well subsumed understanding about the importance of the role of the teacher in helping the class to memorise words. As has been suggested before, the students' experiences in conversation classes would not have been of a style of teaching which they could confidently identify and relate to and did not put the teacher in the position of knowledge transmitter. Rote learning and choral repetition were practices which the students were familiar with and without these they may have felt uncertain of how to proceed. The results for the Regular and Elective students followed similar patterns but were less positive.

The different classroom culture confused some students about what they could expect from the conversation classes and teachers. The risk-taking activities in these classes, which the students were eased into, were threatening for some students and there was the difficulty of dealing with an English speaking, non-Japanese teacher, perhaps for the first time in their lives. Despite these mounting disadvantages, the conversation classes were rated as more enjoyable than the Japanese teachers' English classes and continued to be rated this way in term two (Tables 4.25, 4.26 & 4.27). These responses raise the possibility that Japanese students do not like passively reading or translating and can be encouraged to take a more active role in learning (Widdows and Voller, 1991, cited Hyland, 1993). Conversation classes may have given the students a good feeling about English after all.

Changes in students' attitudes and behaviors cannot be forced and will

not occur if they are not ready or willing to do so, but disappointment at what could be achieved was repeatedly voiced by the *kokusai* teachers. The desire to "turn these kids around" was clear but so was the acknowledgement that their learning style was appropriate and worked in their culture and that the *kokusai* teachers' influence was short term. The *kokusai* teachers' comments showed that they were aware that individual students had different expectations of the conversation classes and the *kokusai* teachers. They felt that they were in a contradictory position, being expected to be both the same as and different from Japanese teachers. This contradictory attitude also seemed to come from the Japanese teachers, some of whom wanted the *kokusai* teachers to fit in and some of whom wanted them to provide the students with an alternative teaching method.

Sasaki expressed the idea that students develop an awareness of their teachers as cultural beings so that mismatches in expectations can be overcome (Sasaki, 1996). Realistically, the situation which *kokusai* teachers find themselves in, living in another country and surrounded by reminders that their previous experiences have been markedly different from those they are now encountering, puts them in the better position for recognising areas that are likely to cause misunderstandings between them and their students. The students are cushioned from the need to think about the existence of cultural differences between them and their *kokusai* teachers, or how these can enhance or limit their application to the learning environment, by being immersed in the culture which they know and do not need to examine. In consequence their consciousness of their *kokusai* teachers is limited to perceiving them as different and often this difference has the connotation of wrong attached to it.

The teachers' awareness of the students' concept of appropriate classroom behaviors is likely to be a more tenable starting point for

successfully introducing a different classroom culture, one considered appropriate for conversation classes. It was acknowledged by all the *kokusai* teachers that the International students had to make adjustments to their usual classroom behavior if they were to become active in class, develop confidence in speaking English, and have a successful experience studying abroad in the near future. The use of bridging activities to ease the students and teachers towards an interactional style which was tolerable to both groups was understood and employed by the *kokusai* teachers (Thorp, 1991; Anderson, 1993).

The *kokusai* teachers held different aims for the three different groups depending on their perceived needs. It was anticipated that these needs would act as catalysts for change in the International students in particular. Even so, they approached the introduction of new ways of behaving in class with caution, easing the students toward a Western style of classroom interaction. Although less dramatic adaptations were expected in the Regular and Elective classes, the conversation classes were still different in many ways from their usual classes and the students resisted some aspects of the teaching style they were exposed to. One area of resistance was that many students, especially in the Regular and Elective classes expected the teacher to provide answers for them. They were not comfortable with a situation which required that they risk giving a wrong answer. This expectation, formed from a Japanese perspective of appropriate classroom behavior, revealed that the students were far from understanding the Western educational perspective of viewing the student as the seeker rather than the receiver of knowledge and this had to be acknowledged by the *kokusai* teachers.

The Regular and Elective students' comments and their responses to the questionnaires suggested that they found written tasks boring, but their

previous educational experiences had provided them with a secure knowledge of what was required of them in these areas and the *kokusai* teachers found that these were the activities which they applied themselves to most confidently and competently. The unpredictability of conversation tasks was unsettling, or even threatening, as one teacher had expostulated. Acknowledging this, the *kokusai* teachers juggled the contradictory and ill-defined ideas of the students in an effort to ease them towards a more interactive classroom style which would provide them with an enjoyable and rewarding experience.

The students' responses to the questionnaires had indicated that they found the conversation classes more enjoyable than their usual classes so it was anticipated that they were willing to make some changes to their usual classroom behaviors. However, Wright (1996, p.55) warns that "our schools reflect our cultural values and the cultural norms that we wish to instill in our students". She cautions that changes in teaching methods will result in changes in society. As temporary influences in the lives and educational experiences of Japanese students, conversation teachers wishing to introduce their students to a different style of classroom practice should consider that, while the students can be encouraged to take part, the society in which the schools operate does not want significant changes to occur. It may after all be an ethnocentric idea to consider that this is what is needed. *Kokusai* teachers may be seen as over-stepping their brief by encouraging the students to become more active and outspoken in class, a western-style educational orientation.

Cultural Differences and Communication Within the School: Japanese and *Kokusai* Teachers

Specifying Aims

One of the key areas of confusion the *kokusai* teachers identified was

the lack of clearly defined aims which the teachers could recognize, understand and work towards. This may have been because the *kokusai* teachers were seeking aims which the school did not have for its students, aims which would, if put into common practice, have the effect of bringing about unwanted changes in Japanese society. Wright claims that there is a potential for changes to occur in society as a result of changes in school practices (Wright, 1996). Attempts to clarify the aims in discussions with the Japanese teachers, or more senior members of the school, were unsatisfactory and the *kokusai* teachers reported that the aims they had been able to identify were fuzzy and offered little in the way of guidelines on what was expected in the different classes.

A further explanation for these ill-defined aims was suggested by the *kokusai* teachers who considered that this was an example of a cultural difference in both educational practice and understanding. The *kokusai* teachers' desire to have specific aims did not appear to be considered an important educational issue by the Japanese staff. In addition the *kokusai* teachers believed that there was no realisation amongst the Japanese staff that the aims held for the students were not obvious to the *kokusai* teachers. Seeking clarification involved questioning staff members, some of whom were in senior positions, and it was felt that this was not encouraged within the Japanese culture. There was also the possibility that seeking clarification was culturally inappropriate as aims and goals were assumed to be understood as part of the shared knowledge which is generally expected between people of a homogeneous group.

In a school with a strong hierarchical structure there were similarities between the dilemma this perspective created for the *kokusai* teachers, who were confused about who they could go to for clarification, and the implication mentioned earlier that students should not question their

teachers. There was no reason to assume that the Japanese teachers and the school administration realised the difficulties experienced by the *kokusai* staff in relation to the aims or how to confirm them, when to the Japanese staff, they were so obvious. Another parallel could be drawn between this situation and the students not realizing how difficult it was for teachers from another country to read their subtle and culturally defined minimal facial expressions of incomprehension. Recognition of your own culturally prescribed ways of being and acting is seldom required when you remain within that culture.

The mismatch in the importance of specifying of aims contributed to the *kokusai* teachers' uncertainty about how much students could be expected to achieve in class. Uncertainty prevailed about the amount of effort the students were willing to commit to the conversation classes, or were expected to commit by their Japanese form teachers, their main supervisors and influences. It contributed to uncertainty about whether or not the students were aware of the *kokusai* teachers' expectation that they adapt, to different degrees depending on the class, to a different classroom culture. The Japanese teachers themselves had not considered that there was a need for the students to adapt to a different classroom culture until this was addressed in interviews, even though this was a significant aim the *kokusai* teachers held for the International students.

The Japanese English Teachers' Reactions to the Questionnaire and the Research Process

Identifying the Japanese English teachers' perspectives of the conversation classes was assumed to be important because these teachers, being able to communicate with them in their first language, had a greater access to the students and consequently had the opportunity to influence them, encouraging or reducing their confidence in these classes. It was

anticipated that, by identifying the Japanese teachers' areas of misunderstanding or confusion about what conversation classes entailed or could offer, the possibility of clarifying these potentially negative understandings arose. As has been mentioned in the results, the level of interaction between the Japanese and *kokusai* teachers was low and, although it appeared that both groups were aware of this, there was considerable uncertainty about how to overcome this or who should begin the process. The act of embarking on research within the school provided opportunities for more interaction but the researcher felt that, apart from those few teachers who gave valuable support in specific areas, the research generally was viewed with incomprehension or suspicion. One Japanese teacher pointed out that continuing with further study after completing a university degree and gaining a position in a school was not the usual practice in Japan. This lack of a previous experience which related to the research practice could have reduced the Japanese teachers' interest in the process.

The low level of response by the Japanese teachers to the three requests that they complete the consent form and Questionnaire 4 was a disappointment, but it was not entirely unexpected in view of the teachers' lack of previous experience with research in their school. It was also a continuation of the low level of interaction between the two groups of teachers, the *kokusai* teachers and the Japanese teachers. Realizing that the Japanese teachers were uncomfortable with the request that they take part, the researcher explained the focus of the research at an English department meeting. It was explained that the Japanese teachers' perspective could help to clarify how the conversation classes were seen in the school. Information detailing preliminary findings from the students questionnaires was provided to the teachers in spoken and written form but

produced no feedback. Eventually nine teachers completed the questionnaire, making any conclusions drawn only tentative.

The responses from the Japanese teachers indicated that they had confidence in the conversation classes as a means of activating the students' speaking skills, seeing these classes as an adjunct to the grammatical study and vocabulary building done in their own classes. The hurdle of university preparation was seen to be within the teaching capabilities of the *kokusai* staff by only one of the Japanese teachers. Considering the influence which the Japanese teachers have over the students, these attitudes could have had a powerful influence on the students' expectations of, and application to, the tasks of the conversation classes. If these classes were only seen by the students as well as the teachers as top-up classes, providing a skill which could not be adequately supplied by some of the Japanese teachers, there would be scant reason to make significant amounts of effort.

Misunderstandings and Miscommunications Between Teachers

There was a feeling amongst the *kokusai* teachers that misunderstandings and misconceptions developed between the two groups of English teachers, because of culturally different perspectives on educational practices and on students' responsibility for their own efforts. These difficulties could have been reduced if better communication had existed within the school. The *kokusai* teachers were in an invidious position, believing that to have initiated more opportunities to exchange views would have required that they, as newcomers, ask for changes to a system which was established and accepted within the school. The changes in the last eight years, which began with the creation of the International program and the introduction of the *kokusai* teachers into the school, had not been welcomed by many of the staff. The *kokusai* teachers were aware

that they had been expected to fit into the existing practices of the school and as a result were reluctant to initiate a major change which could only come about with the cooperation of the Japanese staff. Subtle requests that more chances be made available for dialogue, discussion and interaction were ignored. The *kokusai* teachers were reluctant to press their request further suspecting that, in a country where silence is valued and reliance is placed on people 'knowing', because of a strong cultural understanding, this would be interpreted as *wagamama*²¹ behavior which they were anxious to avoid.

Fitting in was clearly a learning process and the *kokusai* teachers found they frequently were seen to have made mistakes even when they thought they were adhering to usual practice. The comment that one *kokusai* teacher got along with the students so well he was more like a student than a teacher illustrated this. In addition, the advice from a different Japanese teacher, that the *kokusai* teachers "can overcome a student's fear of foreigners by being friendly", both illustrated the negative affective response students are assumed to have to foreign teachers and the contradictory position *kokusai* teachers can find themselves in trying to overcome this response as they steer a narrow path between being friendly and appearing foolish. A similar example of this dichotomy arose when end of term class parties also produced criticism from Japanese teachers who thought the *kokusai* teachers were too fond of parties. They had failed to consider that they had class parties at the end of the year, but for the *kokusai* teachers, the end of the term was the time when their classes changed to a new teacher.

As well as cultural misunderstandings, language difficulties also caused problems for the two groups of teachers, presumably leading to confusion and hurt feelings for all concerned at times. As was mentioned in

²¹ Wagamama can mean always complaining.

the results, the researcher's attempt to talk about different classroom cultures led to the Japanese teacher feeling that she was being criticized. Attempts to explain appeared to exacerbate the situation and eventually the subject was allowed to lapse. This was not a satisfactory solution from the researcher's point of view but it did illustrate the difficulty of conveying complex ideas when neither party is fluent in each other's language. This problem would also limit how much could be done to improve communication within the school between the *kokusai* teachers and the Japanese teachers or the school's administration personnel.

Although the language differences contributed to a lack of communication, observations of the way the school functioned showed that there were many opportunities to interact which are not taken up. The subtle exclusion by omission of the *kokusai* teachers from meetings and decision making processes which involved their classes or the students studying overseas was an example of this.

The Japanese teachers who took part in interviews confirmed the impression that Japanese teachers were reluctant to interact with the *kokusai* teachers. The Japanese peoples' concern for doing things perfectly was one reason suggested why the Japanese teachers avoided talking to the *kokusai* teachers in English but the *kokusai* teachers who had a good grasp of Japanese were no more frequently engaged in discussions. Discussion, which some of the *kokusai* teachers longed for, was not valued. As well as this, it was explained that it takes courage to initiate exchanges with foreign teachers. When this comment was considered in combination with other comments about the *kokusai* teachers needing to show the students that they were friendly, it appeared that the perception of these teachers as 'other' and possibly threatening was widely held.

Misunderstandings occurred between the two groups of teachers over

issues to do with the tests administered to the students and *kokusai* teachers' expectations that the students' work be completed on time and to a reasonable standard. The Japanese teachers came to incorrect conclusions about testing procedures and what the *kokusai* teachers required of the students. These conclusions were reached without consultation with the *kokusai* teachers involved. One *kokusai* teacher expressed the feeling that having the Japanese teachers automatically assume that the *kokusai* teachers did not have the best interest of the students at heart was the most demoralizing aspect of teaching in this school.

The *kokusai* teachers were not able to anticipate support from their colleagues and felt isolated. This feeling deepened when the form-room teachers, incorrectly, informed the International students that the *kokusai* teachers had decided which schools they would attend during their study abroad, decisions which had the potential to prove controversial and disturb the good feeling the form-room teachers were concerned to preserve with their students. The *kokusai* teachers felt they were being used as scapegoats.

The *kokusai* teachers were used, simply by their presence, to advertise the English program at the school on official occasions during which times they were assured by senior members of their importance to the program and the school. Yet, they felt themselves to be perceived more as troublesome necessities once out of the limelight. One *kokusai* teacher commented that this was because foreign teachers in Japan are *sashimi no tsuma*.²²

Generally the *kokusai* teachers' comments indicated that they believed that many of the cultural and educational misunderstandings that occurred in

²² *Sashimi no tsuma* is the floral decoration found in platters of raw fish which is discarded before eating the food. This term is used to describe the position of foreign teachers in many Japanese schools.

the school could have been avoided if communication lines were created. Attempts were made to achieve this but it was acknowledged that this was not part of the school's current practice and it meant cultural shifts would need to be made by both groups of teachers. It was by no means certain that the Japanese staff understood the need to make their points of view understandable to the *kokusai* teachers', or even that there was a need for clarification in many areas. Shielded as they were from the necessity of examining their culturally specific ways of thinking about education and communicating their ideas, by their implicit and unexamined knowledge of the culture they were operating within, they appeared not to recognise the difficulties the *kokusai* teachers experienced.

Summary

The most common reason for taking English was the desire to speak the language. Although the compulsory element did not feature as a prime reason why students were involved with the study of English this was assumed to reflect the unquestioned role English had in Japanese schools where an alternative is rarely offered.

The influence of the university entrance examinations was a source of concern to the Japanese teachers who doubted that the *kokusai* teachers could contribute to the students' preparations for these events. It appeared that the obtuse nature of these tests meant that the students were dependent on the Japanese teachers which also offered them a secure job niche.

The introduction of mass communication classes into the Japanese education system meant that teachers and students had scant chances of interacting directly and pupil-pupil interactions were relied on. This technique was widespread in conversation classes but the effectiveness of these interactions was not clear to the majority of students nor was the need

to go beyond a dependence on supplied dialogues and create new ones using the originals as guides. The International students, the students with the most positive attitudes to speaking English, made the most progress in this area. It appeared that they had adjusted well to the conversation class environment and having acquired some skills in communicating, were encouraged to experiment further. Despite their positive attitude, even the International students did not react well to the idea of study.

There was little understanding on the part of the three groups of students of the effort required to make clear progress and some students were unable to come to terms with the demands of the conversation classes. The Regular and Elective students were never as confident in the procedures they encountered in conversation classes as the International students and this situation worsened as time passed. They appeared more content with written tasks than speaking ones.

The three groups of students' attributions for success and failure indicated that effort was considered important but that the students still did not apply it consistently. It seemed that cultural differences in classroom practices and teacher-pupil interactions may have been important factors in this matter. These differences were related to students' expectations about the level of assistance teachers should offer. From a Western educational perspective the students were encouraged to be overly dependent on their Japanese teachers. Cultural differences in classroom practices limited students' autonomous behavior in class and their application to test revision. They blurred the teachers' ability to interpret covert signals of incomprehension.

Cultural differences in educational practices also interfered with teachers' and students' understandings of the aims of the classes and how these could be achieved. The *kokusai* teachers experienced feelings of

frustration at what could be achieved despite the fact that they recognised the way these cultural differences limited the students' understanding of what was expected of them and their ability to respond. The need for the *kokusai* teachers to accommodate to the students' perceptions of appropriate classroom practices, especially initially, was discussed.

The affect of cultural differences in educational practices and communication styles on the relationships between the *kokusai* and Japanese teachers was explored with reference to the Japanese teachers' reactions to the questionnaire as well as the interactions observed within the school. It appeared that misunderstandings and poor communication lines existed and produced negative feelings. These feelings could have been filtered through to the students indirectly, reducing their confidence in the conversation classes and teachers.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The different perspectives of the participants in the English language teaching program in a senior girls' high school in Japan were studied in an effort to more fully understand why Japanese students appear so passive in conversation classes. The main areas which had a bearing on students' classroom behaviors were: the students' needs or goals as students of English, their experiences as students in conversation classes and the affect of differences in culturally specific understandings about educational practices and appropriate classroom cultures held by the students themselves, the *kokusai* teachers and the Japanese teachers.

The Students' Needs and Goals

The three groups of students did not appear to believe that the compulsory nature of English language instruction in their school had been an important reason why they studied English. Presumably they had not queried its dominant position as the second language made available to them. In reality English is usually the only second language offered in schools making it compulsory by default (Benson, 1991; Koike and Tanaka, 1995; Ryan, 1995). All three groups of students did indicate an interest in studying a language other than English (Tables 4.1, 4.3 & 4.5).

The Regular and Elective Students

Wanting to speak English was the most highly rated reason indicated for studying English by all three groups of students. However, the majority of Japanese people have little need to speak English (Neustupny, 1987; Morrow, 1987). Reflecting this view, just the desire to speak English did not provide the impetus needed to get all the students applying sufficient effort to make real progress. For the majority of the Regular and the Elective students, who had no tangible need to speak English and few opportunities out of the classroom to do so, the effort applied and the progress made were minimal. Although most of the Regular and Elective students had expected to improve their speaking and listening skills, particularly the Regular students' expectations were reduced over time and these students lost confidence in the use of English as the medium of instruction (Tables 4.14 & 4.15; Figure 4.5 & 4.6). The *kokusai* teachers reported that, with the exception of a few students in the Elective classes, in the two terms the research took place, the students' engagement with speaking tasks continued to be hesitant, uncertain and seemingly reluctant. The Regular and Elective students' responses to the questionnaires showed that their enjoyment of conversation classes and their satisfaction in studying and speaking English, which were less highly rated than the International students to begin with, and their confidence that the classes were helping them to make progress, declined with experience (Tables 4.3, 4.5, 4.9, 4.10, 4.11, 4.12).

The International Students

The International students had entered this school with a purpose. They had chosen it because of the international program it offered and had had to pass a test in order to enter this program. Having gained admittance to the program, it was almost impossible to be removed from it. These students could confidently expect to attain the ten months' study abroad, which was the attraction of the program, having made little effort in class.

Although a few students did this, the majority of students did not take this approach to the conversation classes, demonstrating that their needs and goals helped them to overcome the initial reluctance which most students displayed and take the risk and speak English.

The International students began their year with a tangible need to speak English and a definite goal. They were the most positive and consistent in their responses to the questionnaires over two terms. They consistently rated English as useful and claimed that they wanted to learn to speak English (Tables 4.1 & 4.2). The majority of the International students who were interviewed in term one expressed frustration that they could not speak English as well as they wanted to but they did not intend to give up. They had high expectations that conversation classes would help them develop their oral competency in English and, with the exception of expanding their vocabularies, these were consistent over two terms (Table 4.13). The *kokusai* teachers reported that most of these students made an effort to overcome their initial hesitancy and developed confidence in their ability to use English as a means of communication. The students considered the conversation classes as a useful means of attaining their goals by helping them to speak and understand English (Table 4.7).

The problem of not always understanding the teacher must have caused apprehension and frustration at times but the International students remained positive about the use of English as a medium of instruction (Tables 4.7 & 4.13; Figure 4.16). Although they did not respond positively to all the questions about the activities presented in conversation classes, especially those which had the connotation of work, they found these classes largely enjoyable (Table 4.8). These International students demonstrated the benefit of positive attitudinal/motivational variables in second language learning (Gardner, 1980).

The Students' Experiences in Conversation Classes

Along with specific goals and a positive attitude to studying and speaking English, the students benefited from having regular and consistent experiences with conversation classes.

The International Students

The International students' engagement with the conversation classes improved with exposure. Although initially all three groups of students had little understanding of what was expected of them, it was the International students who persevered and overcame the discomfort and confusion they experienced in the early stages of their experiences in conversation classes. They were able to take the risk and communicate in English more and more readily and confidently as the year progressed. This was observed and commented on by the *kokusai* teachers who saw the students gain confidence, in asking and answering questions, in taking part in pupil-pupil conversation tasks and, in the case of the most interactive and inventive students, in extending these tasks by adapting them to real and useful situations of their choice.

As well as having a need to learn to speak English, the International students' experience with conversation classes had been more frequent and consistent than the Regular and Elective classes. Having had more lessons with the *kokusai* teachers than the other two groups of students, the International students had more opportunities to adapt to the interactional style presented in these classes and overcome their reluctance to speak out. They had more opportunities to adapt to the classroom culture, to modify their perception of what was happening in these classes, what was expected of them and what was the teachers' role. In addition, the International students' conversation classes were small in size, numbering fourteen or less, which made it possible for them to interact with the teacher on a daily

basis and become accustomed to the use of English as the medium of instruction. These factors, in combination with having a specific goal, made it feasible for these students to adjust to the demands of a conversation class.

The Elective and Regular Students

In contrast, the Regular and Elective students, many of whom had claimed to want to speak English, became less positive in their perceptions of the usefulness of conversation classes and in the use of English only by their teacher as the year unfolded (Tables 4.9 & 4.11). They experienced difficulties in accepting the interactional style of the conversation classes and made fewer adjustments in their behaviors.

The Elective students had conversation classes twice a week, with one class being a double period. They were in groups of approximately twenty-three. Although they did not have the exposure and consistency of the International classes, their experiences were more uniform than those of the Regular students. Not all the students had actually chosen these 'elective' classes, but there were students in the Elective classes, approximately 14 out of 45, who made an effort to engage with the conversation tasks more fully than the majority of the Regular students. Whether this was because they had a goal which motivated them to try, were responding to the more consistent exposure they had had to the conversation classes than the Regular students, or a combination of the two, was not clarified in this research.

The *kokusai* teachers reported that the Regular students did not make as much progress adapting to the classroom culture of conversation classes as the Elective students and were far behind the International students. They still had difficulty responding to instructions to sit in groups after two terms and applied themselves to conversation tasks at a minimal level, switching to Japanese as soon as possible. Their experiences with conversation classes

and the *kokusai* teachers had been erratic, occurring once a fortnight at the most. It seemed that they did not develop confidence in the tasks of the conversation classes nor in the use of English as the teaching medium. They did not adapt to a situation which required them to work in pairs or small groups and communicate with each other in English and their enthusiasm for these activities declined during the year. It appeared that having had fewer chances and no pressing need to become familiar with the different demands of a conversation class, the progress these students made was limited.

Cultural Differences in Classroom Practices and Interactional Styles

A society's cultural values and norms are reflected in schools which serve the needs of the society (Wright, 1996) and when teachers from another culture are inserted into a school, difficulties can arise over cultural concepts of appropriate classroom practices.

Mismatches in Expectations of Classroom Practices Between *Kokusai* Teachers and Students.

The students' expectations of appropriate classroom interactions are formed during their previous educational experiences in Japanese classrooms. These culturally embedded experiences do not equip them for the active role expected of them in conversation classes. The classroom culture of a *kokusai* teachers' conversation class, being so different from what is normally encountered by these students, has the potential to reduce their enthusiasm for learning to speak English.

These differences are often subtle and may not even be recognized by the participants, making them difficult to consciously address. Japanese students routinely exhibited behaviors which were seen as undesirable in the learning environment even by teachers with considerable experience in

Japan (Sasaki, 1996). Behaviors which *kokusai* teachers perceive as inappropriate, possibly responding to negatively to some degree, may be acceptable to the students' Japanese teachers of English. These behaviors may be seen in a more positive way if understood from the students' perspective. For example, negotiating with others in class before responding to a prompt from the teacher, which was a frequently exhibited activity, reassured the student that she had the backing of the group before committing herself to an answer (Tables 4.8, 4.10, & 4.12). From a Western educational perspective it was often seen to be a pointless and irritating habit which reduced the pace of the class to a grinding halt.

Group dynamics, which are a powerful force in a Japanese classroom, are often not understood by *kokusai* teachers. Although the students sit singly in rows, the group is more important than the individual. This was revealed by the International students who stated that they did not ask questions when they did not understand because they did not want to use up the group's time. They relied on each other to supply gaps in their understanding, and often consulted at length with each other during class. Alternatively, they conveyed lack of comprehension through minimal gestures and facial expressions, rather than directly (Nakamura, 1996, Hall & Hall, 1987, cited Stapleton, 1997). It seemed that this method of conveying confusion was so culturally embedded that the Japanese teacher asked about it was not aware that he responded to it. It was seldom recognized by the *kokusai* teachers who expressed frustration periodically at the students' passivity, despite being aware of the bearing the Japanese concept of an appropriate classroom culture had on the students' interactions in conversation classes.

Culturally Different Perceptions of the Construction and Transmission of Aims

There were cultural differences in constructing and transmitting the aims of the classes which were potentially disruptive to the students' and teachers' ability to have a shared clear understanding of the goals of the conversation classes. From a Western educational perspective, constructing and specifying achievable aims and learning goals in a direct manner is desirable, but this is not necessarily so in Japan where reliance is placed on participants 'knowing' what is understood as a member of the culture of the school or the society. It became apparent that an important aim held for the International classes by the *kokusai* teachers was not clear to the Japanese teachers, this being that they adjust to a different classroom culture as part of their preparation for study abroad.

The International students who were preparing for ten month stay in an English speaking country, had a reason to study English, an aim, to begin with. They began the classes with a positive attitude to studying and speaking English which they maintained. This consistent positive attitude was not associated with the attitudes of the Regular and Elective students which declined with experience (Tables 4.1, 4.3 & 4.5).

Confusion was reported by the *kokusai* teachers about how to translate the aims they had identified that the school held for the Regular and Elective students into achievable learning objectives in conversation classes. The aim that the students get 'a good feeling about English' seemed to be incompatible with the aim that the Regular students be prepared for the Eiken tests, a process which the students showed no pleasure and little interest in and which the *kokusai* teachers had little confidence in as a means of activating the students' English speaking skills.

It seemed that the effort required, and the processes employed, to facilitate making progress in speaking a second language in conversation classes reduced the good feelings that the Regular and Elective students

began with. As there were other factors involved, such as the number and consistency of the classes, the size of the classes and the differing needs of the students the significance of a lack of clearly defined aims and achievable objectives cannot be confirmed but it was potentially a contributing factor in reducing student effort.

Cultural Differences in the Concepts of Effort and Participants' Roles in the Classroom

The concept of appropriate effort, whether it be the effort made by the teacher, group or the individual, is a culturally constructed concept. Behaviors such as failure or reluctance to answer questions or seek clarification indicate a low level of engagement (Sasaki, 1996) from a Western perspective of educational practice, however these behaviors are common in Japanese classrooms where the students are adhering to the Japanese concept of appropriate classroom behavior.

Although effort is stressed in Japan rather than ability (Stipek, 1993), the *kokusai* teachers believed that the level of effort the Regular and Elective students applied to the conversation classes was below what was needed to make appreciable progress. They also believed this to be true to some extent amongst the International students. The three groups of students' responses to the questionnaires indicated that they believed themselves to be similarly active in both the conversation classes and the English classes with a Japanese teacher. If there was a difference it tended to be to consider themselves slightly more active in conversation classes (Tables 4. 25, 4.26 & 4.27). The students may have understood the need to be active in conversation classes and have wanted to engage more fully with the tasks presented but there were many factors which acted as limits on them as learners.

The students' effort in class may have been reduced by a

misunderstanding between the students' and the *kokusai* teachers' of the different roles of the participants in conversation classes. The Japanese teachers saw their role as providing the students with all the information they needed, supporting them as a group by giving them their time and encouraging them by offering mass study classes. This was made clear in interviews with the Japanese teachers and by observing the way the Japanese teachers and students interacted. It was expected by the parents. In contrast, the *kokusai* teachers adhered to a Western perspective of educational practice which put the obligation for seeking clarification and making an adequate effort on the individual student who was encouraged to become an independent learner. When this educational perspective is contrasted to the Japanese teachers' teaching techniques it does not appear to support the students in the way they are used to and may even have been incomprehensible to the students.

Having experienced a knowledge-transmission method of teaching and learning previously, many students could have doubted that teaching was taking place at all in conversation classes where this was not the dominant method (Cogan, 1995). The loss of confidence the students displayed in the conversation classes as a means of remembering new words and increasing their vocabularies reflects the doubts that the students developed in the *kokusai* teachers' approach to teaching (Tables 4.13, 4.14 & 4.15). This loss of confidence may well have come about because in conversation classes they were expanding their vocabularies through actual use rather than by the method they had experienced previously in English classes with a Japanese teacher, that is rote learning lists of words in isolation from the context in which they would be used.

In addition, the continued emphasis on the grammar-translation method of teaching English favored by most of the Japanese English

teachers, many of whom had little confidence in their spoken English (Sano, Takahashi & Yoneyama, 1984), meant that the active approach taken in conversation classes did not conform to the students' previous experiences with English potentially adding to the doubts they had about the way conversation classes were conducted. These doubts have the potential to reduce the students' expenditure of effort.

The different interactional style of the conversation classes, which scarcely corresponded to what takes place in a typical Japanese classroom, may have caused students to cling to a passive mode of operations in order to preserve their feelings of self-esteem. Not being confident that they could accurately decipher what was expected of them, or the purpose of these expectations, and feeling that the teacher was not helping as they would expect, some students may have resorted to "minimal participation" in school as a way of avoiding appearing stupid (Stipek, 1993, p.151).

Familiarity with Japanese students' preferred interactional style reduced but did not eliminate the frustration *kokusai* teachers felt when faced with a wall of silence (Sasaki, 1996, Helgesen, 1993). However, they did recognize that engaging the students' cooperation in conversation classes would only be achieved if approached gradually and taking account of the students' perspectives.

Cultural misunderstandings about why the unresponsive behavior occurs can be very demoralizing for *kokusai* teachers (Cogan, 1995). Rather than expecting the students to respond to a classroom culture which they have no concept of initially, the responsibility for making it comprehensible and easing the students into the active role needed to develop their English speaking skills rests with the teachers. Teachers who are resident in the students' culture, as is the case for *kokusai* teachers in Japan, are in the best position to become aware of and responsive to the educational

practices which are likely to cause confusion between teachers and students. They are in a position to identify the differences in cultural concepts of education which can lead to confusion and loss of confidence in a way which the students can not. This is partly because the students do not have the specialized knowledge about teaching practices which the teachers have and also because they accept their culturally prescribed ways of learning and are likely to resist changes which are incomprehensible or threatening. The use of bridging activities is recommended (Thorp, 1991; Anderson, 1993) to ease the students into a more active role in conversation classes. Developing bridging activities to ease the students and teachers towards an interactional style which is tolerable to both parties has the potential to create an environment in which the students' confidence can develop and their language skills flourish.

The comparisons of the students' attitudes to English classes with Japanese teachers and *kokusai* teachers, and their estimations of their levels of activity in these classes, indicated that the students are not completely disabled by their experiences with the *kokusai* teachers and actually find their classes the more enjoyable of the two (Tables 4.25, 4.26 & 4.27). These findings concur with the idea that they do not like passively reading or translating (Widdows and Voller, 1991, cited Hyland, 1993, p.84). They suggest that a more active role in learning can be cultivated if the students are approached and inspired in a culturally comprehensible way which they can respond to.

The perplexity and frustration which can arise from covert cultural assumptions and ways of operating can have a negative affect on relationships between *kokusai* teachers and the school in which they work. This was noted with reference to the lack of clarity in identifying the aims of the school and misunderstandings which arose between the *kokusai*

teachers and the Japanese teachers. As with the students, it became apparent that the administration of the school and the Japanese teachers were not critically aware of their culturally embedded ways of thinking about education and appropriate educational practices, nor of their ways of communicating ideas and expectations. They did not appear to be aware of the ways in which these gaps in understanding had a negative affect on the *kokusai* teachers and their relationships within the school generally and with the Japanese teachers. The *kokusai* teachers' impression that they lacked support from the Japanese teachers appeared to have arisen from unresolved misunderstandings of this kind.

Homogeneous populations such as that found in Japan place considerable reliance on non-verbal communication (Hall and Hall, 1987, cited Stapleton, 1997). The *kokusai* teachers' failure to understand, if not examined critically by the Japanese teachers, taking account of the *kokusai* teachers' cultural perspectives, could lead to the postulation that they are not merely different but actually aberrant. It is not possible for a few years experience in a new culture to unlock the mysteries of that culture and bridging activities again offer a zone of operations in which both parties, the *kokusai* teachers and the Japanese teachers, can make advances towards mutually beneficial understandings. Considering the dependence the students are encouraged to have on their Japanese teachers, increasing the confidence these teachers have in the *kokusai* teachers and the classroom culture they operate could be a key towards fully engaging the cooperation of the students.

Recommendations for Further Research

The importance of having a specific need or goal was suggested by the different responses from the three groups of students. In view of the minimal

a need to communicate in English, the affect of needs and goals is an important issue in the language teaching programs in Japan.

Concisely conveying the aims of conversation classes to specific groups of students, especially those who have no obvious goals or needs, could be explored as means of reducing the negative affect of initial task confusion when students are introduced to conversation classes. The clarification of the aims and objectives of a course could provide students who have little identifiable purpose in studying English with achievable goals which, having been identified, they can respond to. Considering the low level of English encountered in conversation classes in Japan, conveying complex ideas such as those used to define the aims of courses would be best achieved if presented to the students in Japanese.

The students may also need to have grasped the concept that they are being introduced to a different classroom culture before they are able to understand how to coordinate aims and objectives with their learning behaviors. Culturally constructed ways of knowing and interacting encompass many aspects of the teaching and learning environment. This is an area which offers an expansive field for further investigation in an attempt to clarify what culturally specific aspects of conversation classes disable students and reduce their confidence and how these difficulties can be overcome. The level of enjoyment expressed by many students suggests that there is a willingness to understand what is expected of them and engage with the tasks presented.

Encouraging a discussion on educational perspectives and classroom cultures between Japanese and *kokusai* teachers is an area of interest. It could be the bridge needed for *kokusai* teachers and Japanese teachers to demystify their culturally specific ways of viewing education and classroom practices. It appears likely that gaining the Japanese teachers' confidence in

the activities prevalent in conversation classes would be beneficial for all concerned if their support also boosts the students' confidence in the activities they are asked to commit themselves to in conversation classes.

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Appendix A

Questionnaire 1.

Complete the questionnaire by **circling** the number which best represents your view of the statement.

The numbers follow a **progressive scale** from **1** which represents **agreement** through to **5** which represents **disagreement**. Number **3** represents a **neutral** view.

E.g. English is an easy language to speak. 1 2 3 4 5

By circling **2** you show some agreement with the statement. Circling **1** shows definite agreement and circling **5** shows definite disagreement.

	agree	disagree
When you do well in school is it usually because:		
1. you studied hard?	1 2 3 4 5	
2. you studied the right things?	1 2 3 4 5	
3. you are smart?	1 2 3 4 5	
4. the teacher explained things well?	1 2 3 4 5	
5. you were helped by someone?	1 2 3 4 5	
6. the work was easy?	1 2 3 4 5	

When you do poorly in school, is it usually because:

7. you didn't study much?	1 2 3 4 5
8. you didn't study the right things?	1 2 3 4 5
9. you are not smart?	1 2 3 4 5
10. the teacher didn't explain things well?	1 2 3 4 5
11. you weren't helped by anyone?	1 2 3 4 5
12. the work was hard?	1 2 3 4 5.

Appendix A

質問書 1

各質問について、あてはまる番号をまるで囲みなさい。

番号は1から5まであり、1は「そう思う」、2は「ややそう思う」、3は「どちらでもない」、4は「あまりそう思わない」、5は「そうは思わない」を表わします。

	そう思う			そう思わない
例： 英語は話しやすい言葉だ。	1	2	3	4 5

2はある程度の同意を、1は完全な同意を、5は完全な不賛成を意味します。

あなたが学校でよくできたのは

- | | | | | |
|------------------|------|---|---|--------|
| | そう思う | | | そう思わない |
| 1. 一生懸命勉強したから。 | 1 | 2 | 3 | 4 5 |
| 2. 勉強の仕方がよかったから。 | 1 | 2 | 3 | 4 5 |
| 3. 頭がいいから。 | 1 | 2 | 3 | 4 5 |
| 4. 先生の説明がよかったから。 | 1 | 2 | 3 | 4 5 |
| 5. 他の人が助けてくれたから。 | 1 | 2 | 3 | 4 5 |
| 6. 勉強が簡単だったから。 | 1 | 2 | 3 | 4 5 |

あなたが学校でできが悪かったのは

- | | | | | | |
|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 7. あまり勉強しなかったから。 | | | | | |
| 8. 勉強のやり方が悪かったから。 | 1 | 2 | 3 | 4 | 5 |
| 9. 頭が悪くから。 | 1 | 2 | 3 | 4 | 5 |

10. 先生の説明がよくなかったから。

1 2 3 4 5

1. 誰も助けてくれなかったから。

1 2 3 4 5

2. 勉強が難しかったから。

1 2 3 4 5

Appendix B

Questionnaire 2

Complete the questionnaire by **circling** the number which best represents your view of the statement.

The numbers follow a **progressive scale** from 1 which represents **agreement** through to 5 which represents **disagreement**. Number 3 represents a **neutral** view.

E.g. English is an easy language to speak. 1 2 3 4 5

By circling 2 you show some agreement with the statement. Circling 1 shows definite agreement and circling 5 shows definite disagreement.

Name: _____.

agree

disagree

I study English:

- | | | | | | |
|--|---|---|---|---|---|
| 1. so I can talk to native English speakers. | 1 | 2 | 3 | 4 | 5 |
| 2. to help me pass university exams. | 1 | 2 | 3 | 4 | 5 |
| 3. so that I can use it in my work in the future. | 1 | 2 | 3 | 4 | 5 |
| 4. because I am going to study abroad. | 1 | 2 | 3 | 4 | 5 |
| 5. because it is compulsory. | 1 | 2 | 3 | 4 | 5 |
| 6. to understand how non-Japanese think and behave. | 1 | 2 | 3 | 4 | 5 |
| 7. because it makes it possible to become broadly educated. | 1 | 2 | 3 | 4 | 5 |
| 8. because it makes it easier to get along outside of Japan. | 1 | 2 | 3 | 4 | 5 |
| 9. because it gives me personal satisfaction. | 1 | 2 | 3 | 4 | 5 |
| 10. because it helps me to enjoy movies and songs. | 1 | 2 | 3 | 4 | 5 |
| 11. because my parents want me to learn English | 1 | 2 | 3 | 4 | 5 |

agree

disagree

- | | | | | | |
|--|---|---|---|---|---|
| 12. I like studying English. | 1 | 2 | 3 | 4 | 5 |
| 13. I like speaking English. | 1 | 2 | 3 | 4 | 5 |
| 14. I have friends who are native speakers. | 1 | 2 | 3 | 4 | 5 |
| 15. I speak English outside of the classroom | 1 | 2 | 3 | 4 | 5 |
| 16. English is useful. | 1 | 2 | 3 | 4 | 5 |
| 17. I would prefer to study a foreign language other than English. | 1 | 2 | 3 | 4 | 5 |

[illegible]

Appendix B

質問書 2

各質問について、あてはまる番号をまるで囲みなさい。

番号は1から5まであり、1は「そう思う」、2は「ややそう思う」、3は「どちらでもない」、4は「あまりそう思わない」、5は「そうは思わない」を表わします。

例： 英語は話しやすい言葉だ。

2はある程度の同意を、1は完全な同意を、5は完全な不賛成を意味します。

名前 []

私が英語を勉強するのは、

- | | そう思う | | | | そう思わない |
|-----------------------------|------|---|---|---|--------|
| 1. 英語を母国語とする人と会話できるようになるため。 | 1 | 2 | 3 | 4 | 5 |
| 2. 大学の入学試験に合格するため。 | 1 | 2 | 3 | 4 | 5 |
| 3. 将来仕事で使うため。 | 1 | 2 | 3 | 4 | 5 |
| 4. 留学するため。 | 1 | 2 | 3 | 4 | 5 |
| 5. やらなければならないから。 | 1 | 2 | 3 | 4 | 5 |
| 6. 海外の人がどのように考え行動するか知るため。 | 1 | 2 | 3 | 4 | 5 |
| 7. より幅広い教養を身につけるため。 | 1 | 2 | 3 | 4 | 5 |
| 8. 海外でうまくやっていくため。 | 1 | 2 | 3 | 4 | 5 |
| 9. 満足感を得るため。 | 1 | 2 | 3 | 4 | 5 |

10. 映画や歌を楽しむのに役立つから。 1 2 3 4 5

11. 親が英語を学ばせたがっているから。 1 2 3 4 5

* * * * *

12. 英語を勉強するのが好きだ。 1 2 3 4 5

13. 英語を話すのが好きだ。 1 2 3 4 5

14. 英語が母国語の友人がいる。 1 2 3 4 5

15. 教室以外で英語を話す。 1 2 3 4 5

16. 英語は役に立つ。 1 2 3 4 5

17. 英語以外の外国語を勉強したい。 1 2 3 4 5

Appendix C

Questionnaire 3

Complete the questionnaire by **circling** the number which best represents your view of the statement.

The numbers follow a **progressive scale** from **1** which represents **agreement** through to **5** which represents **disagreement**. Number **3** represents a **neutral** view.

E.g. English is an easy language to speak. 1 2 3 4 5

By circling **2** you show some agreement with the statement. Circling **1** shows definite agreement and circling **5** shows definite disagreement.

(* 22. For elective classes only).

English conversation classes**I take English conversation classes:**

	agree				disagree
18. because they are compulsory.	1	2	3	4	5
19. to be with my friends.	1	2	3	4	5
20. because they are easy.	1	2	3	4	5
21. because there's no homework.	1	2	3	4	5
*22. because no other choices interested me.	1	2	3	4	5
23. because I want to learn to speak English.	1	2	3	4	5
24. because my parents want me to.	1	2	3	4	5

Non-Japanese English teachers:

25. are kind.	1	2	3	4	5
26. are strict.	1	2	3	4	5
27. are helpful.	1	2	3	4	5

	agree		disagree		
28. explain carefully when I don't understand.	1	2	3	4	5
29. usually speak English slowly and clearly.	1	2	3	4	5
30. expect students to listen a lot.	1	2	3	4	5
31. make students try difficult tasks.	1	2	3	4	5
32. let students talk to their friends in class.	1	2	3	4	5
33. let students sleep in class.	1	2	3	4	5
34. expect students to study hard.	1	2	3	4	5

English conversation classes help me to:

35. speak English.	1	2	3	4	5
36. understand English.	1	2	3	4	5
37. remember English words.	1	2	3	4	5

In English conversation class:

38. my teacher always speaks English.	1	2	3	4	5
39. the language my teacher uses helps me to learn	1	2	3	4	5
40. I am afraid of making mistakes.	1	2	3	4	5
41. my teacher asks me questions.	1	2	3	4	5
42. my teacher asks the class if anyone will volunteer to answer a question.	1	2	3	4	5
43. if my teacher asks me a question I always try to answer.	1	2	3	4	5
44. the teacher gives me plenty of time to think of an answer.	1	2	3	4	5

	agree				disagree
45. if my teacher asks me a question I need time to discuss the answer with my classmates.	1	2	3	4	5
46. if the teacher asks the whole class a question I listen.	1	2	3	4	5
47. if my teacher asks the whole class a question I wait for someone else to answer.	1	2	3	4	5
48. if my teacher asks the whole class a question I try to answer.	1	2	3	4	5
49. English conversation classes are enjoyable.	1	2	3	4	5
50. I would enjoy English conversation classes more if the teacher spoke Japanese.	1	2	3	4	5
51. I like doing written tasks.	1	2	3	4	5
52. I like doing conversation tasks with a partner.	1	2	3	4	5
53. I like demonstrating in front of the whole class what I have learned in the conversation tasks.	1	2	3	4	5
54. I like solving problems in small groups.	1	2	3	4	5
55. I like sitting in small groups.	1	2	3	4	5
56. I like having the teacher come to my desk and help me with my work.	1	2	3	4	5
57. I learn more if the teacher talks to the whole class.	1	2	3	4	5
58. I usually understand my <u>non-Japanese</u> English teacher.	1	2	3	4	5

If I don't understand my non-Japanese English teacher I:

59. tell the teacher.	1	2	3	4	5
60. say nothing.	1	2	3	4	5
61. ask my friends.	1	2	3	4	5
62. feel embarrassed.	1	2	3	4	5

76. I usually understand my Japanese English teacher.

1 2 3 4 5

agree disagree

If I don't understand my Japanese English teacher I :

77. tell the teacher. 1 2 3 4 5

78. say nothing. 1 2 3 4 5

79. ask my friends. 1 2 3 4 5

80. feel embarrassed. 1 2 3 4 5

81. listen for key words. 1 2 3 4 5

82. stop listening. 1 2 3 4 5

In Japanese English class:

83. my teacher always speaks English. 1 2 3 4 5

84. the language my teacher uses helps me to learn. 1 2 3 4 5

85. I am afraid of making mistakes. 1 2 3 4 5

86. my teacher asks me questions. 1 2 3 4 5

87. my teacher asks the whole class if anyone will
volunteer to answer a question. 1 2 3 4 5

88. if my teacher asks me a question I always try to
answer. 1 2 3 4 5

89. the teacher gives me plenty of time to think of
an answer. 1 2 3 4 5

90. if my teacher asks me a question I need time to
discuss the answer with my classmates. 1 2 3 4 5

91. if the teacher asks the whole class a question I
listen. 1 2 3 4 5

92. if my teacher asks the whole class a question I
wait for someone else to answer. 1 2 3 4 5

93. if my teacher asks the whole class a question I try to answer. 1 2 3 4 5

94. Is there anything else you expect from English conversation classes?

95. Do you have any other comments to make?

Appendix C

質問書 3

各質問について、あてはまる番号をまるで囲みなさい。

番号は1から5まであり、1は「そう思う」、2は「ややそう思う」、3は「どちらでもない」、4は「あまりそう思わない」、5は「そうは思わない」を表わします。

	そう思う			そう思わない
例： 英語は話しやすい言葉だ。	1	2	3	4 5

2はある程度の同意を、1は完全な同意を、5は完全な不賛成を意味します。

〔英会話クラスについて〕

私が英会話クラスをとったのは

- | | | | | |
|---------------------------------|------|---|---|--------|
| | そう思う | | | そう思わない |
| 18. 必修だから。 | 1 | 2 | 3 | 4 5 |
| 19. 友達がこのクラスをとったから。 | 1 | 2 | 3 | 4 5 |
| 20. このクラスは簡単だから。 | 1 | 2 | 3 | 4 5 |
| 21. このクラスは宿題がないから。 | 1 | 2 | 3 | 4 5 |
| 22. ほかの教科に興味がなかったから。〈選択クラスのみ解答〉 | 1 | 2 | 3 | 4 5 |
| 23. 英語を話す勉強をしたいから。 | 1 | 2 | 3 | 4 5 |
| 24. 親がすすめたから。 | 1 | 2 | 3 | 4 5 |

〔外国人の先生について〕

- | | | | | |
|----------|---|---|---|-----|
| 25. 親切だ。 | 1 | 2 | 3 | 4 5 |
| 26. 厳しい。 | 1 | 2 | 3 | 4 5 |

27. よく助けてくれる。 1 2 3 4 5

28. 私がわからない時丁寧に教えてくれる。 1 2 3 4 5

29. 英語をゆっくりはっきり話す。 1 2 3 4 5

30. たくさん聞くことを要求する。 1 2 3 4 5

31. 難しいことをさせようとする。 1 2 3 4 5

32. 友達と話しても何も言わない。 1 2 3 4 5

33. 居眠りしても何も言わない。 1 2 3 4 5

34. 生徒にハードに勉強させる。 1 2 3 4 5

(英会話のクラスは)

35. 英語を話すために役に立つ。 1 2 3 4 5

36. 英語がわかるようになる。 1 2 3 4 5

37. 英単語をおぼえるのに役立つ。 1 2 3 4 5

(英会話の授業中)

38. 先生はいつも英語で授業をする。 1 2 3 4 5

39. 先生の話す言葉は勉強の役に立つ。 1 2 3 4 5

40. 間違うのがこわい。 1 2 3 4 5

41. 先生は質問をする。 1 2 3 4 5

- | | | | | | |
|------------------------------------|---|---|---|---|---|
| 42. 先生はクラス全体に質問をして誰かに自主的に答えるよう求める。 | 1 | 2 | 3 | 4 | 5 |
| 43. 先生が私に質問したときは、いつも私は答えようとする。 | 1 | 2 | 3 | 4 | 5 |
| 44. 先生は質問を考える時間を十分くれる。 | 1 | 2 | 3 | 4 | 5 |
| 45. 先生に質問されたとき、友達と相談する時間が必要だ。 | 1 | 2 | 3 | 4 | 5 |
| 46. 先生がクラス全体に質問したときは私は聞いているだけだ。 | 1 | 2 | 3 | 4 | 5 |
| 47. 先生がクラス全体に質問したときは誰かが答えるのを待つ。 | 1 | 2 | 3 | 4 | 5 |
| 48. 先生がクラス全体に質問したときは私は答えようとする。 | 1 | 2 | 3 | 4 | 5 |
| 49. 英会話の授業は楽しい。 | 1 | 2 | 3 | 4 | 5 |
| 50. 先生が日本語を話したら、英会話の授業はもっと楽しめる。 | 1 | 2 | 3 | 4 | 5 |
| 51. 話す勉強より書く勉強がしたい。 | 1 | 2 | 3 | 4 | 5 |
| 52. ペアーで会話の練習をしたい。 | 1 | 2 | 3 | 4 | 5 |
| 53. 練習した会話をみんなの前で発表したい。 | 1 | 2 | 3 | 4 | 5 |
| 54. 少人数のグループで課題をときたい。 | 1 | 2 | 3 | 4 | 5 |
| 55. 少人数のグループにわかれて授業を受けたい。 | 1 | 2 | 3 | 4 | 5 |
| 56. 先生に近くに来てもらって教えてほしい。 | 1 | 2 | 3 | 4 | 5 |

57. 個人個人のところに来て教えてくれるよりも
クラス全体に教えてくれると勉強しやすい。

1 2 3 4 5

58. 私は外国人の英語教師の言っていることがたいていわかる。

1 2 3 4 5

(外国人の英語教師の言っていることがわからないときは)

59. 先生にそう言う。

1 2 3 4 5

60. 何も言わない。

1 2 3 4 5

61. 友達に聞く。

1 2 3 4 5

62. 恥ずかしい。

1 2 3 4 5

63. 大事な言葉を聞こうとする。

1 2 3 4 5

64. 聞くのをやめる。

1 2 3 4 5

(英会話の授業で学びたいのは)

65. 英語を話すこと

1 2 3 4 5

66. 英語を聞きとること

1 2 3 4 5

67. 英語の発音

1 2 3 4 5

68. 英語の読解力

1 2 3 4 5

69. 英文法

1 2 3 4 5

70. 英語の語彙

1 2 3 4 5

71. 異文化を理解すること

1 2 3 4 5

(日本人の先生の英語クラスについて)

日本人の先生の英語の授業は

- | | | | | | |
|-------------------------------|---|---|---|---|---|
| 72. 英語を話すために役に立つ。 | 1 | 2 | 3 | 4 | 5 |
| 73. 英語がわかるようになる。 | 1 | 2 | 3 | 4 | 5 |
| 74. 英単語をおぼえるのに役立つ。 | 1 | 2 | 3 | 4 | 5 |
| 75. 日本人の先生の英語の授業は楽しい。 | 1 | 2 | 3 | 4 | 5 |
| 76. 日本人の英語教師の言っていることはたいていわかる。 | 1 | 2 | 3 | 4 | 5 |

(日本人の英語教師の言っていることがわからないときは)

- | | | | | | |
|-------------------|---|---|---|---|---|
| 77. 先生にそう言う。 | 1 | 2 | 3 | 4 | 5 |
| 78. 何も言わない。 | 1 | 2 | 3 | 4 | 5 |
| 79. 友達に聞く。 | 1 | 2 | 3 | 4 | 5 |
| 80. 恥ずかしい。 | 1 | 2 | 3 | 4 | 5 |
| 81. 大事な言葉を聞こうとする。 | 1 | 2 | 3 | 4 | 5 |
| 82. 聞くのをやめる。 | 1 | 2 | 3 | 4 | 5 |

(日本人の先生の英語の授業中)

- | | | | | | |
|----------------------|---|---|---|---|---|
| 83. 先生はいつも英語で授業をする。 | 1 | 2 | 3 | 4 | 5 |
| 84. 先生の話す言葉は勉強の役に立つ。 | 1 | 2 | 3 | 4 | 5 |

85. 間違うのがこわい。 1 2 3 4 5
86. 先生は質問をする。 1 2 3 4 5
87. 先生はクラス全体に質問をして誰かに自主的に
答えるよう求める。 1 2 3 4 5
88. 先生が私に質問したときは、いつもわたしは答えようとする。 1 2 3 4 5
89. 先生は質問を考える時間を十分くれる。 1 2 3 4 5
90. 先生に質問されたとき、友達と相談する時間が
必要だ。 1 2 3 4 5
91. 先生がクラス全体に質問したときは私は聞いているだけだ。 1 2 3 4 5
92. 先生がクラス全体に質問したときは誰かが答えるのを待つ。 1 2 3 4 5
93. 先生がクラス全体に質問したときは私は答えようとする。 1 2 3 4 5

* * * * *

94. あなたは英会話の授業で、上記のこと以外にやりたいことがありますか。

95. 何か意見がありますか？

Appendix D Questionnaire 4
(Teachers).

Complete the questionnaire by **circling** the number which best represents your view of the statement.

The numbers follow a **progressive scale** from **1** which represents **agreement** through to **5** which represents **disagreement**. Number **3** represents a **neutral** view.

E.g. English is an easy language to speak. 1 2 3 4 5

By circling 2 you show some agreement with the statement. Circling 1 shows definite agreement and circling 5 shows definite disagreement.

1. English is useful.

The study of English is useful for students in the following ways:

2. talking to native English speakers. 1 2 3 4 5

3. to pass university exams. 1 2 3 4 5

	1	2	3	4	5
4. future employment.					

5. visits or study abroad. 1 2 3 4 5

6. understanding how non-Japanese think and behave. 1 2 3 4 5

7. because it makes it possible to become broadly educated. 1 2 3 4 5

8. it helps students to enjoy non-Japanese movies and songs. 1 2 3 4 5

9. If you think it is useful in other ways please list these.

Kokusai English teachers:

- In English conversation class:**

21. Students would understand English conversation classes more if the teacher spoke Japanese. 1 2 3 4 5
22. Students enjoy doing conversation tasks with a partner. 1 2 3 4 5
23. Students enjoy demonstrating what they learn in front of the whole class 1 2 3 4 5

- agree disagree

- *****

32. their understanding of other cultures. 1 2 3 4 5

1 2 3 4 5

-
-
-
-

Appendix E

Questionnaire 4 - Japanese English Teachers. N = 9.	strongly agree	agree	neutral	disagree	strongly disagree	no response
1. English is useful.	66.67%	0.00%	0.00%	0.00%	0.00%	33.33%
The study of English is useful for students in the following ways:						
2. talking to native English speakers.	55.56%	44.44%	0.00%	0.00%	0.00%	0.00%
3. to pass university exams.	44.44%	22.22%	33.33%	0.00%	0.00%	0.00%
4. future employment.	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%
5. visits or study abroad.	55.56%	44.44%	0.00%	0.00%	0.00%	0.00%
6. understanding how non-Japanese think and behave	33.33%	44.44%	22.22%	0.00%	0.00%	0.00%
7. because it makes it possible to become broadly educated	33.33%	44.44%	22.22%	0.00%	0.00%	0.00%
8. it helps students to enjoy non-Japanese movies and songs	22.22%	11.11%	55.56%	11.11%	0.00%	0.00%
10. I have friends who are native speakers.	33.33%	11.11%	44.44%	11.11%	0.00%	0.00%
11. I speak English outside of the classroom	22.22%	0.00%	55.56%	11.11%	0.00%	11.11%
12. Students should be able to study a foreign language other than English	22.22%	0.00%	33.33%	33.33%	0.00%	11.11%
Non-Japanese English teachers:						
13. are kind.	33.33%	33.33%	22.22%	0.00%	0.00%	11.11%
14. are strict.	0.00%	11.11%	66.67%	11.11%	0.00%	11.11%
15. are helpful.	22.22%	44.44%	11.11%	0.00%	0.00%	22.22%
16. usually speak English slowly and clearly.	22.22%	33.33%	22.22%	0.00%	0.00%	22.22%
17. are aware of and adapt to students culturally different classroom expectations	11.11%	22.22%	44.44%	0.00%	0.00%	22.22%
In English conversation class:						
18. the language the teacher uses helps students to learn	22.22%	33.33%	22.22%	0.00%	0.00%	22.22%
19. students are afraid of making mistakes.	11.11%	11.11%	33.33%	11.11%	0.00%	33.33%
20. classes are enjoyable.	11.11%	11.11%	55.56%	0.00%	0.00%	22.22%
21. Students would understand English C.C more if the teacher spoke Japanese	0.00%	11.11%	33.33%	11.11%	22.22%	22.22%
22. Students enjoy doing conversation tasks with a partner.	11.11%	22.22%	33.33%	11.11%	0.00%	22.22%
23. Students enjoy demonstrating what they learn in front of the whole class	0.00%	0.00%	33.33%	33.33%	11.11%	22.22%
24. Students enjoy solving problems in small groups.	0.00%	33.33%	22.22%	22.22%	0.00%	22.22%
25. Students usually understand their non-Japanese English teacher.	0.00%	11.11%	11.11%	44.44%	22.22%	11.11%
In English conversation class students can expect to improve:						
26. their speaking.	77.78%	22.22%	0.00%	0.00%	0.00%	0.00%
27. their listening skills.	66.67%	33.33%	0.00%	0.00%	0.00%	0.00%
28. their pronunciation.	44.44%	55.56%	0.00%	0.00%	0.00%	0.00%
29. their reading skills.	0.00%	33.33%	33.33%	33.33%	0.00%	0.00%
30. their grammatical skills.	0.00%	0.00%	22.22%	44.44%	33.33%	0.00%
31. their vocabulary.	33.33%	22.22%	22.22%	11.11%	11.11%	0.00%
32. their understanding of other cultures.	22.22%	22.22%	22.22%	22.22%	11.11%	0.00%
33. English classes with non-Japanese teachers are helpful for university prep.	11.11%	0.00%	11.11%	33.33%	33.33%	22.22%

Appendix F

Questionnaire 1.1st year International Term One		number = 74					
When you do well in school is it usually because:	strongly agree	agree	neutral	disagree	strongly disagree	no response	
	1	2	3	4	5	NR	
1.you studied hard?	24.32%	22.97%	25.68%	16.22%	10.81%	0.00%	
2.you studied right the things?	6.76%	22.97%	40.54%	18.92%	10.81%	0.00%	
3.you are smart?	2.70%	6.76%	5.41%	20.27%	64.86%	0.00%	
4.the teacher explained things well?	17.57%	25.68%	22.97%	14.86%	18.92%	0.00%	
5.you were helped by someone?	28.38%	28.38%	21.62%	12.16%	9.46%	0.00%	
6.the task was easy?	2.70%	5.41%	21.62%	27.03%	43.24%	0.00%	
When you do poorly in school is it usually because:							
7.you didn't study much?	48.65%	21.62%	12.16%	8.11%	9.46%	0.00%	
8.you didn't study the right things?	36.49%	28.38%	16.22%	10.81%	8.11%	0.00%	
9.you are not smart?	25.68%	16.22%	29.73%	10.81%	17.57%	0.00%	
10.the teacher didn't explain things well?	16.22%	13.51%	25.68%	18.92%	24.32%	1.35%	
11.you weren't helped by anyone?	2.70%	5.41%	21.62%	21.62%	48.65%	0.00%	
12.the task was hard?	25.68%	20.27%	32.43%	12.16%	9.46%	0.00%	

Questionnaire 2. 1st Year International Term One %		n = 74 strongly agree	agree	neutral	disagree	strongly disagree	no response
I study English:		1	2	3	4	5	NR
1. so I can talk to native speakers.		78.38%	18.92%	2.70%	0.00%	0.00%	0.00%
2 to help me pass university exams		33.78%	21.62%	21.62%	14.86%	8.11%	0.00%
3.so that I can use it for my work in the future		63.51%	22.97%	9.46%	1.35%	2.70%	0.00%
4.because I am going to study abroad		78.38%	18.92%	2.70%	0.00%	0.00%	0.00%
5. because it is compulsory		6.76%	4.05%	24.32%	14.86%	50.00%	0.00%
6. to understand how non-Japanese think and behave		22.97%	21.62%	39.19%	6.76%	9.46%	0.00%
7.because it makes it possible to become broadly educated.		36.49%	31.08%	20.27%	9.46%	2.70%	0.00%
8. because it makes it easier to get along outside of Japan.		40.54%	33.78%	18.92%	4.05%	2.70%	0.00%
9.because it gives me personal satisfaction		9.46%	18.92%	36.49%	20.27%	14.86%	0.00%
10. because it helps me to enjoy English movies and songs.		31.08%	32.43%	27.03%	8.11%	1.35%	0.00%
11.because my parents want me to learn English.		1.35%	12.16%	28.38%	9.46%	48.65%	0.00%
12. I like studying English.		47.30%	36.49%	8.11%	6.76%	1.35%	0.00%
13. I like speaking English		63.51%	21.62%	13.51%	1.35%	0.00%	0.00%
14. I have friends who are native speakers.		36.49%	4.05%	8.11%	1.35%	48.65%	1.35%
15. I speak English outside of the classroom.		27.03%	13.51%	27.03%	10.81%	21.62%	0.00%
16.English is useful		77.03%	17.57%	5.41%	0.00%	0.00%	0.00%
17.I would prefer to study a foreign language other than English.		63.51%	12.16%	13.51%	6.76%	4.05%	0.00%

Questionnaire 3. 1st International Term One %	n = 73 strongly agree	agree	neutral	disagree	strongly disagree	no response
	1	2	3	4	5	NR
I take English conversation classes because:						
18. they are compulsory.	43.84%	6.85%	20.55%	0.00%	23.29%	5.48%
19. to be with my friends,	1.37%	0.00%	6.85%	0.00%	89.04%	2.74%
20. because they are easy.	0.00%	0.00%	12.33%	2.74%	82.19%	2.74%
21. because there is no homework.	0.00%	0.00%	8.22%	4.11%	84.93%	2.74%
*22. no other choices interested me.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
23. because I want to learn speak English.	90.41%	0.00%	2.74%	0.00%	2.74%	4.11%
24. because my parents want me to.	1.37%	10.96%	15.07%	5.48%	63.01%	4.11%
Non-Japanese English teachers:						
25. are kind.	72.60%	19.18%	6.85%	0.00%	1.37%	0.00%
26. are strict.	4.11%	4.11%	34.25%	20.55%	35.62%	1.37%
27. are helpful.	63.01%	20.55%	10.96%	5.48%	0.00%	0.00%
28. explain carefully when I don't understand.	73.97%	16.44%	6.85%	1.37%	0.00%	1.37%
29. usually speak English slowly and clearly	67.12%	16.44%	13.70%	2.74%	0.00%	0.00%
30. expect students to listen a lot.	32.88%	20.55%	36.99%	5.48%	2.74%	1.37%
31. make students try difficult tasks.	1.37%	2.74%	28.77%	31.51%	35.62%	0.00%
32. let students talk to their friends in class	4.11%	4.11%	16.44%	21.92%	53.42%	0.00%
33. let students sleep in class.	2.74%	1.37%	5.48%	17.81%	72.60%	0.00%
34. expect students to study hard.	0.00%	2.74%	17.81%	16.44%	63.01%	0.00%
English conversation classes help me to:						
35. speak English.	80.82%	13.70%	1.37%	2.74%	1.37%	0.00%
36. understand English.	71.23%	20.55%	5.48%	2.74%	0.00%	0.00%
37. remember English words.	32.88%	34.25%	19.18%	10.96%	2.74%	0.00%
In English conversation class:						
38. my teacher always speaks English.	60.27%	26.03%	6.85%	2.74%	4.11%	0.00%
39. the language my teacher uses helps me to learn	52.05%	30.14%	13.70%	4.11%	0.00%	0.00%
40. I am afraid of making mistakes.	6.85%	17.81%	21.92%	19.18%	34.25%	0.00%
41. my teacher asks me questions.	57.53%	28.77%	12.33%	0.00%	1.37%	0.00%
42. my teacher asks the class if anyone will volunteer to answer a question.	35.62%	16.44%	31.51%	8.22%	5.48%	2.74%
43. if the teacher asks me a question I always try to answer	63.01%	23.29%	4.11%	5.48%	4.11%	0.00%
44. the teacher gives me plenty of time to think of an answer.	43.84%	31.51%	16.44%	2.74%	4.11%	1.37%
45. if the teacher asks me a question I need time to discuss the answer with classmates	16.44%	28.77%	28.77%	16.44%	9.59%	0.00%
46. if my teacher asks the whole class a question I listen.	8.22%	8.22%	21.92%	27.40%	34.25%	0.00%
47. if my teacher asks the whole class a question I wait for someone else to answer	5.48%	12.33%	28.77%	23.29%	30.14%	0.00%
48. if my teacher asks the whole class a question I try to answer.	21.92%	21.92%	34.25%	15.07%	6.85%	0.00%
49. English conversation classes are enjoyable.	73.97%	16.44%	5.48%	4.11%	0.00%	0.00%
50. I would enjoy English conversation classes more if the teacher spoke Japanese	4.11%	12.33%	28.77%	21.92%	32.88%	0.00%
51. I like doing written tasks.	2.74%	0.00%	16.44%	23.29%	57.53%	0.00%
52. I like doing conversation tasks with a partner.	23.29%	16.44%	35.62%	13.70%	10.96%	0.00%

53. I like demonstrating in front of the whole class what I have learned in the conversation tasks.	5.48%	4.11%	34.25%	32.88%	23.29%	0.00%
54. I like solving problems in small groups.	20.55%	19.18%	32.88%	13.70%	13.70%	0.00%
55. I like sitting in small grps.	41.10%	19.18%	26.03%	8.22%	5.48%	0.00%
56. I like having the teacher come my desk & help me with my work.	43.84%	17.81%	30.14%	4.11%	4.11%	0.00%
57. I learn more if the teacher talks to the whole class.	2.74%	4.11%	36.99%	19.18%	36.99%	0.00%
58. I usually understand my non-Japanese English teacher.	13.70%	27.40%	31.51%	19.18%	8.22%	0.00%
If don't understand my non-Japanese English teacher I:						
59. tell the teacher.	36.99%	30.14%	17.81%	9.59%	5.48%	0.00%
60. say nothing.	6.85%	4.11%	13.70%	27.40%	47.95%	0.00%
61. ask my friends.	38.36%	39.73%	17.81%	2.74%	1.37%	0.00%
62. feel embarrassed.	6.85%	2.74%	23.29%	21.92%	45.21%	0.00%
63. listen for key words.	57.53%	20.55%	13.70%	6.85%	1.37%	0.00%
64. stop listening.	0.00%	4.11%	4.11%	10.96%	78.08%	2.74%
In Eng conversation class I expect to improve:						
65. my speaking.	97.26%	2.74%	0.00%	0.00%	0.00%	0.00%
66. my listening skills.	95.89%	2.74%	1.37%	0.00%	0.00%	0.00%
67. my pronunciation.	95.89%	4.11%	0.00%	0.00%	0.00%	0.00%
68. my reading skills.	68.49%	19.18%	6.85%	2.74%	2.74%	0.00%
69. my grammatical skills.	32.88%	23.29%	19.18%	12.33%	12.33%	0.00%
70. my vocabulary.	50.68%	27.40%	10.96%	6.85%	2.74%	1.37%
71. my understanding of other cultures.	50.68%	28.77%	13.70%	5.48%	1.37%	0.00%
English classes with a Japanese English Teacher help me:						
72. to speak English.	26.03%	24.66%	16.44%	23.29%	9.59%	0.00%
73. to understand English.	49.32%	27.40%	15.07%	4.11%	4.11%	0.00%
74. to remember English words.	68.49%	21.92%	5.48%	2.74%	1.37%	0.00%
75. English classes with a Japanese English Teacher are enjoyable	28.77%	39.73%	21.92%	2.74%	6.85%	0.00%
76. I usually understand my Japanese English Teacher.	49.32%	34.25%	10.96%	1.37%	4.11%	0.00%
If don't understand my Japanese English Teacher I:						
77. tell the teacher.	46.58%	15.07%	20.55%	8.22%	8.22%	1.37%
78. say nothing.	8.22%	6.85%	19.18%	12.33%	53.42%	0.00%
79. ask my friends.	42.47%	43.84%	8.22%	4.11%	1.37%	0.00%
80. feel embarrassed.	2.74%	4.11%	28.77%	12.33%	49.32%	2.74%
81. listen for key words.	56.16%	24.66%	15.07%	1.37%	2.74%	0.00%
82. stop listening.	1.37%	0.00%	13.70%	5.48%	78.08%	1.37%
In Japanese English class:						
83. my teacher always speaks English.	2.74%	10.96%	24.66%	19.18%	42.47%	0.00%
84. the language my teacher uses helps me to learn.	35.62%	31.51%	23.29%	6.85%	2.74%	0.00%
85. I am afraid of making mistakes.	8.22%	16.44%	20.55%	21.92%	32.88%	0.00%
86. my teacher asks me questions.	57.53%	26.03%	15.07%	0.00%	0.00%	1.37%
87. my teacher asks the class if anyone will volunteer to answer a question.	31.51%	21.92%	17.81%	16.44%	12.33%	0.00%
88. if teacher asks me a question I always try to answer	49.32%	24.66%	12.33%	9.59%	4.11%	0.00%

89. the teacher gives me plenty of time to think of an answer.	24.66%	34.25%	26.03%		8.22%	
90. if teacher asks me a question I need time to discuss the answ with classmates	21.92%	23.29%	34.25%	12.33%	8.22%	0.00%
91. if my teacher asks the whole class a question I listen.	15.07%	9.59%	32.88%	16.44%	26.03%	0.00%
92. if my teacher asks the whole class a question I wait for someone else to answ	17.81%	12.33%	26.03%	20.55%	23.29%	0.00%
93. if my teacher asks the whole class a question I try to answer.	13.70%	20.55%	36.99%	15.07%	13.70%	0.00%

Questionnaire 2. 1st Year International Term Two %		n = 73.	agree	neutral	disagree	strongly disagree	no response
		strongly agree					
I study English:		1	2	3	4	5	NR
1. so I can talk to native speakers.		84.93%	10.96%	1.37%	2.74%	0.00%	0.00%
2 to help me pass university exams		28.77%	20.55%	28.77%	10.96%	10.96%	0.00%
3.so that I can use it for my work in the future		64.38%	24.66%	8.22%	1.37%	1.37%	0.00%
4.because I am going to study abroad		68.49%	16.44%	12.33%	1.37%	1.37%	0.00%
5. because it is compulsory		5.48%	2.74%	23.29%	9.59%	58.90%	0.00%
6. to understand how non-Japanese think and behave		27.40%	30.14%	23.29%	13.70%	5.48%	0.00%
7.because it makes it possible to become broadly educated.		46.58%	26.03%	16.44%	8.22%	2.74%	0.00%
8. because it makes it easier to get along outside of Japan.		58.90%	19.18%	15.07%	1.37%	4.11%	1.37%
9.because it gives me personal satisfaction		23.29%	15.07%	26.03%	10.96%	24.66%	0.00%
10. because it helps me to enjoy English movies and songs.		45.21%	27.40%	21.92%	4.11%	1.37%	0.00%
11.because my parents want me to learn English.		2.74%	9.59%	28.77%	10.96%	47.95%	0.00%
12. I like studying English.		43.84%	30.14%	16.44%	5.48%	4.11%	0.00%
13. I like speaking English		64.38%	21.92%	9.59%	2.74%	1.37%	0.00%
14. I have friends who are native speakers.		28.77%	5.48%	12.33%	0.00%	53.42%	0.00%
15. I speak English outside of the classroom.		28.77%	12.33%	20.55%	13.70%	24.66%	0.00%
16.English is useful		80.82%	10.96%	5.48%	1.37%	1.37%	0.00%
17.I would prefer to study a foreign language other than English.		67.12%	12.33%	15.07%	2.74%	2.74%	0.00%

Questionnaire 3. 1st International Term Two	n = 73. strongly agree	agree	neutral	disagree	strongly disagree	no response
I take English conversation classes because:	1	2	3	4	5	NR
18. they are compulsory.	52.05%	6.85%	13.70%	1.37%	24.66%	1.37%
19. to be with my friends.	1.37%	0.00%	6.85%	2.74%	87.67%	1.37%
20. because they are easy.	0.00%	1.37%	8.22%	4.11%	84.93%	1.37%
21. because there is no homework.	1.37%	0.00%	8.22%	2.74%	86.30%	1.37%
*22. no other choices interested me.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
23. because I want to learn speak English.	86.30%	5.48%	1.37%	0.00%	5.48%	1.37%
24. because my parents want me to.	0.00%	1.37%	20.55%	5.48%	71.23%	1.37%
Non-Japanese English teachers:						
25. are kind.	84.93%	8.22%	4.11%	1.37%	1.37%	0.00%
26. are strict.	5.48%	9.59%	39.73%	17.81%	27.40%	0.00%
27. are helpful.	67.12%	20.55%	10.96%	1.37%	0.00%	0.00%
28. explain carefully when I don't understand.	75.34%	16.44%	8.22%	0.00%	0.00%	0.00%
29. usually speak English slowly and clearly	61.64%	24.66%	10.96%	1.37%	1.37%	0.00%
30. expect students to listen a lot.	26.03%	15.07%	42.47%	10.96%	5.48%	0.00%
31. make students try difficult tasks.	1.37%	5.48%	34.25%	20.55%	38.36%	0.00%
32. let students talk to their friends in class	1.37%	5.48%	9.59%	21.92%	61.64%	0.00%
33. let students sleep in class.	4.11%	0.00%	4.11%	12.33%	79.45%	0.00%
34. expect students to study hard.	1.37%	4.11%	19.18%	16.44%	58.90%	0.00%
English conversation classes help me to:						
35. speak English.	87.67%	10.96%	0.00%	1.37%	0.00%	0.00%
36. understand English.	64.38%	21.92%	10.96%	2.74%	0.00%	0.00%
37. remember English words.	26.03%	20.55%	26.03%	13.70%	13.70%	0.00%
In English conversation class:						
38. my teacher always speaks English.	71.23%	20.55%	5.48%	1.37%	1.37%	0.00%
39. the language my teacher uses helps me to learn	58.90%	26.03%	8.22%	5.48%	1.37%	0.00%
40. I am afraid of making mistakes.	4.11%	12.33%	26.03%	15.07%	42.47%	0.00%
41. my teacher asks me questions.	67.12%	21.92%	9.59%	0.00%	1.37%	0.00%
42. my teacher asks the class if anyone will volunteer to answer a question.	34.25%	28.77%	20.55%	9.59%	6.85%	0.00%
43. if teacher asks me a question I always try to answer	61.64%	20.55%	13.70%	2.74%	1.37%	0.00%
44. the teacher gives me plenty of time to think of an answer.	42.47%	24.66%	17.81%	12.33%	2.74%	0.00%
45. if teacher asks me a question I need time to discuss the ans with classmates	13.70%	30.14%	27.40%	12.33%	16.44%	0.00%
46. if my teacher asks the whole class a question I listen.	13.70%	13.70%	24.66%	17.81%	30.14%	0.00%
47. if my teacher asks the whole class a question I wait for someone else to answ	10.96%	12.33%	24.66%	10.96%	41.10%	0.00%
48. if my teacher asks the whole class a question I try to answer.	23.29%	23.29%	30.14%	13.70%	9.59%	0.00%
49. English conversation classes are eniovable.	69.86%	13.70%	15.07%	0.00%	1.37%	0.00%
50. I would enjoy English conversation classes more if the teacher spoke Japanese	5.48%	8.22%	26.03%	19.18%	41.10%	0.00%
51. I like doing written tasks.	0.00%	0.00%	13.70%	12.33%	73.97%	0.00%
52. I like doing conversation tasks with a partner.	19.18%	17.81%	36.99%	10.96%	15.07%	0.00%

53. I like demonstrating in front of the whole class what I have learned in the conversation tasks..	6.85%	5.48%	21.92%	27.40%	38.36%	0.00%
54. I like solving problems in small groups.	15.07%	12.33%	31.51%	12.33%	28.77%	0.00%
55. I like sitting in small grps.	46.58%	21.92%	17.81%	4.11%	9.59%	0.00%
56. I like having the teacher come my desk & help me with my work.	39.73%	23.29%	28.77%	1.37%	6.85%	0.00%
57. I learn more if the teacher talks to the whole class.	8.22%	4.11%	39.73%	16.44%	31.51%	0.00%
58. I usually understand my non-Japanese English teacher.	21.92%	21.92%	27.40%	17.81%	10.96%	0.00%
If don't understand my non-Japanese English teacher I:						
59. tell the teacher.	36.99%	30.14%	15.07%	10.96%	5.48%	1.37%
60. say nothing.	8.22%	8.22%	21.92%	16.44%	43.84%	1.37%
61. ask my friends.	46.58%	35.62%	10.96%	2.74%	2.74%	1.37%
62. feel embarrassed.	2.74%	16.44%	23.29%	12.33%	43.84%	1.37%
63. listen for key words.	60.27%	19.18%	13.70%	2.74%	2.74%	1.37%
64. stop listening.	1.37%	0.00%	5.48%	10.96%	80.82%	1.37%
In Eng conversation class I expect to improve:						
65. my speaking.	93.15%	6.85%	0.00%	0.00%	0.00%	0.00%
66. my listening skills.	93.15%	6.85%	0.00%	0.00%	0.00%	0.00%
67. my pronunciation.	89.04%	9.59%	1.37%	0.00%	0.00%	0.00%
68. my reading skills.	43.84%	20.55%	19.18%	12.33%	4.11%	0.00%
69. my grammatical skills.	21.92%	12.33%	16.44%	20.55%	28.77%	0.00%
70. my vocabulary.	32.88%	24.66%	17.81%	16.44%	8.22%	0.00%
71. understanding of other cultures.	67.12%	16.44%	15.07%	1.37%	0.00%	0.00%
English classes with a Japanese English Teacher help me:						
72. to speak English.	26.03%	19.18%	23.29%	17.81%	13.70%	0.00%
73. to understand English.	43.84%	34.25%	16.44%	5.48%	0.00%	0.00%
74. to remember English words.	63.01%	23.29%	9.59%	2.74%	1.37%	0.00%
75. English classes with a Japanese English Teacher are enjoyable	24.66%	20.55%	32.88%	16.44%	5.48%	0.00%
76. I usually understand my Japanese English Teacher.	54.79%	24.66%	12.33%	6.85%	1.37%	0.00%
If don't understand my Japanese English Teacher I:						
77. tell the teacher.	30.14%	23.29%	23.29%	12.33%	9.59%	1.37%
78. say nothing.	6.85%	16.44%	23.29%	16.44%	35.62%	1.37%
79. ask my friends.	52.05%	35.62%	8.22%	1.37%	1.37%	1.37%
80. feel embarrassed.	4.11%	15.07%	26.03%	15.07%	38.36%	1.37%
81. listen for key words.	49.32%	27.40%	19.18%	1.37%	1.37%	1.37%
82. stop listening.	1.37%	5.48%	8.22%	15.07%	68.49%	1.37%
In Japanese English class:						
83. my teacher always speaks English.	0.00%	4.11%	26.03%	13.70%	56.16%	0.00%
84. the language my teacher uses helps me to learn.	32.88%	24.66%	30.14%	10.96%	1.37%	0.00%
85. I am afraid of making mistakes.	10.96%	16.44%	19.18%	15.07%	36.99%	1.37%
86. my teacher asks me questions.	52.05%	28.77%	13.70%	4.11%	1.37%	0.00%
87. my teacher asks the class if anyone will volunteer to answer a question.	27.40%	24.66%	26.03%	12.33%	9.59%	0.00%
88. if teacher asks me a question I always try to answer	52.05%	16.44%	16.44%	5.48%	9.59%	0.00%

89. the teacher gives me plenty of time to think of an answer.	23.29%	27.40%	30.14%	13.70%	5.48%	0.00%
90. if teacher asks me a question I need time to discuss the answ with classmates	19.18%	21.92%	28.77%	15.07%	15.07%	0.00%
91. if my teacher asks the whole class a question I listen.	13.70%	23.29%	28.77%	16.44%	17.81%	0.00%
92. if my teacher asks the whole class a question I wait for someone else to answ	17.81%	15.07%	36.99%	12.33%	17.81%	0.00%
93. if my teacher asks the whole class a question I try to answer.	8.22%	21.92%	28.77%	19.18%	21.92%	0.00%

Appendix G

Questionnaire 1. 1st year Regular Term One %	n = 77. strongly agree	agree	neutral	disagree	strongly disagree	no response
When you do well is it usually because:	1	2	3	4	5	NR
1. you studied hard?	16.88%	15.58%	31.17%	15.58%	20.78%	
2. you studied the right things?	5.19%	12.99%	32.47%	19.48%	29.87%	
3. you are smart?	3.90%	2.60%	9.09%	16.88%	67.53%	
4. the teacher explained things well?	6.49%	14.29%	40.26%	18.18%	20.78%	
5. you were helped by ^{someone?} anyone?	12.99%	25.97%	36.36%	11.69%	12.99%	
6. the task was easy?	0.00%	3.90%	23.38%	22.08%	49.35%	1.30%
When you do poorly is it usually because:						
1. you ^{didn't} study hard?	46.75%	25.97%	15.58%	9.09%	2.60%	
2. you ^{didn't} study the right things?	42.86%	27.27%	15.58%	11.69%	2.60%	
3. you are smart?	32.47%	18.18%	29.87%	9.09%	10.39%	
4. the teacher explained things well?	9.09%	19.48%	42.86%	14.29%	12.99%	1.30%
5. you ^{had} were helped by anyone?	1.30%	0.00%	28.57%	23.38%	45.45%	1.30%
6. the task was easy?	32.47%	28.57%	23.38%	9.09%	5.19%	1.30%

Questionnaire 2. 1st Year Regular. Term One	n = 77. strongly agree	agree	neutral	disagree	strongly disagree	no response
I study English:	1	2	3	4	5	NR
1. so I can talk to native speakers.	46.75%	28.57%	19.48%	2.60%	2.60%	0.00%
2. to help me pass university exams	28.57%	35.06%	22.08%	7.79%	6.49%	0.00%
3. so that I can use it for my work in the future	29.87%	20.78%	29.87%	10.39%	9.09%	0.00%
4. because I am going to study abroad	24.68%	15.58%	23.38%	14.29%	20.78%	1.30%
5. because it is compulsory	18.18%	28.57%	20.78%	15.58%	16.88%	0.00%
6. to understand how non-Japanese think and behave	10.39%	20.78%	28.57%	20.78%	19.48%	0.00%
7. because it makes it possible to become broadly educated.	28.57%	33.77%	20.78%	11.69%	5.19%	0.00%
8. because it makes it easier to get along outside of Japan.	16.88%	25.97%	29.87%	11.69%	15.58%	0.00%
9. because it gives me personal satisfaction	16.88%	6.49%	29.87%	16.88%	29.87%	0.00%
10. because it helps me to enjoy English movies and songs.	12.99%	31.17%	25.97%	16.88%	11.69%	1.30%
11. because my parents want me to learn English.	6.49%	11.69%	33.77%	12.99%	33.77%	1.30%
12. I like studying English.	23.38%	36.36%	15.58%	10.39%	11.69%	2.60%
13. I like speaking English	25.97%	18.18%	24.68%	19.48%	9.09%	2.60%
14. I have friends who are native speakers.	20.78%	6.49%	7.79%	3.90%	59.74%	1.30%
15. I speak English outside of the classroom.	10.39%	9.09%	20.78%	12.99%	44.16%	2.60%
16. English is useful	59.74%	27.27%	6.49%	3.90%	1.30%	1.30%
17. I would prefer to study a foreign language other than English.	29.87%	22.08%	19.48%	9.09%	18.18%	1.30%

Questionnaire 3. 1st Year Regular. Term One %	n = 75. strongly agree	agree	neutral	disagree	strongly disagree	no response
I take English conversation classes because:	1	2	3	4	5	NR
18. they are compulsory.	30.67%	12.00%	33.33%	4.00%	13.33%	6.67%
19. to be with my friends.	5.33%	2.67%	29.33%	12.00%	42.67%	8.00%
20. because they are easy.	1.33%	0.00%	30.67%	21.33%	37.33%	9.33%
21. because there is no homework.	2.67%	1.33%	32.00%	14.67%	38.67%	10.67%
*22. no other choices interested me.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
23. because I want to learn speak English.	32.00%	22.67%	29.33%	2.67%	5.33%	8.00%
24. because my parents want me to.	2.67%	4.00%	36.00%	12.00%	38.67%	6.67%
Non-Japanese English teachers:						
25. are kind.	77.33%	17.33%	5.33%	0.00%	0.00%	0.00%
26. are strict.	1.33%	4.00%	17.33%	20.00%	57.33%	0.00%
27. are helpful.	45.33%	29.33%	25.33%	0.00%	0.00%	0.00%
28. explain carefully when I don't understand.	46.67%	34.67%	17.33%	1.33%	0.00%	0.00%
29. usually speak English slowly and clearly.	48.00%	33.33%	17.33%	1.33%	0.00%	0.00%
30. expect students to listen a lot.	16.00%	17.33%	54.67%	6.67%	5.33%	0.00%
31. make students try difficult tasks.	0.00%	2.67%	26.67%	36.00%	34.67%	0.00%
32. let students talk to their friends in class.	1.33%	12.00%	46.67%	20.00%	20.00%	0.00%
33. let students sleep in class.	2.67%	4.00%	37.33%	26.67%	29.33%	0.00%
34. expect students to study hard.	2.67%	1.33%	20.00%	25.33%	50.67%	0.00%
English conversation classes help me to:	1	2	3	4	5	NR
35. speak English.	62.67%	18.67%	13.33%	4.00%	1.33%	0.00%
36. understand English.	50.67%	28.00%	14.67%	5.33%	1.33%	0.00%
37. remember English words.	28.00%	21.33%	30.67%	13.33%	6.67%	0.00%
In English conversation class:						
38. my teacher always speaks English.	40.00%	32.00%	20.00%	6.67%	1.33%	0.00%
39. the language my teacher uses helps me to learn.	41.33%	33.33%	22.67%	1.33%	1.33%	0.00%
40. I am afraid of making mistakes.	9.33%	18.67%	29.33%	16.00%	26.67%	0.00%
41. my teacher asks me questions.	52.00%	32.00%	13.33%	2.67%	0.00%	0.00%
42. my teacher asks the class if anyone will volunteer to answer a question.	30.67%	26.67%	33.33%	5.33%	4.00%	0.00%
43. if teacher asks me a question I always try to answer.	48.00%	33.33%	14.67%	1.33%	2.67%	0.00%
44. the teacher gives me plenty of time to think of an answer.	33.33%	38.67%	25.33%	1.33%	0.00%	1.33%
45. if teacher asks me a question I need time to discuss the answer with classmates.	26.67%	17.33%	37.33%	12.00%	6.67%	0.00%
46. if my teacher asks the whole class a question I listen.	13.33%	9.33%	36.00%	30.67%	10.67%	0.00%
47. if my teacher asks the whole class a question I wait for someone else to answer.	12.00%	14.67%	52.00%	13.33%	8.00%	0.00%
48. if my teacher asks the whole class a question I try to answer.	9.33%	10.67%	45.33%	21.33%	13.33%	0.00%
49. English conversation classes are enjoyable.	46.67%	32.00%	17.33%	2.67%	1.33%	0.00%
50. I would enjoy English conversation classes more if the teacher spoke Japanese.	13.33%	24.00%	36.00%	10.67%	16.00%	0.00%
51. I like doing written tasks.	1.33%	1.33%	29.33%	30.67%	37.33%	0.00%
52. I like doing conversation tasks with a partner.	14.67%	14.67%	40.00%	18.67%	12.00%	0.00%
53. I like demonstrating in front of the whole class what I have learned in the conversation.	1.33%	1.33%	24.00%	20.00%	53.33%	0.00%
54. I like solving problems in small groups.	6.67%	13.33%	33.33%	17.33%	29.33%	0.00%
55. I like sitting in small groups.	20.00%	24.00%	26.67%	9.33%	20.00%	0.00%
56. I like having the teacher come my desk & help me with my work.	20.00%	22.67%	46.67%	6.67%	4.00%	0.00%
57. I learn more if the teacher talks to the whole class.	4.00%	16.00%	42.67%	17.33%	20.00%	0.00%

58. I usually understand my non-Japanese English teacher.	14.67%	21.33%	40.00%	14.67%	9.33%	0.00%
If don't understand my non-Japanese English teacher I:						
59. tell the teacher.	12.00%	20.00%	40.00%	13.33%	13.33%	1.33%
60. say nothing.	5.33%	14.67%	37.33%	18.67%	22.67%	1.33%
61. ask my friends.	36.00%	40.00%	13.33%	6.67%	2.67%	1.33%
62. feel embarrassed.	8.00%	12.00%	36.00%	16.00%	25.33%	2.67%
63. listen for key words.	44.00%	26.67%	21.33%	5.33%	2.67%	0.00%
64. stop listening.	1.33%	0.00%	10.67%	21.33%	65.33%	1.33%
In Eng conversation class I expect to improve:						
65. my speaking.	73.33%	17.33%	8.00%	0.00%	1.33%	0.00%
66. my listening skills.	70.67%	20.00%	8.00%	0.00%	1.33%	0.00%
67. my pronunciation.	57.33%	16.00%	22.67%	1.33%	2.67%	0.00%
68. my reading skills.	42.67%	22.67%	26.67%	6.67%	1.33%	0.00%
69. my grammatical skills.	30.67%	18.67%	37.33%	10.67%	2.67%	0.00%
70. my vocabulary.	29.33%	16.00%	48.00%	4.00%	2.67%	0.00%
71. my understanding of other cultures.	22.67%	25.33%	37.33%	6.67%	8.00%	0.00%
English classes with a Japanese English Teacher help me:						
72. to speak English.	14.67%	17.33%	38.67%	17.33%	10.67%	1.33%
73. to understand English.	24.00%	32.00%	26.67%	6.67%	9.33%	1.33%
74. to remember English words.	32.00%	34.67%	20.00%	5.33%	6.67%	1.33%
75. English classes with a Japanese English Teacher are enjoyable	5.33%	8.00%	33.33%	24.00%	28.00%	1.33%
76. I usually understand my Japanese English Teacher.	33.33%	26.67%	18.67%	14.67%	5.33%	1.33%
If don't understand my Japanese English Teacher I:						
77. tell the teacher.	36.00%	18.67%	25.33%	4.00%	14.67%	1.33%
78. say nothing.	10.67%	4.00%	36.00%	12.00%	34.67%	2.67%
79. ask my friends.	38.67%	36.00%	17.33%	0.00%	6.67%	1.33%
80. feel embarrassed.	5.33%	6.67%	25.33%	14.67%	45.33%	2.67%
81. listen for key words.	37.33%	25.33%	29.33%	0.00%	5.33%	2.67%
82. stop listening.	4.00%	4.00%	20.00%	16.00%	53.33%	2.67%
In Japanese English class:						
83. my teacher always speaks English.	0.00%	4.00%	9.33%	28.00%	57.33%	1.33%
84. the language my teacher uses helps me to learn.	10.67%	17.33%	30.67%	24.00%	16.00%	1.33%
85. I am afraid of making mistakes.	9.33%	6.67%	30.67%	20.00%	33.33%	0.00%
86. my teacher asks me questions.	38.67%	24.00%	25.33%	8.00%	4.00%	0.00%
87. my teacher asks the class if anyone will volunteer to answer a question.	33.33%	10.67%	40.00%	8.00%	8.00%	0.00%
88. if teacher asks me a question I always try to answer.	26.67%	26.67%	32.00%	6.67%	8.00%	0.00%
89. the teacher gives me plenty of time to think of an answer.	10.67%	18.67%	26.67%	25.33%	18.67%	0.00%
90. if teacher asks me a question I need time to discuss the ans with classmates	22.67%	18.67%	37.33%	12.00%	8.00%	1.33%
91. if my teacher asks the whole class a question I listen.	13.33%	13.33%	46.67%	13.33%	13.33%	0.00%
92. if my teacher asks the whole class a question I wait for someone else to answ	8.00%	17.33%	45.33%	20.00%	9.33%	0.00%
93. if my teacher asks the whole class a question I try to answer.	4.00%	6.67%	46.67%	30.67%	12.00%	0.00%

Questionnaire 2. 1st Year Regular. Term Two	n = 67, strongly agree	agree	neutral	disagree	strongly disagree	no response
I study English:	1	2	3	4	5	NR
1. so I can talk to native speakers.	41.79%	19.40%	28.36%	7.46%	2.99%	0.00%
2. to help me pass university exams	22.39%	35.82%	31.34%	4.48%	5.97%	0.00%
3. so that I can use it for my work in the future	22.39%	29.85%	31.34%	11.94%	4.48%	0.00%
4. because I am going to study abroad	19.40%	8.96%	32.84%	28.36%	10.45%	0.00%
5. because it is compulsory	23.88%	20.90%	28.36%	14.93%	11.94%	0.00%
6. to understand how non-Japanese think and behave	10.45%	17.91%	38.81%	23.88%	8.96%	0.00%
7. because it makes it possible to become broadly educated.	25.37%	28.36%	31.34%	10.45%	4.48%	0.00%
8. because it makes it easier to get along outside of Japan.	17.91%	28.36%	28.36%	16.42%	8.96%	0.00%
9. because it gives me personal satisfaction	14.93%	22.39%	32.84%	19.40%	10.45%	0.00%
10. because it helps me to enjoy English movies and songs.	14.93%	35.82%	32.84%	13.43%	2.99%	0.00%
11. because my parents want me to learn English.	2.99%	13.43%	29.85%	25.37%	28.36%	0.00%
12. I like studying English.	23.88%	25.37%	31.34%	8.96%	8.96%	1.49%
13. I like speaking English	19.40%	23.88%	35.82%	10.45%	8.96%	1.49%
14. I have friends who are native speakers.	25.37%	10.45%	13.43%	7.46%	41.79%	1.49%
15. I speak English outside of the classroom.	14.93%	8.96%	13.43%	20.90%	40.30%	1.49%
16. English is useful	40.30%	17.91%	28.36%	8.96%	2.99%	1.49%
17. I would prefer to study a foreign language other than English.	26.87%	16.42%	23.88%	16.42%	14.93%	1.49%

Questionnaire 3. 1st Year Regular. Term Two %	n = 65. strongly agree	agree	neutral	disagree	strongly disagree	no response
I take English conversation classes because:	1	2	3	4	5	NR
18. they are compulsory.	36.92%	4.62%	36.92%	1.54%	9.23%	10.77%
19. to be with my friends.	3.08%	0.00%	46.15%	6.15%	30.77%	13.85%
20. because they are easy.	1.54%	0.00%	40.00%	13.85%	30.77%	13.85%
21. because there is no homework.	3.08%	1.54%	43.08%	9.23%	29.23%	13.85%
*22. no other choices interested me.	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
23. because I want to learn speak English.	27.69%	18.46%	27.69%	4.62%	7.69%	13.85%
24. because my parents want me to.	4.62%	0.00%	38.46%	12.31%	29.23%	15.38%
Non-Japanese English teachers:						
25. are kind.	47.69%	26.15%	21.54%	0.00%	1.54%	3.08%
26. are strict	1.54%	7.69%	43.08%	15.38%	29.23%	3.08%
27. are helpful.	26.15%	41.54%	24.62%	4.62%	1.54%	1.54%
28. explain carefully when I don't understand.	33.85%	32.31%	26.15%	3.08%	3.08%	1.54%
29. usually speak English slowly and clearly.	38.46%	30.77%	20.00%	3.08%	6.15%	1.54%
30. expect students to listen a lot.	13.85%	15.38%	53.85%	10.77%	4.62%	1.54%
31. make students try difficult tasks.	3.08%	0.00%	33.85%	29.23%	32.31%	1.54%
32. let students talk to their friends in class.	0.00%	3.08%	32.31%	32.31%	30.77%	1.54%
33. let students sleep in class.	3.08%	4.62%	15.38%	35.38%	40.00%	1.54%
34. expect students to study hard.	1.54%	1.54%	21.54%	26.15%	47.69%	1.54%
English conversation classes help me to:						
35. speak English.	38.46%	27.69%	20.00%	6.15%	4.62%	3.08%
36. understand English.	43.08%	15.38%	24.62%	9.23%	4.62%	3.08%
37. remember English words.	15.38%	9.23%	47.69%	15.38%	9.23%	3.08%
In English conversation class:						
38. my teacher always speaks English.	44.62%	26.15%	16.92%	6.15%	1.54%	4.62%
39. the language my teacher uses helps me to learn	27.69%	26.15%	35.38%	6.15%	1.54%	3.08%
40. I am afraid of making mistakes.	6.15%	13.85%	24.62%	6.15%	46.15%	3.08%
41. my teacher asks me questions.	72.31%	10.77%	12.31%	1.54%	0.00%	3.08%
42. my teacher asks the class if anyone will volunteer to answer a question.	35.38%	21.54%	20.00%	13.85%	6.15%	3.08%
43. if teacher asks me a question I always try to answer	46.15%	24.62%	21.54%	1.54%	3.08%	3.08%
44. the teacher gives me plenty of time to think of an answer.	32.31%	26.15%	27.69%	3.08%	7.69%	3.08%
45. if teacher asks me a question I need time to discuss the ans with classmates	20.00%	23.08%	33.85%	12.31%	7.69%	3.08%
46. if my teacher asks the whole class a question I listen.	9.23%	21.54%	35.38%	20.00%	10.77%	3.08%
47. if my teacher asks the whole class a question I wait for someone else to ans	12.31%	15.38%	38.46%	21.54%	9.23%	3.08%
48. if my teacher asks the whole class a question I try to answer.	9.23%	13.85%	43.08%	12.31%	18.46%	3.08%
49. English conversation classes are eniovable.	24.62%	16.92%	41.54%	9.23%	4.62%	3.08%
50. I would enjoy English conversation classes more if the teacher spoke Japanese	15.38%	9.23%	46.15%	15.38%	10.77%	3.08%
51. I like doing written tasks.	4.62%	6.15%	41.54%	21.54%	23.08%	3.08%
52. I like doing conversation tasks with a partner.	7.69%	13.85%	47.69%	16.92%	10.77%	3.08%
53. I like demonstrating in front of the whole class what I have learned in the conversation	4.62%	6.15%	18.46%	23.08%	44.62%	3.08%
54. I like solving problems in small groups.	10.77%	9.23%	33.85%	18.46%	24.62%	3.08%
55. I like sitting in small grps.	21.54%	9.23%	33.85%	13.85%	18.46%	3.08%
56. I like having the teacher come my desk & help me with my work.	10.77%	16.92%	46.15%	10.77%	12.31%	3.08%
57. I learn more if the teacher talks to the whole class.	3.08%	7.69%	56.92%	13.85%	13.85%	4.62%

58. I usually understand my non-Japanese English teacher.	10.77%	23.08%	32.31%	16.92%	13.85%	3.08%
If don't understand my non-Japanese English teacher I:						
59. tell the teacher.	27.69%	4.62%	35.38%	16.92%	9.23%	6.15%
60. say nothing.	10.77%	21.54%	21.54%	13.85%	26.15%	6.15%
61. ask my friends.	35.38%	26.15%	29.23%	1.54%	1.54%	6.15%
62. feel embarrassed.	1.54%	9.23%	29.23%	12.31%	41.54%	6.15%
63. listen for key words.	41.54%	26.15%	24.62%	1.54%	0.00%	6.15%
64. stop listening.	0.00%	6.15%	18.46%	16.92%	52.31%	6.15%
In Eng conversation class I expect to improve:						
65. my speaking.	56.92%	20.00%	13.85%	3.08%	3.08%	3.08%
66. my listening skills.	60.00%	21.54%	12.31%	0.00%	3.08%	3.08%
67. my pronunciation.	49.23%	21.54%	21.54%	1.54%	3.08%	3.08%
68. my reading skills.	36.92%	33.85%	20.00%	3.08%	3.08%	3.08%
69. my grammatical skills.	18.46%	20.00%	35.38%	16.92%	6.15%	3.08%
70. my vocabulary.	20.00%	18.46%	40.00%	13.85%	3.08%	4.62%
71. my understanding of other cultures.	24.62%	12.31%	38.46%	15.38%	6.15%	3.08%
English classes with a Japanese English Teacher help me:						
72. to speak English.	12.31%	20.00%	32.31%	18.46%	13.85%	3.08%
73. to understand English.	24.62%	21.54%	32.31%	12.31%	6.15%	3.08%
74. to remember English words.	26.15%	23.08%	32.31%	10.77%	4.62%	3.08%
75. English classes with a Japanese English Teacher are enjoyable	15.38%	12.31%	40.00%	15.38%	13.85%	3.08%
76. I usually understand my Japanese English Teacher.	32.31%	20.00%	26.15%	15.38%	3.08%	33.85%
If don't understand my Japanese English Teacher I:						
77. tell the teacher.	30.77%	21.54%	27.69%	3.08%	9.23%	7.69%
78. say nothing.	4.62%	3.08%	33.85%	18.46%	32.31%	7.69%
79. ask my friends.	33.85%	38.46%	13.85%	3.08%	3.08%	7.69%
80. feel embarrassed.	1.54%	7.69%	21.54%	18.46%	43.08%	7.69%
81. listen for key words.	35.38%	32.31%	21.54%	0.00%	3.08%	7.69%
82. stop listening.	3.08%	3.08%	29.23%	10.77%	44.62%	9.23%
	1	2	3	4	5	NR
In Japanese English class:						
83. my teacher always speaks English.	3.08%	3.08%	13.85%	21.54%	53.85%	4.62%
84. the language my teacher uses helps me to learn.	13.85%	13.85%	38.46%	21.54%	6.15%	6.15%
85. I am afraid of making mistakes.	12.31%	7.69%	21.54%	18.46%	35.38%	4.62%
86. my teacher asks me questions.	50.77%	24.62%	20.00%	1.54%	0.00%	3.08%
87. my teacher asks the class if anyone will volunteer to answer a question.	33.85%	26.15%	20.00%	3.08%	13.85%	3.08%
88. if teacher asks me a question I always try to answer	38.46%	18.46%	30.77%	4.62%	4.62%	3.08%
89. the teacher gives me plenty of time to think of an answer.	16.92%	21.54%	33.85%	13.85%	10.77%	3.08%
90. if teacher asks me a question I need time to discuss the ans with classmates	13.85%	16.92%	35.38%	20.00%	10.77%	3.08%
91. if my teacher asks the whole class a question I listen.	15.38%	13.85%	40.00%	20.00%	7.69%	3.08%
92. if my teacher asks the whole class a question I wait for someone else to ans	15.38%	12.31%	46.15%	13.85%	9.23%	3.08%
93. if my teacher asks the whole class a question I try to answer.	10.77%	10.77%	47.69%	13.85%	13.85%	3.08%

Appendix H

Questionnaire 1. 2nd year Elective Term One	n = 41. strongly agree	agree	neutral	disagree	strongly disagree	no response
When you do well is it usually because:						
	1	2	3	4	5	NR
1.you studied hard?	19.51%	29.27%	26.83%	9.76%	14.63%	
2.you studied the right things?	9.76%	26.83%	31.71%	14.63%	17.07%	
3.you are smart?	4.88%	2.44%	7.32%	19.51%	65.85%	
4.the teacher explained things well?	9.76%	29.27%	41.46%	14.63%	4.88%	
5.you were helped by anyone ^{someone} ?	12.20%	34.15%	26.83%	14.63%	12.20%	
6.the task was easy?	0.00%	12.20%	21.95%	36.59%	26.83%	2.44%
When you do poorly in school is it usually because:						
7.you didn't study much?	56.10%	21.95%	21.95%	0.00%	0.00%	
8.you didn't study the right things?	36.59%	36.59%	21.95%	2.44%	2.44%	
9.you are not smart?	21.95%	19.51%	36.59%	4.88%	17.07%	
10.the teacher didn't explain things well?	17.07%	14.63%	53.66%	9.76%	4.88%	
11.you weren't helped by anyone?	0.00%	4.88%	26.83%	39.02%	29.27%	
12.the task was hard?	29.27%	36.59%	24.39%	4.88%	4.88%	

Questionnaire 2. 2nd Year Elective Term One %	n = 41. strongly agree	agree	neutral	disagree	strongly disagree	no response
I study English:	1	2	3	4	5	NR
1. so I can talk to native speakers.	70.73%	21.95%	4.88%	0.00%	2.44%	0.00%
2 to help me pass university exams	19.51%	26.83%	21.95%	17.07%	14.63%	0.00%
3.so that I can use it for my work in the future	34.15%	29.27%	17.07%	7.32%	12.20%	0.00%
4.because I am going to study abroad	31.71%	17.07%	21.95%	7.32%	21.95%	0.00%
5. because it is compulsory	19.51%	17.07%	21.95%	12.20%	29.27%	0.00%
6. to understand how non-Japanese think and behave	17.07%	31.71%	29.27%	14.63%	7.32%	0.00%
7.because it makes it possible to become broadly educated.	24.39%	43.90%	17.07%	9.76%	4.88%	0.00%
8. because it makes it easier to get along outside of Japan.	31.71%	24.39%	31.71%	9.76%	2.44%	0.00%
9.because it gives me personal satisfaction	14.63%	12.20%	31.71%	19.51%	21.95%	0.00%
10. because it helps me to enjoy English movies and songs.	34.15%	19.51%	19.51%	19.51%	7.32%	0.00%
11.because my parents want me to learn English.	4.88%	12.20%	24.39%	12.20%	46.34%	0.00%
12. I like studying English.	26.83%	24.39%	36.59%	4.88%	7.32%	0.00%
13. I like speaking English	36.59%	31.71%	24.39%	4.88%	2.44%	0.00%
14. I have friends who are native speakers.	29.27%	2.44%	21.95%	2.44%	43.90%	0.00%
15. I speak English outside of the classroom.	9.76%	2.44%	17.07%	24.39%	46.34%	0.00%
16.English is useful	58.54%	19.51%	12.20%	4.88%	4.88%	0.00%
17.I would prefer to study a foreign language other than English.	41.46%	17.07%	21.95%	4.88%	14.63%	0.00%

Questionnaire 3. 2nd Year Elective Term One %	n = 41. strongly agree	agree	neutral	disagree	strongly disagree	no response
I take English conversation classes because:	1	2	3	4	5	NR
18. they are compulsory.	14.63%	21.95%	26.83%	9.76%	24.39%	2.44%
19. to be with my friends.	0.00%	2.44%	19.51%	14.63%	63.41%	0.00%
20. because they are easy.	0.00%	2.44%	24.39%	21.95%	51.22%	0.00%
21. because there is no homework.	0.00%	2.44%	17.07%	14.63%	65.85%	0.00%
*22. no other choices interested me.	24.39%	7.32%	24.39%	17.07%	26.83%	0.00%
23. because I want to learn speak English.	58.54%	29.27%	9.76%	0.00%	2.44%	0.00%
24. because my parents want me to.	0.00%	4.88%	24.39%	14.63%	56.10%	0.00%
Non-Japanese English teachers:						
25. are kind.	48.78%	24.39%	24.39%	2.44%	0.00%	0.00%
26. are strict.	4.88%	12.20%	36.59%	21.95%	24.39%	0.00%
27. are helpful.	41.46%	21.95%	34.15%	2.44%	0.00%	0.00%
28. explain carefully when I don't understand.	48.78%	21.95%	26.83%	2.44%	0.00%	0.00%
29. usually speak English slowly and clearly.	36.59%	21.95%	26.83%	7.32%	7.32%	0.00%
30. expect students to listen a lot.	14.63%	14.63%	46.34%	7.32%	14.63%	2.44%
31. make students try difficult tasks.	2.44%	2.44%	31.71%	17.07%	46.34%	0.00%
32. let students talk to their friends in class.	0.00%	0.00%	12.20%	17.07%	70.73%	0.00%
33. let students sleep in class.	0.00%	7.32%	7.32%	7.32%	78.05%	0.00%
34. expect students to study hard.	2.44%	2.44%	26.83%	24.39%	39.02%	4.88%
English conversation classes help me to:	1	2	3	4	5	NR
35. speak English.	63.41%	24.39%	4.88%	7.32%	0.00%	0.00%
36. understand English.	46.34%	39.02%	4.88%	9.76%	0.00%	0.00%
37. remember English words.	14.63%	34.15%	24.39%	17.07%	9.76%	0.00%
In English conversation class:						
38. my teacher always speaks English.	63.41%	29.27%	4.88%	2.44%	0.00%	0.00%
39. the language my teacher uses helps me to learn	34.15%	31.71%	21.95%	12.20%	0.00%	0.00%
40. I am afraid of making mistakes.	14.63%	14.63%	17.07%	7.32%	46.34%	0.00%
41. my teacher asks me questions.	73.17%	19.51%	7.32%	0.00%	0.00%	0.00%
42. my teacher asks the class if anyone will volunteer to answer a question.	39.02%	21.95%	19.51%	4.88%	12.20%	2.44%
43. if teacher asks me a question I always try to answer	60.98%	21.95%	9.76%	4.88%	0.00%	2.44%
44. the teacher gives me plenty of time to think of an answer.	46.34%	26.83%	21.95%	2.44%	0.00%	2.44%
45. if teacher asks me a question I need time to discuss the answw with classmates	29.27%	31.71%	21.95%	7.32%	7.32%	2.44%
46. if my teacher asks the whole class a question I listen.	21.95%	17.07%	36.59%	9.76%	12.20%	2.44%
47. if my teacher asks the whole class a question I wait for someone else to answ	26.83%	9.76%	39.02%	7.32%	14.63%	2.44%
48. if my teacher asks the whole class a question I try to answer.	7.32%	2.44%	51.22%	19.51%	17.07%	2.44%
49. English conversation classes are enjoyable.	34.15%	24.39%	29.27%	4.88%	4.88%	2.44%
50. I would enjoy English conversation classes more if the teacher spoke Japanese	19.51%	19.51%	21.95%	14.63%	21.95%	2.44%
51. I like doing written tasks.	2.44%	2.44%	17.07%	21.95%	53.66%	2.44%
52. I like doing conversation tasks with a partner.	24.39%	19.51%	36.59%	9.76%	7.32%	2.44%
53. I like demonstrating in front of the whole class what I have learned in the conversation	2.44%	2.44%	19.51%	26.83%	46.34%	2.44%
54. I like solving problems in small groups.	14.63%	7.32%	36.59%	12.20%	26.83%	2.44%
55. I like sitting in small grps.	19.51%	9.76%	29.27%	7.32%	31.71%	2.44%
56. I like having the teacher come my desk & help me with my work.	26.83%	12.20%	48.78%	2.44%	7.32%	2.44%
57. I learn more if the teacher talks to the whole class.	12.20%	12.20%	41.46%	14.63%	17.07%	2.44%

58. I usually understand my non-Japanese English teacher.	12.20%	26.83%	31.71%	17.07%	9.76%
If don't understand my non-Japanese English teacher I:					
59. tell the teacher.	24.39%	14.63%	29.27%	14.63%	12.20%
60. say nothing.	19.51%	9.76%	21.95%	14.63%	29.27%
61. ask my friends.	60.98%	21.95%	12.20%	0.00%	0.00%
62. feel embarrassed.	14.63%	12.20%	17.07%	9.76%	41.46%
63. listen for key words.	41.46%	24.39%	24.39%	0.00%	4.88%
64. stop listening.	4.88%	0.00%	9.76%	12.20%	68.29%
In Eng conversation class I expect to improve:	1	2	3	4	5
65. my speaking.	87.80%	7.32%	2.44%	0.00%	0.00%
66. my listening skills.	87.80%	7.32%	2.44%	0.00%	0.00%
67. my pronunciation.	78.05%	12.20%	4.88%	2.44%	0.00%
68. my reading skills.	65.85%	17.07%	12.20%	2.44%	0.00%
69. my grammatical skills.	19.51%	26.83%	21.95%	14.63%	14.63%
70. my vocabulary.	24.39%	26.83%	31.71%	9.76%	4.88%
71. my understanding of other cultures.	21.95%	26.83%	34.15%	9.76%	4.88%
English classes with a Japanese English Teacher help me:					
72. to speak English.	2.44%	14.63%	24.39%	24.39%	29.27%
73. to understand English.	12.20%	26.83%	34.15%	7.32%	14.63%
74. to remember English words.	29.27%	29.27%	24.39%	4.88%	7.32%
75. English classes with a Japanese English Teacher are enjoyable	4.88%	9.76%	31.71%	14.63%	34.15%
76. I usually understand my Japanese English Teacher.	29.27%	24.39%	19.51%	7.32%	14.63%
If don't understand my Japanese English Teacher I:					
77. tell the teacher.	34.15%	12.20%	21.95%	9.76%	9.76%
78. say nothing.	14.63%	7.32%	14.63%	21.95%	29.27%
79. ask my friends.	51.22%	21.95%	7.32%	2.44%	4.88%
80. feel embarrassed.	4.88%	7.32%	29.27%	4.88%	41.46%
81. listen for key words.	36.59%	24.39%	19.51%	4.88%	2.44%
82. stop listening.	9.76%	4.88%	17.07%	7.32%	48.78%
In Japanese English class:	1	2	3	4	5
83. my teacher always speaks English.	0.00%	2.44%	9.76%	9.76%	75.61%
84. the language my teacher uses helps me to learn.	2.44%	14.63%	43.90%	12.20%	24.39%
85. I am afraid of making mistakes.	17.07%	4.88%	26.83%	4.88%	43.90%
86. my teacher asks me questions.	58.54%	19.51%	14.63%	2.44%	2.44%
87. my teacher asks the class if anyone will volunteer to answer a question.	43.90%	14.63%	19.51%	9.76%	9.76%
88. if teacher asks me a question I always try to answer	26.83%	17.07%	29.27%	12.20%	12.20%
89. the teacher gives me plenty of time to think of an answer.	29.27%	19.51%	21.95%	17.07%	9.76%
90. if teacher asks me a question I need time to discuss the ans with classmates	34.15%	26.83%	14.63%	9.76%	12.20%
91. if my teacher asks the whole class a question I listen.	36.59%	9.76%	41.46%	2.44%	7.32%
92. if my teacher asks the whole class a question I wait for someone else to ans	29.27%	21.95%	36.59%	4.88%	4.88%
93. if my teacher asks the whole class a question I try to answer.	4.88%	4.88%	41.46%	21.95%	21.95%

Questionnaire 2. 2nd Year Elective Term Two %	n = 38, strongly agree	agree	neutral	disagree	strongly disagree	no response
I study English:	1	2	3	4	5	NR
1. so I can talk to native speakers.	63.16%	18.42%	13.16%	2.63%	2.63%	0.00%
2. to help me pass university exams	26.32%	23.68%	23.68%	7.89%	18.42%	0.00%
3. so that I can use it for my work in the future	28.95%	18.42%	34.21%	7.89%	10.53%	0.00%
4. because I am going to study abroad	18.42%	13.16%	39.47%	15.79%	13.16%	0.00%
5. because it is compulsory	15.79%	13.16%	34.21%	18.42%	18.42%	0.00%
6. to understand how non-Japanese think and behave	13.16%	23.68%	28.95%	18.42%	15.79%	0.00%
7. because it makes it possible to become broadly educated.	28.95%	18.42%	34.21%	15.79%	2.63%	0.00%
8. because it makes it easier to get along outside of Japan.	31.58%	26.32%	28.95%	7.89%	5.26%	0.00%
9. because it gives me personal satisfaction	5.26%	7.89%		36.84%	21.05%	0.00%
10. because it helps me to enjoy English movies and songs.	21.05%	15.79%	42.11%	13.16%	7.89%	0.00%
11. because my parents want me to learn English.	0.00%	5.26%	28.95%	18.42%	47.37%	0.00%
12. I like studying English.	18.42%	18.42%	36.84%	15.79%	10.53%	0.00%
13. I like speaking English	26.32%	36.84%	23.68%	7.89%	5.26%	0.00%
14. I have friends who are native speakers.	26.32%	7.89%	7.89%	7.89%	47.37%	2.63%
15. I speak English outside of the classroom.	5.26%	5.26%	13.16%	28.95%	47.37%	0.00%
16. English is useful	50.00%	26.32%	15.79%	5.26%	2.63%	0.00%
17. I would prefer to study a foreign language other than English.	34.21%	21.05%	15.79%	10.53%	18.42%	0.00%

Questionnaire 3. 2nd Year Elective Term Two %	n = 38. strongly agree	agree	neutral	disagree	strongly disagree	no response
I take English conversation classes because:	1	2	3	4	5	NR
18. they are compulsory.	13.16%	18.42%	34.21%	18.42%	15.79%	0.00%
19. to be with my friends.	2.63%	10.53%	18.42%	13.16%	55.26%	0.00%
20. because they are easy.	0.00%	5.26%	31.58%	15.79%	47.37%	0.00%
21. because there is no homework.	0.00%	7.89%	26.32%	18.42%	47.37%	0.00%
*22. no other choices interested me.	15.79%	15.79%	28.95%	23.68%	15.79%	0.00%
23. because I want to learn speak English.	47.37%	21.05%	23.68%	5.26%	2.63%	0.00%
24. because my parents want me to.	0.00%	2.63%	18.42%	13.16%	65.79%	0.00%
Non-Japanese English teachers:						
25. are kind.	23.68%	28.95%	36.84%	2.63%	7.89%	0.00%
26. are strict.	7.89%	15.79%	36.84%	15.79%	23.68%	0.00%
27. are helpful.	23.68%	26.32%	36.84%	5.26%	7.89%	0.00%
28. explain carefully when I don't understand.	23.68%	28.95%	36.84%	7.89%	2.63%	0.00%
29. usually speak English slowly and clearly.	18.42%	18.42%	42.11%	15.79%		0.00%
30. expect students to listen a lot.	15.79%	13.16%	44.74%	10.53%	15.79%	0.00%
31. make students try difficult tasks.	2.63%	2.63%	36.84%	26.32%	31.58%	0.00%
32. let students talk to their friends in class.	0.00%	2.63%	13.16%	18.42%	65.79%	0.00%
33. let students sleep in class.	0.00%	5.26%	7.89%	13.16%	73.68%	0.00%
34. expect students to study hard.	7.89%	5.26%	34.21%	31.58%	21.05%	0.00%
English conversation classes help me to:	1	2	3	4	5	NR
35. speak English.	31.58%	36.84%	18.42%	10.53%	2.63%	0.00%
36. understand English.	23.68%	36.84%	23.68%	7.89%	7.89%	0.00%
37. remember English words.	10.53%	15.79%	39.47%	21.05%	13.16%	0.00%
In English conversation class:						
38. my teacher always speaks English.	57.89%	28.95%	10.53%	2.63%	0.00%	0.00%
39. the language my teacher uses helps me to learn	15.79%	23.68%	42.11%	18.42%	0.00%	0.00%
40. I am afraid of making mistakes.	7.89%	10.53%	18.42%	18.42%	44.74%	0.00%
41. my teacher asks me questions.	55.26%	28.95%	15.79%	0.00%	0.00%	0.00%
42. my teacher asks the class if anyone will volunteer to answer a question.	21.05%	15.79%	39.47%	10.53%	10.53%	2.63%
43. if teacher asks me a question I always try to answer	47.37%	28.95%	18.42%	0.00%	5.26%	0.00%
44. the teacher gives me plenty of time to think of an answer.	31.58%	28.95%	26.32%	2.63%	10.53%	0.00%
45. if teacher asks me a question I need time to discuss the ans with classmates	31.58%	26.32%	26.32%	10.53%	5.26%	0.00%
46. if my teacher asks the whole class a question I listen.	18.42%	18.42%	39.47%	7.89%	15.79%	0.00%
47. if my teacher asks the whole class a question I wait for someone else to ans	21.05%	10.53%	39.47%	18.42%	10.53%	0.00%
48. if my teacher asks the whole class a question I try to answer.	5.26%	10.53%	52.63%	18.42%	13.16%	0.00%
49. English conversation classes are enjoyable.	15.79%	28.95%	34.21%	13.16%	7.89%	0.00%
50. I would enjoy English conversation classes more if the teacher spoke Japanese	13.16%	21.05%	23.68%	15.79%	26.32%	0.00%
51. I like doing written tasks.	5.26%	0.00%	21.05%	23.68%	50.00%	0.00%
52. I like doing conversation tasks with a partner.	21.05%	18.42%	52.63%	5.26%	2.63%	0.00%
53. I like demonstrating in front of the whole class what I have learned in the conversation	0.00%	0.00%	18.42%	31.58%	50.00%	0.00%
54. I like solving problems in small groups.	13.16%	5.26%	26.32%	23.68%	31.58%	0.00%
55. I like sitting in small grps.	21.05%	10.53%	23.68%	13.16%	31.58%	0.00%
56. I like having the teacher come my desk & help me with my work.	18.42%	26.32%	42.11%	0.00%	13.16%	0.00%
57. I learn more if the teacher talks to the whole class.	2.63%	5.26%	36.84%	28.95%	26.32%	0.00%

58. I usually understand my non-Japanese English teacher.	7.89%	28.95%	44.74%	10.53%	7.89%	0.00%
If don't understand my non-Japanese English teacher I:						
59. tell the teacher.	26.32%	18.42%	26.32%	10.53%	15.79%	2.63%
60. say nothing.	10.53%	7.89%	44.74%	10.53%	23.68%	2.63%
61. ask my friends.	47.37%	39.47%	10.53%	0.00%	0.00%	2.63%
62. feel embarrassed.	2.63%	13.16%	23.68%	21.05%	36.84%	2.63%
63. listen for key words.	31.58%	34.21%	23.68%	2.63%	5.26%	2.63%
64. stop listening.	0.00%	5.26%	15.79%	13.16%	63.16%	2.63%
In Eng conversation class I expect to improve:	1	2	3	4	5	NR
65. my speaking.	71.05%	15.79%	13.16%	0.00%	0.00%	0.00%
66. my listening skills.	71.05%	21.05%	7.89%	0.00%	0.00%	0.00%
67. my pronunciation.	60.53%	26.32%	13.16%	0.00%	0.00%	0.00%
68. my reading skills.	42.11%	34.21%	18.42%	0.00%	5.26%	0.00%
69. my grammatical skills.	13.16%	21.05%	23.68%	18.42%	23.68%	0.00%
70. my vocabulary.	13.16%	21.05%	36.84%	13.16%	13.16%	2.63%
71. my understanding of other cultures.	18.42%	21.05%	31.58%	15.79%	13.16%	0.00%
English classes with a Japanese English Teacher help me:						
72. to speak English.	5.26%	7.89%	23.68%	21.05%	42.11%	0.00%
73. to understand English.	18.42%	10.53%	31.58%	13.16%	26.32%	0.00%
74. to remember English words.	28.95%	15.79%	26.32%	13.16%	15.79%	0.00%
75. English classes with a Japanese English Teacher are enjoyable	5.26%	7.89%	34.21%	18.42%	34.21%	0.00%
76. I usually understand my Japanese English Teacher.	31.58%	15.79%	34.21%	7.89%	10.53%	0.00%
If don't understand my Japanese English Teacher I:						
77. tell the teacher.	10.53%	28.95%	28.95%	10.53%	18.42%	2.63%
78. say nothing.	13.16%	13.16%	23.68%	18.42%	28.95%	2.63%
79. ask my friends.	50.00%	34.21%	10.53%	2.63%	0.00%	2.63%
80. feel embarrassed.	7.89%	10.53%	34.21%	13.16%	31.58%	2.63%
81. listen for key words.	26.32%	21.05%	39.47%	5.26%	5.26%	2.63%
82. stop listening.	7.89%	5.26%	31.58%	18.42%	34.21%	2.63%
In Japanese English class:	1	2	3	4	5	NR
83. my teacher always speaks English.	2.63%	2.63%	7.89%	13.16%	73.68%	0.00%
84. the language my teacher uses helps me to learn.	7.89%	15.79%	26.32%	23.68%	26.32%	0.00%
85. I am afraid of making mistakes.	13.16%	2.63%	18.42%	26.32%	39.47%	0.00%
86. my teacher asks me questions.	39.47%	34.21%	23.68%	0.00%	2.63%	0.00%
87. my teacher asks the class if anyone will volunteer to answer a question.	28.95%	23.68%	21.05%	21.05%	5.26%	0.00%
88. if teacher asks me a question I always try to answer	21.05%	13.16%	28.95%	18.42%	18.42%	0.00%
89. the teacher gives me plenty of time to think of an answer.	21.05%	23.68%	34.21%	10.53%	10.53%	0.00%
90. if teacher asks me a question I need time to discuss the ans with classmates	23.68%	18.42%	36.84%	15.79%	5.26%	0.00%
91. if my teacher asks the whole class a question I listen.	26.32%	21.05%	34.21%	7.89%	10.53%	0.00%
92. if my teacher asks the whole class a question I wait for someone else to ans	23.68%	23.68%	36.84%	7.89%	7.89%	0.00%
93. if my teacher asks the whole class a question I try to answer.	2.63%	10.53%	36.84%	23.68%	26.32%	0.00%

Appendix I

Written Comments: First Year International Students Term One

The following comments are from 38 students out of a total of 74 surveyed, being a 51% response rate. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
1	I want longer classes but they are still enjoyable
1	I enjoy English class and I am going to do my best.
1	I like the way things are.
1	I don't want to change to another <i>kokusai</i> English teacher.
1	I am used to my teacher now so I don't want to change.
1	I think my listening has improved.
1	My <i>kokusai</i> English teacher is very kind.
1	Japanese English Teachers' classes are not fun; no laughs, no jokes. I want to have more enjoyable classes.
1	There are some things that I don't know so I want teachers to teach me instead of thinking for myself.
2	I want to learn daily conversation.
1	I want to sing songs.
1	I want to read stories like folk tales.
3	I want to have classes outside.
1	I want the teacher to be able to remember my name and not to have to look at the list of names

each time. I know it's a small thing but.....

- 1 I don't want the teacher to decide the the topic of conversation.
- 1 I want to talk about various topics
- 6 I want more chances to speak English.
- 2 I want more chance to speak directly with the teacher.
- 1 I want to study English pronunciation.
- 1 When 12 students get together they speak Japanese so I want small groups. I sometimes get annoyed because they are noisy.
- 1 Often I cannot understand but I want a class which is English only.
- 2 I want English only classes even if a student can't understand. I want the teacher to keep explaining until the student does understand.
- 1 My *kokusai* teacher doesn't understand Japanese. I want my teacher to study Japanese.
- 1 I want the teacher to explain more in detail in Japanese.
- 3 I want to watch videos such as movies.
- 1 I want to watch Brad Pitt movies.
- 4 I want to watch videos about daily life in.... (the country I am going to).
- 2 I want to learn more details about foreign lifestyles such as manners, habits, lifestyle.
5. I want to play games.
- 1 I want something more interesting. Now there are a lot of things that are not interesting. Make it fun.
- 1 I want to play.

1	To make the class more enjoyable I want to cook some traditional snacks from my <i>kokusai</i> English teachers' class.
3	I want to talk more, not only with non-Japanese English teachers but also with foreign students.
1	I want classes with foreign students and I want to ask about foreign schools.
1	I want teachers to write down words that I don't know.
1	I want more time to ask questions.
58 Total	Most comments suggested some change, 88%. The comments which indicated a positive response or neutral response came to 12%.

Written Comments: First year International Students Term Two

The following comments are from 24 students out of a total of 73 surveyed, being a 33% response rate. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
5	I want to do more cooking.
3	I want to watch movies.
4	I want to watch videos more often.
1	I want to watch videos about(the country I am going to) so that I will know more.
1	I think it is better to study using visual aids.
1	I want to write a letter to send to my school.
3	I want to have more conversations.

- 1 I want to learn daily conversations such as "I have a headache."
- 1 I want to study pronunciation so I won't have problems when I study abroad.
- 2 I want to sing.
- 1 I want to talk with the teacher more.
- 1 I want to do some presentation.
- 1 I want to have more chances to talk so that each student can talk more.
- 4 I want to play foreign games.
- 1 I want to study everything about the country I am going to.
- 1 I want to learn more foreign culture.
- 1 I want to learn about different eating habits.
- 1 This should be a special class for eager students only.
- 1 I do not understand what *kokusai* teachers are doing and why. I thought English conversation was to talk with teachers, but it wasn't like I expected.
- 1 I enjoy English expression and general English classes.
- 2 This English class is enjoyable.
- 1 I think I can improve my English.
- 38 Total. Most comments suggested some change, 89%. The positive comments came to 10.5%.

Appendix J

Written Comments: 1st Year Regular Students Term One

The following comments come from 20 students out of 75 surveyed, approximately 27%. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
2	I want to play games which native English speakers do.
1	I want to have classes like you do at NOVA or GEOS (private English schools).
1	I don't understand English at all.
1	I don't want to take tests. I don't like tests.
1	I don't want to do just paper work.
1	I want to hear something more private.
1	I want to practise English conversation with native teachers individually.
2	I want to talk more.
1	I want to study sentences for conversation because I want to make myself understood in English.
1	I want you to ask more questions.
5	I want to learn something more ordinary, such as ordinary conversations (so I can talk with foreign students).
3	I want to have more enjoyable classes.
1	I want to try one minute reading games to see how precisely I can read.
2	I think it would be nice if I could speak English some day.

4	I like English class.
1	I want to study abroad .
28 Total	Most comments express a desire for some change, 75%. The neutral comments or positive comments made up 25%.

Written Comments: 1st Year Regular Students Term Two

The following comments come from 16 students out of 65 surveyed, approximately 25%. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
1	Speak slowly please.
3	I want to play games.
1 groups.	I would like to talk or do some work in small
1	Teach me more.
2	I would like to know about other cultures and the differences.
1	More writing.
2	I want to listen to non-Japanese music.
2	I want to read books.
1	I want to take more effective classes so I can be a good English speaker.
1	I want to talk about lots of things.
1	I don't want to take tests.
1	If I learn English grammar will my English be improved?

1	I enjoy English. It's very, very fun!!
1	I am satisfied with the way the class is now.
1	I do my best to speak English.
15 Total	Most comments suggested some change, 73%. Four comments expressed complete satisfaction or were neutral, 27%.

Appendix K

Written Comments: 2nd Year Elective Students Term One

The following comments are from 11 students out of a total of 41 surveyed, being a 27% response rate. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
2	I want to sing songs once a week.
1	Please speak more slowly.
1	I want to talk with many different people in English.
2	I want to talk to the foreign students.
1	I want to talk a lot.
1	I want to have more fun in English.
1	I want to play games.
1	English grammar is important, but conversation will be more important in the future, so I need to communicate with native teachers more. A small class will be more efficient.
1	I want to study in a group of 3-4 people. I think this is more efficient. I think there will be more opportunities to speak English in the future, compared to reading or writing.
2	I want to study more natural and ordinary conversation.
1	I want to talk about more serious or difficult things.
1	I want to improve my pronunciation.
15 Total.	All the comments suggested some change.

Written Comments: 2nd Year Elective Students Term Two

The following comments are from 17 students out of a total of 38 surveyed, being approximately a 45% response rate. These are the comments as written by a Japanese translator.

<u>Student Numbers</u>	<u>Comments</u>
1	I want you to speak more slowly.
1	We are mostly writing in a "conversation class" so I would like to talk more.
1	I would like to learn daily conversation so that I will be all right when I go abroad.
4	If I watch a video I want at least 30 minutes at a time. If it is separated into too many parts it irritates me.
1	I want to fill in the blanks of song lyrics while listening to the song.
3	I want to talk more even if I can't speak well.
1	I don't want to do a crossword puzzle.
1	I want to talk more and occasionally I want to learn grammar.
1	It is not easy for Japanese to make facial expressions especially when you ask questions in class so please don't force me to make facial expressions. I don't understand.
1	I want to play games that are popular in other countries.
1	Teachers are sometimes annoying because they care about small things. They point out every small thing.
1	I want to learn "Mother Goose" and song lyrics.
1	I am happy to watch videos. I think I can learn English conversation from them.

1	It was a good idea to learn English conversation using videos.
1	I am satisfied with the class.
20 Total	Most of the comments suggested changes, 85%. Positive comments were made by 15% of respondents.

Appendix L

Written Comments: Japanese English Teachers

The following comments are from three of the nine teachers who completed Questionnaire 4.

Question 9. If you think it [English] is useful in other ways list these:

Learning English at Japanese high schools would be helpful for passing the entrance exam of Japanese university (sic), but not very helpful for practical conversational English.

Through the study of English, we can also have a new understandings of our native language; the Japanese (sic), as well as helping us to be a global citizen by acquiring the language.

To understand our culture and language better.

Question 33. English classes with non-Japanese teachers are helpful for students preparing for university exams.

One teachers response to this was - strongly disagree- with the following explanation: Because the English skills required to pass the entrance exam in Japan are quite different from aural/oral practical English.

Question 34. Do you have any other comments to make?

If non-Japanese teachers aim to teach skills that are needed to pass entrance exam in Japan, they first have to know what are needed, and may have to change the whole approach toward the conversation lessons. The conversation lessons taught in Japan tend to stick to genuine aural/oral practical English, not to entrance exam oriented English. Frankly, I believe for non-Japanese teachers, teaching entrance exam oriented English is difficult.

I would like to make a comment on question no. 30. I am not saying that Japanese teachers are better than non-Japanese teacher in the grammatical field but English grammar taught in Japanese high school and in the university entrance exams is so unique . I presume it's like Latin taught in English speaking nations. I believe the Japanese teachers have better knowledge of English grammar necessary to pass the examinations. You don't use participial construction so much in nowadays English, but in the entrance examinations the university is expecting the students knowledge of those "old fashioned" English grammar. We have to teach those kind of things as well.

Appendix MConsent Form

During 1997 an educational research program will be conducted at Osaka Kun-ei Girls' High School. This research is being conducted by Anne Shine as part of Masters Degree thesis requirements for Massey University in New Zealand..

The purpose of this research is to study students' oral interactions in English conversation classes and to investigate students and teachers perceptions of these classes.

Individuals may be involved in this research in any one of its three stages:

- by being in a class under observation,
- by being asked to fill out a questionnaire,
- by take part in an interview with the researcher.

All information gathered will be confidential. The final report will not identify individuals or the school. Participants will be kept informed of findings.

I understand the above information and consent to take part in this research.

NAME-----

DATE-----

Appendix
M

同 意 書

1997 年、大阪薫英高校で英語教育に関する調査を行ないます。この調査は、アン・シャインがニュージーランドのマッセイ大学に提出する修士論文の資料とするため行ないます。

この調査の目的は、英会話授業での生徒の発言・参加を研究し、英会話授業にたいする生徒と教師のうけとめ方を調べるというものです。

この調査では下記の三つの段階（うち一つ、もしくは全て）で協力をお願いすることになります。

1. 調査の対象になるクラスに参加する。
2. 質問書に解答する。
3. 調査員と面接し質問に答える。

集められた調査結果は全て秘密にされます。論文のなかでは、個人名・学校名は公表されません。協力していただいた方には研究結果をお知らせします。

私は上記の研究趣旨を理解し、この調査に協力することに同意します。

名前 _____

1997 年 月 日

Appendix NTeachers' Interview Questions

The teachers interviews were both formal and informal. The following is a list of the formal interview questions.

1. What do they see as the aims of conversation classes? Are these aims clear to their students? Do the aims vary for the three groups.
2. Do they believe the students have different expectations and experiences in classroom interactions in their usual classes? If so have they accommodated the students different expectations at all? How well have the students adjusted to the different classroom interactional style?
3. What do they expect of the students?
4. What types of behavior are considered attending behaviors and what are considered non-attending behavior?
5. How are the students seen by the teachers in terms of their classroom interactions, on-task behaviors, and taking responsibility for their own learning?
6. Do they persist with behaviors which are unacceptable to non-Japanese teachers such as sleeping, gazing in the mirror, doing work for other classes?
7. Do they believe the students are interested in learning to speak English?
8. Are there any differences as a result of the expectations of teachers being made explicit through the 'class welcome' sheet handed out this year for the first time.
9. Has reducing the size of the classes made a difference to the type of interaction possible and the involvement of the regular students?

Informal discussion themes provided insights into teachers' perceptions of interactions with different classes as they happened and the difficulties of working in a different culture.

Appendix O

Students' Interview Questions

The interviews were of two kinds, structured interviews taking place by appointment and informal discussions which occurred randomly.

The following is a list of questions used initially to spark comment in the formal interviews.

1. Are there some things you need to know that you can learn from English conversation class? What skills you need to develop? Are these needs and expectations being met ? If not what is missing?
2. What do you think your teacher wants you to learn in these classes? Are you aware of the cultural differences which you will face internationally?
3. You are going to be in another country soon where no-one speaks Japanese so you need to learn to speak English. You know you need this so what stops you from speaking?
4. What can the teachers do to help students who don't ever say anything? Do you think that the teacher can make the student talk?
5. When a question is asked do you want the teacher to choose a student to answer? How do you feel when selected by the teacher if you know the answer and if you don't know the answer?
6. Do you sometimes feel disappointed because you haven't tried to say something when you knew the answer?
7. Are you afraid of what the teacher will say or what the other students will think?
8. How do you feel when you do speak English?
9. How do you rate yourself as an English speaker and listener? What are your expectations of improvement?

The following are themes covered in informal discussion which took place throughout the year.

1. Teachers and students views of the level of active participation in class. Do they volunteer answers or ask questions? If not why not? How certain of the answer do they need to be before volunteering? What

is the method of volunteering - hand raising, speaking out, audible aside to self or to others?

2. Are students more interactive with their Japanese English teachers?
3. What are the students views of seating arrangements, how instructions are issued and turns are taken and generally how the class is conducted? To how great an extent have they been affected by the different classroom interactional style and have they adjusted?
4. Who is responsible for their success or failure?
5. What is their motivation to learn and attitude to the study of English?
6. What learning goals do they have and what are their expectations of reaching them?