

日本人英語教員による All in English の授業についてのアンケート調査

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ABSTRACT

Ministry of Education, Culture, Sports, Science and Technology recently mandated, in the new curriculum guidelines, that English is to be used as media language in all English classes at high schools. This is one of the new proposals the ministry has made to cope with the current situation where more and more companies are employing English as their official or common language. In reality, however, not all Japanese teachers of English are ready to conduct their classes “All-in-English” even in universities. The author was in charge of a class focusing on writing and speaking, which is originally expected to be conducted by a native speaker of English “All-in-English” as determined by the university policy. In this paper, the author briefly explains the content of the lessons and then reports the questionnaire results from the students who took her class as well as from Japanese teachers of English and native English teachers teaching at various universities in Japan, in the hope that these might offer some insights for improving the quality of “All-in-English” classes by Japanese teachers of English.

キーワード: 日本人英語教員、All in English、インタラクション、指導力、カリキュラム

1. はじめに

日本の国際化に対応する英語教育改革の指針として、2002 年に、文部科学省が「『英語が使える日本人』の育成のための戦略構想」を発表した（文部科学省、2002）。国際化はその後さらに進展し、企業における英語公用語化の動きが見られるようになった。2012 年には、日本学術振興会および文部科学省が、「グローバル人材育成推進事業」の中で、「若い世代の『内向き志向』を克服し、国際的な産業競争力の向上や国と国の絆の強化の基盤として、グローバルな舞台に積極的に挑戦し活躍できる『人財』の育成を図るため、大学教育のグローバル化を推進する取組を行う事業に対して、重点的に財政支援」を行っている（日本学術振興会、2012）。これらを背景に、文部科学省は高等学校の新学習指導要領で、「授業は英語で行うことを基本とする」としている（文部科学省、2013）。しかしながら、大学においてさえ、日本人教員による All in English の授業はほとんど行われていないのが現状である。

2013 年には、自民党教育再生実行本部が、大学入試に TOEFL® iBT の導入を提言したが、同年の TOEFL® iBT の日本人の平均スコア（70 点）は、世界平均（81 点）のみならず、他のアジア諸国（中国 78 点、韓国 85 点など）と比較しても、極めて低い（各セクシ

ヨン 30 点 ; 計 120 点満点) (Educational Testing Service, 2014)。TOEFL® iBT の大きな特徴は、英語の 4 技能すべてを測定するという点であるが、EFL (English as a Foreign Language) 環境に置かれている日本人英語学習者にとって、リスニングとスピーキング、つまり音声言語の処理能力の向上は、非常に重要且つ困難な課題である (森下、2013a)。

Levelt (1993) の語彙仮説モデルによれば、リスニングのプロセスとして、音響・音声処理装置 (ACOUSTIC-PHONETIC PROCESSOR) で音声信号が音声表象に変換され、文解析装置 (PARSER) でメンタルレキシコン (心的辞書) にアクセスして文法復号化 (grammatical decoding) / 音韻復号化および語彙選択 (phonological decoding & lexical selection) が施される。概念化装置 (CONCEPTUALIZER) で発話のメッセージや意図が処理され、アウトプット (理解) に至る。一方、スピーキングのプロセスとして、概念化装置で作られたメッセージは、形式化装置 (FORMULATOR) で文法符号化 (grammatical decoding) / 音韻符号化 (phonological decoding) され、調音装置 (ARTICULATOR) を経てアウトプット (発話) に至る (図 1)。

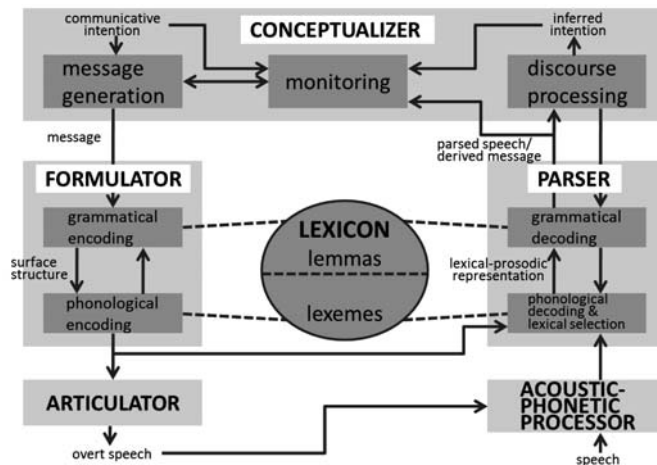


図 1. 言語の理解と生成における語彙仮説モデル (Levelt, 1993)

この一連のプロセスは、時間的制約の中で行われるが、母語話者の場合は自動化され、並行処理されていると言われている。一方、L2 (Second Language) / EFL 学習者の場合には、流暢さ・正確さ・複雑さの間で、しばしば相殺効果 (trade-off effect) が見られる (Morishita, 2010)。

森下 (2013b) では、留学経験者を対象としたアンケート調査を行い、留学未経験者との比較・分析を行った。英語における「読む」「書く」「聞く」「話す」「発音」「語彙」「文法」の 7 項目の能力について、得意だと思う順および伸ばしたいと思う順に番号をつけてもらったところ、留学経験者と未経験者のいずれのグループでも、得意だと思う項目は、「読む」「聞く」「文法」の順であり、受信型中心の日本の英語教育を受けた経験が、留学後も影響を及ぼすことが分かった。また、いずれのグループでも、伸ばしたい項目の上位 2 項目は、「話す」と「聞く」ことであり、EFL 環境で学習してきた日本人が、

留学後も、音声言語、特にスピーキング力を向上させる必要性を感じていることが分かった。

SLA (Second Language Acquisition ; 第二言語習得) 研究においては、「言語習得には大量の理解可能なインプットが必要」(インプット仮説 ; Krashen, 1985)、「アウトプットは学習者が意味の処理から構文の処理へと向かうことを助ける」(アウトプット仮説 ; Swain, 1985)などの仮説を経て、現在では、「インタラクションはインプットとアウトプットによって学習者に修正の機会を与え、第二言語の発達を促す」(インタラクション仮説 ; Long, 1996)という考え方が主流になっている。この仮説は、まさに All in English の授業によって実証できる可能性が高い。

高等学校の新学習指導要領に「授業は英語で行うことを基本とする」と明記されたことにより、これまでは努力目標であった All in English の授業が、喫緊の課題へと変わった。本稿では、日本人英語教員による All in English のあり方についての検討材料とするため、筆者が行ったライティングとプレゼンテーションを組み合わせた授業について、その内容を簡単に紹介し、このクラスの履修生、日本人の英語教員、およびネイティブスピーカーの英語教員(以下、ネイティブ教員)を対象としたアンケート調査の結果について報告する。なお、この授業は、通常は英語のネイティブスピーカーが担当することになっており、すべて英語で行うことが義務付けられていた。

2. 授業

2.1 対象

2013 年度後期の「作文・会話」のクラスで、中国語専攻の大学 2 年生 27 名を担当した。彼らは 2013 年度前期も同じタイトルのクラスを履修しており、ネイティブ教員が担当していた。英語の習熟度を調べるため、Quick placement test (Oxford University Press, 2004) を実施したところ、平均点は 36.9 点 (60 点満点) で、換算表によると Common European framework of reference for languages (Council of Europe, 2001) の B1 (threshold: lower intermediate) に当たるレベルであった。

2.2 目的

インタラクション仮説に基づき、「作文・会話」というアウトプットに焦点を当てたクラスにおいて、さらにインタラクションの機会を増やすことを目指した。シラバスに記載した授業の目的は、以下の通りであった。

The objective of this class is to provide students with the opportunity to express themselves in both written and spoken English. Students are required to write three essays, one of which will be the theme of their poster presentation.

2.3 内容

All in English の授業を行うにあたっては、すでに日本語で行ったことのある作文のクラ

スで扱った内容をもとにした（森下、2011）。テキストは特に使用しなかったが、“Writing from within” (Kelly & Gargagliano, Cambridge University Press, 2001)などを参考にした。

作文については、文章（プロダクト）そのものよりもその作成過程（プロセス）を重視するプロセス・ライティングの考え方を取り入れ (Elbow, 1973; Murray, 1980)、ブレイン・ストーミングやピア・レビューなどの活動を経て、半期で3本の作文を提出することとした。そのうち1本については、各学生が独自のリサーチ・クエスチョンをもとにクラス全員へのアンケート調査を行い、その結果を学期末のポスター・プレゼンテーションで発表した。

3. アンケート調査

3.1 履修生

3.1.1 初回授業アンケート

初回授業で、履修生を対象とした All in English の授業に関するアンケート調査（回答者数：27名、記名自由）を行った (Appendix A)。

(1)「このクラスでは、日本人教員が All in English の授業を担当しますが、英語をどれぐらい使用してほしいですか？いずれかひとつに○をつけ、その理由を述べてください。」という質問に対しては、

- 1) ほとんど日本語を使用してほしい (2名)
- 2) どちらかというと日本語を多く使用してほしい (1名)
- 3) 日本語と英語をどちらも同じぐらい使用してほしい (7名)
- 4) どちらかというと英語を多く使用してほしい (9名)
- 5) ほとんど英語を使用してほしい (8名)

という結果となった。全体として、「英語に触れる時間が多いほうが良い」など、英語の使用を希望する声が多いものの、日本語だと「課題の指示が分かりやすい」、「分からないときに日本語訳がほしい」など、日本語も多少は使用してほしいという意見も少なからずあった。

(2)「All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが良いと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。」という質問に対しては、

- 1) 日本人 (0名)
- 2) どちらかというと日本人 (1名)
- 3) どちらも同じ (7名)
- 4) どちらかというとネイティブ (12名)
- 5) ネイティブ (7名)

という結果となった。ネイティブ教員の授業を希望する理由としては、「感覚的に英語を使えるから」、「発音や言い回しが実践的」などに加え、「交流の機会が少ないから」、「英語の授業が少ないから、少しでも生の英語に触れたい」という回答が見られた。英語専攻ではないにしろ、語学に興味があるであろう中国語専攻の学生ならではの意見と言えるかもしれない。一方、日本人教員であれば「文法や英語の使い方を理解しやすい」反面、「甘えが出る」という回答からは、日本語の使用の可能性がほのめかされている。また、「どちらも同じ」という回答の理由としては、「どちらからも得るものがある」、「内容が大切」などの前向きな意見が多く、「本当に英語力のある先生だったら、日本人でも問題ない」という、All in English の授業を行う日本人教員にはネイティブ並みの英語力を求める声もあった。

3.1.2 最終授業アンケート

最終授業で、上記の履修生を対象としたアンケート調査（回答者数：27 名、記名自由）を行った (Appendix B)。

(1)「このクラスでは、日本人教員が All in English の授業を担当しましたが、良かったと思う点と改善すべきだと思う点をそれぞれ挙げてください。」という質問に対し、良かった点としては、「ネイティブの先生よりも英語が聞き取りやすかったので、学習しやすかった」、「本当に分からなかったときに話が通じた」などの回答があり、日本人教員が英語と（必要に応じて）日本語を駆使して丁寧に指導すれば、学生は概して好意的に受け取る可能性が示された。日本人教員が主に日本語で指導する場合との比較としては、「英語で理解しようとする姿勢になった」、「自分も英語で話すべきだという責任感が持てた」などの前向きなコメントが多く見られた。また、学生は概して授業内のインタラクションに積極的に取り組んでいたが、「去年は日本語で文法の説明ばかりで高校の授業みたいだったが、今年は違った授業が味わえた」、「ポスター・プレゼンテーションの準備・発表が面白かった」などの回答からも、その様子がうかがえる。

一方、改善点としては、「先生・学生ともに、使う英語の量がネイティブよりも明らかに少ない」、「答えられない学生を待つ時間が長くて、授業が止まることがあった」など、英語を使う授業に慣れていない筆者の欠点を指摘された。「大切なところは日本語でも言ってほしい」、「先生の指示を 100%理解できないまま、宿題や課題を提出する学生が出てきてしまう」などの回答からは、複雑／重要な内容を英語で分かりやすく伝えることの重要性を感じた。また、学生側の問題として「日本語を使う学生が多かった」という回答も少なくなかった。

(2)「All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが良いと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。」という質問に対しては、

- 1) 日本人 (0 名)
- 2) どちらかというと日本人 (5 名)

- 3) どちらも同じ (6名)
- 4) どちらかというとネイティブ (9名)
- 5) ネイティブ (7名)

という結果となった。日本人教員については、「英語でも日本語でも説明できて分かりやすい」、「日本人教員のほうが、私たち日本人がどこを理解していないのかをつかみやすい」という回答がある一方で、「日本人教員に対して英語を使いにくい」、「日本人の先生だつて甘えて日本語で話してしまうことがある」、「英語の話し方がおかしくても、日本人教員は学生が大体何が言いたいかわかるので、通じてしまう」などの問題点が指摘された。

一方、ネイティブ教員については、「ネイティブならではの言葉のニュアンスなど、知らないことを多く教えてもらえる」、「ディベートなど、海外っぽい授業を導入してくれる」など、一般的に挙げられる利点のほか、「ネイティブの発音は聞き取りづらいから、授業を通して慣れていきたい」、「何とかして伝えようという気持ちが強くなり、積極的に授業に取り組めた」などの回答もあった。

また、「どちらも同じ」という回答には、「本場の発音を聞きたいだけなら、映画を観たりラジオや CD を聴いたりすればいいだけなので、どちらが授業を受け持ってもいい」、「ネイティブでも日本人でも、結局、英語にクセや訛りがある」などの理由が挙げられていた。

(2) の質問は、初回授業と最終授業で同じ内容であったが、最終授業の場合は、ネイティブ教員と日本人教員による同じタイトルのクラスを両方履修した後の回答ということになる。本稿のアンケート調査は記名自由であったため、各履修生の意識の変化を個別に確認することはできないが、筆者による All in English の授業の後も、依然として日本人教員よりもネイティブ教員による All in English の授業を望む声が多かった。しかしながら、全体として、日本人教員による All in English の授業を受け入れるようになってきたと思われるコメントが多く見られ、少なくとも日本人教員が主に日本語で行う英語の授業よりも好意的に受け取られたようであった。

3.2 日本人教員

日本人教員 (49名) に対しても、All in English の授業に関するアンケート調査を行った (Appendix C)。

(1) 「All in English の授業を担当したことがありますか？」という質問に、「はい」と答えた教員は 36 名、「いいえ」は 13 名であった。

(1) で「はい」と答えた教員のみに、(2) 「All in English の授業を担当した際」英語をどれぐらい使用されましたか？いずれかひとつに○をつけ、その理由を述べてください。また、授業によって英語の使用頻度が大きく異なる場合は、それぞれの授業についてご回答ください。」という質問をしたところ、

- 1) ほとんど日本語を使用した (0 名)
- 2) どちらかというと日本語を多く使用した (2 名)
- 3) 日本語と英語をどちらも同じぐらい使用した (10 名)
- 4) どちらかというと英語を多く使用した (10 名)
- 5) ほとんど英語を使用した (24 名)

という結果となった。なお、英語の使用頻度が異なる授業について複数の回答をした教員が多く、上記の数字は延べ人数 (46 名) となっている。日本語は、「初級レベルのとき」、「クラス内のレベル差が大きいとき」などのレベルを配慮した場合や、「文法の説明や単位取得にかかわる事務的な手続き」、「専門内容を理解させるため、日本語のサマリーを入れた」などの複雑／重要な内容に関する説明の際に使用したという回答が見られた。

一方、英語については、「学部内で All in English の合意がなされ、シラバス等の資料もすべて英語化された」、「ネイティブ教員がコーディネイトする共通授業で、日本語の使用が禁止されていた」、「テキストが All in English 前提で構成されていた」、「受講生の中に留学生や帰国子女がいた」など、使用を余儀なくされる理由がある場合がほとんどで、「コミュニケーション重視の授業を展開したかった」、「できるだけ英語への exposure を多くするため」など、自発的に使用することにしたと思われる回答は、非常に限られていた。

(3) 「日本人教員が All in English の授業を担当することについて、利点と欠点と思われることをそれぞれ挙げてください。」という質問に対しては、利点として、「授業の国際化」、「日本人でも英語ができるようになるというロールモデルになれる」、「教員志望の学生に、英語を用いて授業を行うイメージを持たせる」、「授業前後で日本語を使い、質問等に細やかに対応できる」、「自らが学習者であった経験から、学生のつまずきに気づきやすく、指導にも反映できる」などの回答のほか、「教員の英語運用能力の活性化」という教員側のメリットも挙げられた。

欠点としては、「授業準備と運営のための労力が増大する」、「英語に気を取られて内容がおろそかになりがち」、「授業進度が遅れる」、「学生の語学レベルによる理解力のばらつき」など、授業進行上の問題点以外にも、「学生はネイティブ並みの英語力を暗に求めているので誤りなどに意外と敏感」、「ネイティブ並みの表現指導が十分にできない」など、教員側の英語不足についての指摘もあった。これらは、森下 (2013b) における英語圏での留学経験者へのアンケート調査の「日本での学習や教育機関での指導は十分だったと思うか」という質問に対する回答と合致しており、「授業でのスピーキングの指導は不十分」で、その理由として、「教師自身のスピーキング力不足」を指摘していた。

(4) 「大学の All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが効果的だと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。」という質問に対しては、

- 1) 日本人 (0名)
- 2) どちらかという日本人 (2名)
- 3) どちらも同じ (20名)
- 4) どちらかというネイティブ (16名)
- 5) ネイティブ (7名)

という結果となった。なお、本項目に無回答の教員が 4 名いたため、上記の回答は 45 名分となっている。また、All in English の授業の経験がない教員のほうが、経験がある教員よりも、ネイティブ教員が受け持つ方が効果的だと考える傾向にあった。日本人教員についてのコメントとしては、「日本人教員は日本語が話せることを学生が知っているのに、あまり意味がない」という旨の意見が目立ち、「日本人教員の授業では、教員ばかりが話し、学生が聞いているだけということになりがちだが、できるだけ多く学生が英語を話すような工夫が必要」という意見もあった。

また、ネイティブ教員についてのコメントとしては、「語学習得が主な目的の場合、当該言語の母語話者が教えることが望ましいし、学習効果も高いと思う」、「学生の英語のスイッチが入るのは明らかにネイティブ」、「日本にはまだまだネイティブ信仰が根付いている」など、日本人教員自らネイティブの利点を挙げている例が多いものの、「日本人の英語力を把握しておらず、適切なスピードや語彙で話すことが難しい場合が多い」という指摘もあった。

3.3 ネイティブ教員

ネイティブ教員 (12 名) に対しても同様に、All in English の授業に関するアンケート調査を行った (Appendix D)。

(1) “To what extent English is used in your classes? Circle one and write your reason(s). If you have several classes in which you have different situations, please answer for each.” という質問には、12 名中 10 名の教員が 5) “I for the most part use English.” を選んだが、“With the lower levels of the students, there needs to be some Japanese in the classroom.” という理由で日本語を使用しているという回答もあり、“There are students who feel embarrassed to speak English with me if they know that I can speak Japanese. For these students, speaking Japanese in class undermines the feeling that they really must use English to communicate.”という回答からは、ネイティブ教員であっても、日本語の使用を期待されることがあるということが分かった。

一方、英語の使用については、“It is important that they have the ability to see the language in use and the chance to use and learn what is being presented in the classroom (often they are only exposed to the language (in) one or two classes a week, so that minimal amount of time needs to have the language component maximized).”など、その重要性が強調された。

(2) “What do you think are strengths and weaknesses of ‘All in English’ conducted by Japanese EFL teachers?”という質問に対し、日本人教員の利点としては、“The students can see that the native Japanese teacher is able to perform at a high level in the target language, and that is a motivation for the students to strive for similar abilities,” “Gives the students an example of a

realistic model for their own English speaking.”など、日本人教員のほうが現実的なロールモデルになれるという回答が目立ち、“Can explain grammar and technical points in more detail,” “Students can ask questions more freely if they use Japanese.” など、日本語の使用を前提とした意見もあった。

欠点としては、“Some Japanese teachers may not have adequate pronunciation or conversation skills, leading to less confidence in their own teaching,” “The effectiveness of the class is dependent on the teachers’ proficiency in English.” など、日本人教員の英語力不足を懸念するコメントが多くを占めた。

(3) “Which do you think is better, ‘All in English’ conducted by Japanese EFL teachers or native English teachers? Circle one and write your reason(s).”という質問に対しては、“I think probably the biggest problem with conducting the class mostly in Japanese is that the language becomes something to study rather than a means of communication. But in principle, I don’t think that the country of birth of the teacher is as important as proficiency in the language and skill as a teacher,” “If the EFL instructor is able to simply and clearly explain in English, the message should be able to be well received by the students by both.” など、教員の指導力に国籍は関係ないという意見が目立ち、12名中9名の教員が3) “Same” を選んでいた。

4. まとめと今後の課題

本稿のアンケート調査から、中級レベル（またはそれ以上）の学生は、ネイティブ教員による All in English の授業を望む傾向にあることが分かった。一方で、日本人教員が英語と日本語を駆使して丁寧に授業をすることを望む声も少なくなかった。All in English の授業を担当している日本人教員は、授業においてはほとんど英語を使用しており、日本人教員とネイティブ教員間で大きな違いはないと考える傾向にあったが、完璧を目指すのではなく、むしろ学生にとっての現実的なモデル (realistic model) になることができれば良いのではないだろうか。

All in English の授業であっても、学生が自発的に英語を使用するとは限らない。教員の母語や使用言語が何であるかということよりも、インタラクションを通して、いかにアウトプットを引き出すかが重要であると言える。日本人教員が日本語で文法・語彙の説明をするだけの授業では、知識は増えても運用能力は身に付かないことは明らかであり、一方、ネイティブ教員が指導しても、学生が自ら発言し文章を書くなどの産出の機会を多く与えなければ、運用能力の向上にはつながらないだろう。

森下 (2013b) では、特にスピーキングは、留学後も日本人英語学習者にとっての大きな課題であり、意識的に伸ばす努力や工夫を重ねる必要があることが示唆された。実際、留学経験者の多くが、日本におけるスピーキングの指導不足を批判する一方で、留学前から自発的に英語の使用機会を持ったと回答している。このような状況の下、EFL 環境における効果的なスピーキングの学習・指導法を早急に確立することが求められており、All in English の授業は、そのきっかけとなる可能性がある。

本稿のアンケート調査では、「All in English を謳うからには、すべて英語で授業が行わ

れるはずなので、どの程度英語を使用したかという質問はおかしいのではないか」、「レベルによって英語の使用頻度が異なるため、回答しづらい」など、質問内容のあいまいな点を回答者から指摘された。今後は、これらの点を改善し、より具体的な意識調査を行いたい。また、All in English の授業の事前・事後に、習熟度テストなどのデータを取ることで、どのようなレベルの学生にどの程度の効果があるかを調査する必要がある。本稿では、主に All in English の授業について現状把握を行ったが、今後は、All in English にもとづく効果的な指導法についても検討していきたい。

付記

本稿は、筆者が 2014 年 6 月 14 日に開催された JACET 関西支部春季大会（於大阪薬科大学）において、「All in English の授業についての一考察：大学生を対象としたアンケート調査の結果をもとに」というタイトルで口頭発表した内容を、加筆・修正したものである。

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Appendix A : 履修生用アンケート（初回授業）

(1) このクラスでは、日本人教員が All in English の授業を担当しますが、英語をどれぐらい使用してほしいですか？いずれかひとつに○をつけ、その理由を述べてください。

- 1) ほとんど日本語を使用してほしい
- 2) どちらかという日本語を多く使用してほしい
- 3) 日本語と英語をどちらも同じぐらい使用してほしい
- 4) どちらかという英語を多く使用してほしい
- 5) ほとんど英語を使用してほしい

理由

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(2) All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが良いと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。

- 1) 日本人
- 2) どちらかという日本人
- 3) どちらも同じ
- 4) どちらかというネイティブ
- 5) ネイティブ

理由

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Appendix B : 履修生用アンケート（最終授業）

(1) このクラスでは、日本人教員が All in English の授業を担当しましたが、良かったと思う点と改善すべきだと思う点をそれぞれ挙げてください。

良かった点

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改善点

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(2) All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが良いと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。

- 1) 日本人
- 2) どちらかという日本人
- 3) どちらも同じ
- 4) どちらかというネイティブ
- 5) ネイティブ

理由

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Appendix C：日本人教員用アンケート

(1) All in English の授業を担当したことがありますか？いずれかに○をつけてください。

はい ・ いいえ

(2) (1) で「はい」と答えた方のみご回答ください。英語をどれぐらい使用されましたか？いずれかひとつに○をつけ、その理由を述べてください。また、授業によって英語の使用頻度が大きく異なる場合は、それぞれの授業についてご回答ください。

- 1) ほとんど日本語を使用した
- 2) どちらかという日本語を多く使用した
- 3) 日本語と英語をどちらも同じぐらい使用した
- 4) どちらかという英語を多く使用した
- 5) ほとんど英語を使用した

理由

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- (3) 日本人教員が All in English の授業を担当することについて、利点と欠点と思われることをそれぞれ挙げてください。

利点

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欠点

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- (4) 大学の All in English のクラスは、日本人教員と英語のネイティブ教員のどちらが受け持つほうが効果的だと思いますか？いずれかひとつに○をつけ、また、その理由を述べてください。

- 1) 日本人
- 2) どちらかという日本人
- 3) どちらも同じ
- 4) どちらかというネイティブ
- 5) ネイティブ

理由

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Appendix D : ネイティブ教員用アンケート

- (1) To what extent English is used in your classes? Circle one and write your reason(s). If you have several classes in which you have different situations, please answer for each.

- 1) I for the most part use Japanese.
- 2) I use Japanese more than English.
- 3) I use Japanese and English evenly.
- 4) I use English more than Japanese.
- 5) I for the most part use English.

Reason(s)

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(2) What do you think are strengths and weaknesses of “All in English” conducted by Japanese EFL teachers?

Strengths

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Weaknesses

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(3) Which do you think is better, “All in English” conducted by Japanese EFL teachers or native English teachers? Circle one and write your reason(s).

- 1) Japanese EFL teachers
- 2) Japanese EFL teachers rather than native English teachers
- 3) Same
- 4) Native English teachers rather than Japanese EFL teachers
- 5) Native English teachers

Reason(s)

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An Investigation into the Changes of Remedial Students' Recognition of the Diversity of EIL through Experience in Singapore

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ABSTRACT

The purpose of this study is to investigate students' awareness of English as an International Language (EIL). Particularly students who are relatively low level in English ability are major participants in this research. It is meaningful to focus on such students as an increasing number of teachers or researchers have to think of what is called remedial education in their classrooms these days. This is because, the decreasing population of young people and large number of universities allow almost every applicant to university to pass the entrance exam. This leads to a situation in which teachers need to teach students who are deficient in fundamental knowledge of the language and motivation for learning. In order to address the circumstance mentioned above in universities, this research investigates if the experience of EIL brings about any changes in students' awareness of English or learning English. Moreover if the idea could make changes in students' learning attitudes, what kind of changes would that be? Possibilities that the concept of EIL has for students of low level are discussed based on the outcomes.

Keywords: EIL, remedial education, quantitative analysis, qualitative analysis

I. INTRODUCTION

University students who lack fundamental knowledge of English will increase due to the current situation that the decreasing population of 18 year-olds in Japan makes it easier or possible for nearly every applicant to enroll in universities. Generally speaking, many of them not only lack English ability, but also lack motivation for learning itself. This situation requires teachers in college to teach English as a sort of remedial education. The students who need remedial education are said to have low self-esteem (Kiyota, 2010) and their confidence in their own ability to learn may also be low. These elements could lead the students to think of English as a difficult thing to tackle.

In order to address this status quo, a large amount of research investigating such students' awareness or motivation toward learning or English has been conducted (e.g. Kiyota 2009, Kiyota 2010, Sakai et al. 2010). However, very little research has been done about students' awareness concerning their view toward English itself by using theoretical frameworks. Therefore in this research English as an International Language (EIL) is utilized as a framework. This is grounded on an assumption that the idea that English is the language for its native speakers might hamper

students' improvement of the language or their motivation toward learning it. For instance, Honna and Takeshita (1998) stated that "“nativist” goal should be held largely accountable for the low achievement. It also causes Japanese students' passive attitudes in using this language as a means of international and intercultural communication. They are ashamed if they do not speak English the way native speakers do. (p.119)". This suggests that the concept of EIL could support students' promotion of their English ability or motivational changes. Especially if the students are, what is called, false starters, this idea might be able to influence their attitude in a favorable way.

1. English as an International Language

As for EIL, enormous number of academic researchers have shed light on the reality of English use in the world. Among all the literature, Crystal (2003) estimated that a total of 430 million people use English as their L2 language, which means that the number outnumbers that of L1 users of English. He attributes this tendency to the factor that 'the emergence of the United States as the leading economic power of the twentieth century (Crystal 2003, p.59)'. And it is not difficult to imagine that the number of speakers of English for whom English is not L1 would continue to increase in the current economic situation around the globe.

As the necessity of EIL increases, a lot of definitions of EIL have been proposed. While a variety of definitions of the term EIL have been suggested, the definition of EIL in this paper draws on the one defined by Hino (2001) as "English as a means of communication between people of different nations." (p.39).

II. LITERATURE REVIEW AND RESEARCH QUESTION

Research which deal with Japanese learners' attitude or awareness toward EIL has been carried out since a relatively early period.

For example, Chiba et al. (1995) focuses on the attitudes of Japanese university students toward varieties of spoken English and examines the relation between the acceptance of varieties of English spoken by native and non-native speakers and the attitudes toward people, culture, and English learning (p.77). Consequently, it is suggested that accepting non-native accents is difficult for learners with leanings toward American or British people, culture and so forth. Hence, the author concludes that increasing familiarity with different varieties of English would be one of the solutions. Matsuda (2003) conducted a qualitative case study to investigate Japanese senior school students' view of their ownership of English. The results showed that while the students agreed English is used internationally, they perceive speakers of English as mainly Americans or Britons. Additionally, the Japanese variety of English was perceived as either Japanese or incorrect English that deviated from the "real" English of native speakers (p.493). Furthermore, their lack of awareness of other varieties such as Singaporean English or Indian English was pointed out and exposing them to as many varieties as possible in order to raise their awareness was suggested. More importantly she states that the higher level of exposure to and awareness of different varieties of English, the more positive their attitudes may become. Furthermore, they may become less

inhibited about communicating in their own variety of English (p.494).

Yoshikawa (2005) distributed a questionnaire to investigate students' recognition of world Englishes before and after their first year of classes at the Department of World Englishes of Chukyo university. As a result, for example, 1st year students' attitude toward outer circle varieties was more tolerant compared with that of 2nd and 3rd students'. This outcome might reflect the fact that 2nd and 3rd year students participated in a language seminar at Singapore while 1st year students have not yet taken part in the course. Regarding this consequence, the author suggests that students cannot understand Singlish and therefore show a sort of rejection to it. In conclusion, it is said that the scheduling of overseas visits and the students' English ability should be taken into consideration. Oi (2012) investigated Japanese English learners' attitudinal changes toward native speakers or their English and non-native speakers or their English after short-term interaction with non-native English speakers. The number of times that students interacted with non-native speakers is three and non-native speakers are a Chinese speaker of English and a Lithuanian speaker of English. Students' psychological changes were measured by using a questionnaire before and after the interaction. The result suggested that the short-term interaction with non-native English speakers worsened students' perception toward non-native English speakers or their English, while students' attitude toward native speakers and their English has not changed. The author attributed this outcome to the lack of preliminary knowledge about EIL. However, many Japanese learners of English still do not know or notice this reality (e.g. Honna & Takeshita 1998), think of English as native speakers' language and undervalue Japanese English (Matsuda, 2003).

Although, as listed above, literature which investigates students' awareness of EIL can be found, research which focuses on EIL awareness of students with low English proficiency is considerably limited. It is necessary to investigate their awareness of EIL and if EIL could bring some changes in such students' recognition as to English learning. For this reason, the research questions of this paper are as follows; 1) How do students who need remedial education perceive or recognize the idea of EIL?, 2) Can the experience of EIL change their attitude toward the recognition of the diversity of EIL? And if the experience could bring about changes, then 3) How were students' attitude toward EIL or English learning influenced?

III. METHOD

1. Objectives

The objectives of this research are the following three points.

- (1) How students who need remedial education perceive or recognize the idea of EIL.
- (2) Whether the experience of EIL can change their attitude toward the recognition of the diversity of EIL.
- (3) How students' attitudes toward EIL or English learning were influenced.

2. Participants

The participants are first-year students at a private university in Kansai district. They

participated in an English course held in RELC Singapore from the beginning of March 2014 for about one week. They took TOEIC Bridge in the middle of December 2013, and their English ability can be categorized as a low level because the mean of their TOEIC Bridge score is 129 ($SD = 19.8$). According to Educational Testing Service, the score around 129 is converted into around 310-345 of TOEIC score which means their ability is that of basic users’.

3. RELC Singapore seminar

Through this seminar, on weekdays students take English classes in the morning and go on an excursion in the afternoon. For instance, if students learn Indian culture in the morning class, then they go to Little India as an excursion. And after the excursion, they can go anywhere they are interested in. On weekends they go sightseeing and on Sunday, they take part in a cultural exchange program in which they meet some students in Singapore and spend a day with them.

4. Procedure

Participants’ recognition regarding EIL was measured through a questionnaire. The questionnaire was distributed in January 15th at one of the classes for preparation to RELC seminar and after the seminar. Students who didn’t answer every item were eliminated and those who didn’t take TOEIC Bridge were also excluded for analysis. Consequently the number of participants was 31 in total. The data dealt with in this study are the result of the questionnaire and that of TOEIC Bridge. For analysis, langtest (langtest.jp) was utilized.

5. Questionnaire

Items in the questionnaire were extracted from items used by Chiba et al. (1995) (see Appendix1) and Yoshikawa (2005) (see Appendix 2). As a result, the number of items used in this research was 11 with 4-point scale ranging from “strongly agree” (4), “agree” (3), “disagree” (2), “strongly disagree” (1). The even numbers’ scale was adopted because if the scale consisted of an odd number, there would be possibility that some of the participants might choose the middle scale without considering the meaning of the item deeply (Yashima & Takeuchi 2006, p.40).

IV. RESULTS

1. Students’ recognition of the diversity of EIL

For the purpose of investigating students’ recognition of the diversity of EIL, cluster analysis was adopted. As for the data, the responses to the questionnaire which was conducted before they took part in RELC seminar and TOEIC Bridge score were utilized.

In order to verify the internal-consistency reliability of the questionnaire, the Cronbach’s alpha was calculated. With all the 11 items, it was .50 which means the reliability could be in question. The use of all of the questions should be avoided. Therefore some of the items were omitted to increase the value. As a result, .64 was gained with 5 items and it was difficult to get more than .70 by any adjustments of items. According to Takeuchi and Mizumoto (2012), the reliability

coefficient for questionnaire should be ideally obtained more than 0.7 and it is believed that if the value is under 0.5, it is considered as an error of measurement which suggests that the measurement tools should not be used (p.23). The fact that the reliability coefficient was .64 might be a little low, but the value was not under 0.5. For this reason these 5 items were utilized for analysis.

Table 1 illustrates the descriptive statistics of the questionnaire. The outcome indicates that the students overall have a relatively negative recognition toward EIL as the mean score is 2.13.

Table1. Means, Standard deviation and the Cronbach's Alpha of the questionnaire

	<i>M</i>	<i>SD</i>	α
Students' recognition toward EIL	2.13	0.48	.64

The result of the questionnaire (Q) and TOEIC Bridge score were used to profile the learners through hierarchical cluster analysis. Ward method and squared Euclidean distance technique were adopted as this combination is said to be appropriate for research of individual differences (Takeuchi & Mizumoto, 2012). As a consequence, a dendrogram in figure 1 was obtained and based on the dendrogram, three clusters were identified. Mean and Standard Deviation of Cluster 1(n=5), Cluster 2(n=11) and Cluster 3(n=15) are listed in Table 2. The results of ANOVA for clusters of Questionnaire and TOEIC Bridge are shown in Table 3 and 4 respectively. The effect size of each cluster is indicated by *r*.

According to the Table 4, unlike the other 2 pairs, the result of *p*-value cluster pair 1-2 is not statistically significant and *r* for the same pair is very small. This suggests that this pair is strongly influenced by the result of questionnaire when it was clustered.

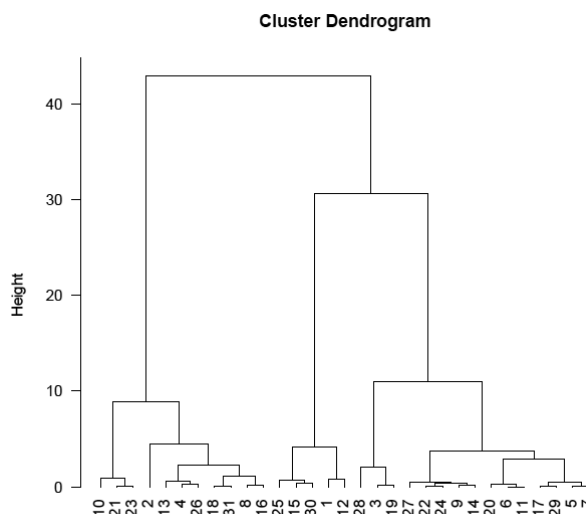


Figure 1. The Dendrogram on the result of cluster analysis

Table 2. The number of subjects, Means and Standard deviation for each cluster

	Cluster1(n=5)	Cluster2(n=11)	Cluster3(n=15)
	<i>M(SD)</i>	<i>M(SD)</i>	<i>M(SD)</i>
Q	2.88 (0.27)	1.71 (0.31)	2.19 (0.23)
TOEIC Bridge	142.40 (13.22)	142.91 (14.29)	114.13 (14.69)

Table 3. The result of ANOVA for three clusters of questionnaire

Cluster Pair	t-value	df	<i>p</i>	adj.p	<i>r</i>
1-2	8.0538	28	0.0000	0.0000	.83
1-3	4.9810	28	0.0000	0.0001	.68
2-3	4.4633	28	0.0001	0.0001	.64

Table 4. The result of TOEIC Bridge for three clusters of questionnaire

Cluster Pair	t-value	df	<i>p</i>	adj.p	<i>r</i>
1-2	0.0658	28	0.9480	0.9480	.01
1-3	3.8158	28	0.0007	0.0014	.58
2-3	5.0534	28	0.0000	0.0001	.69

The characteristics of three clusters can be summarized as follows. Cluster 1 is made of 5 students who showed the highest means in questionnaire while that of TOEIC Bridge is the second highest. Cluster 2 is consisted of 11 participants and the result indicated that it is the highest in TOEIC Bridge score and lowest in questionnaire. Cluster 3 contains 15 students and this group is the lowest in TOEIC Bridge but the mean of the questionnaire is the second highest.

As this paper focuses on students with low level of English ability, Cluster 3 would be the main target for analysis. This is because, 114 in TOEIC Bridge is considered the same level as 4th or 3rd level in STEP test which means their level is around junior high school students. Remedial education is for students who have difficulty in understanding university level lectures. Hence it is appropriate to regard this cluster as a cluster of remedial students.

2. The change of recognition concerning EIL

The results of pre and post questionnaire were statistically compared through Wilcoxon signed-rank test to investigate if students' perceptions toward EIL have changed or not. Non-parametric test (Wilcoxon signed-rank test) was adopted as the number of participants in each cluster is considerably small. The number of the participants in this pre and post is 31 respectively. According to the power analysis conducted by using G*Power, the sample size which is needed for this research is 27 at least. Therefore this number of participants in this examination is valid.

The questionnaire results of pre and post of each cluster were compared. The mean of pre and post is presented in Table 5. Table 6 shows the descriptive statistics of each cluster.

Table5. The number of Mean of Pre and Post questionnaire result

Cluster	pre	post
1	2.88	2.40
2	1.70	1.92
3	2.18	2.04

Table6. *P*-value and the effect size (*r*) of each cluster

Cluster	<i>p</i>	<i>r</i>
1	0.22	.55
2	0.06	.57
3	0.06	.50

As Table 6 indicates, statistically significant results were not obtained in any cluster comparison. However the effect sizes of each cluster are above 0.5, this means the effect is medium and also suggests that the RELC seminar affected students' recognition toward EIL and the effect was mediocre.

Although overall tendency was briefly analyzed above, different aspects can be found. For instance, the result of Cluster 2 indicates that if participants' TOEIC Bridge score is high, they are more likely influenced by the experience in Singapore and consequently their awareness toward EIL is improved as the effect size of this cluster shows. On the other hand, as Cluster 3 represents, if students' TOEIC Bridge score is low, the seminar does not have a positive effect on participants' recognition of the diversity of EIL. To sum this up, the higher the score of TOEIC Bridge students get, the larger the effect of the RELC seminar on students' awareness of EIL. And the lower the score of TOEIC Bridge students have, the less the effect of the study trip on students' recognition of the diversity of EIL. These outcomes prove suggestions made by Yoshikawa (2005). Therefore an appropriate length of the seminar for remedial students needs to be considered.

More importantly, since the focus of present research is mainly on remedial students, the outcome that if the students' language ability is low, their recognition toward EIL is adversely affected is worth considering. This might be because, as Yoshikawa (2005) implies, students who have relatively low commodity of English would have more difficulty in understanding varieties of English as they have unique accents, for instance. And the difficulties might demotivate them to comprehend the varieties, consequently their attitude toward EIL decreased after the seminar.

3. Qualitative analysis of students' brief report after the seminar

In order to compensate for what quantitative analysis cannot deal with, qualitative analysis is conducted. The data utilized for the investigation was short reports which each student wrote after the study trip. As a technique, content analysis is adopted.

Consequently, 8 categories are obtained in Cluster 1; awareness of lack of academic ability, improvement of motivation to learn, meaningful intercultural exchange, favorable attitudes to

multicultural Singapore, positive attitudes to English varieties, satisfaction with the study program, positive attitudes to communication and inclination to foreign countries. The number of the total description of these categories is 18.

As for Cluster 2, 11 categories are elicited. The categories are the followings; awareness of lack of academic ability, improvement of motivation to learn, meaningful intercultural exchange, disappearance of worries, favorable attitudes to multicultural Singapore, positive attitudes to English varieties, difficulties in understanding of English varieties, satisfaction with the study program, positive attitudes to communication, inclination to foreign countries, criticism of the learning environment in Japan. All the description in this cluster is 42.

Lastly, Cluster 3 has 11 categories as follows; awareness of lack of academic ability, improvement of motivation to learn, meaningful intercultural exchange, disappearance of worries, favorable attitudes to multicultural Singapore, positive attitudes to English varieties, difficulties in understanding English varieties, satisfaction with the study program, positive attitudes to communication, inclination to comfortable environment and gratitude to teachers. The number of description which consists of categories in this cluster is 64.

The number of descriptions for each category in each cluster is represented by percentage in Figure 2 to 4 in order to examine the character of each cluster.

According to Figure 2 and 3, the highest score is ‘improvement of motivation to learn’ in both Cluster 1 and 2. In Cluster 3, the highest category is ‘meaningful intercultural exchange’ and ‘improvement of motivation to learn’ is the second highest. As for categories relating to EIL such as ‘positive attitudes to English varieties’ or ‘difficulties with understanding English varieties’, Cluster 1 showed highest scores in ‘positive attitudes to English varieties’ and Cluster 2 is the second highest regarding the category among clusters. However Cluster 2 is the highest in ‘difficulties with understanding English varieties’. Only a small number of remarks regarding English varieties itself are gained in Cluster 3.

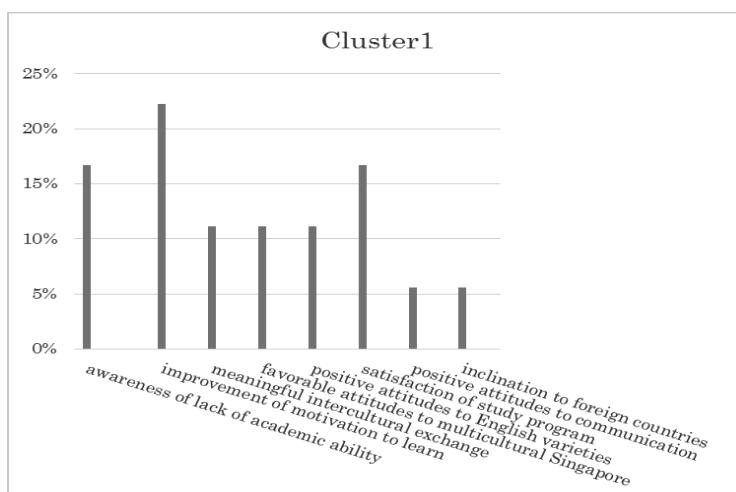


Figure 2. Percentage of each categories of students' report in Cluster 1

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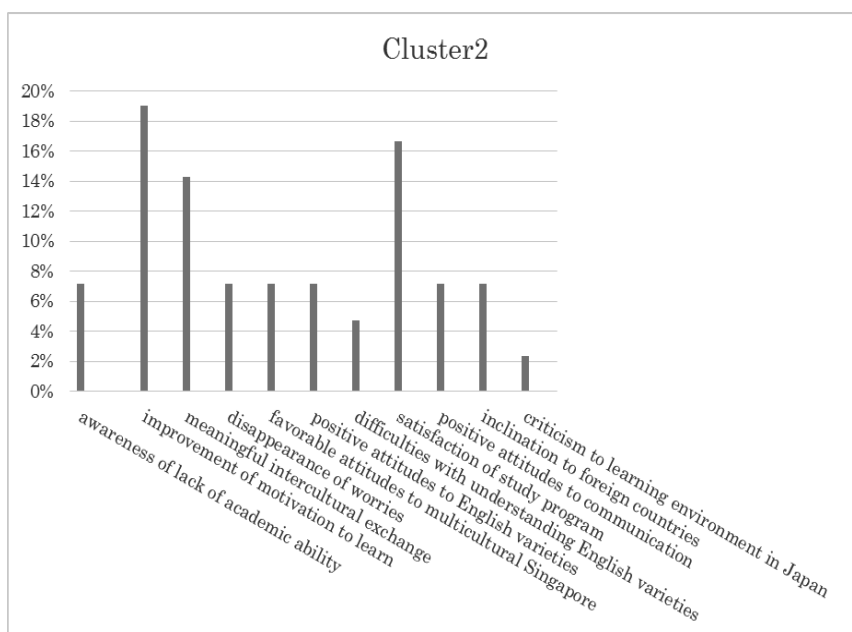


Figure 3. Percentage of each categories of students' report in Cluster 2

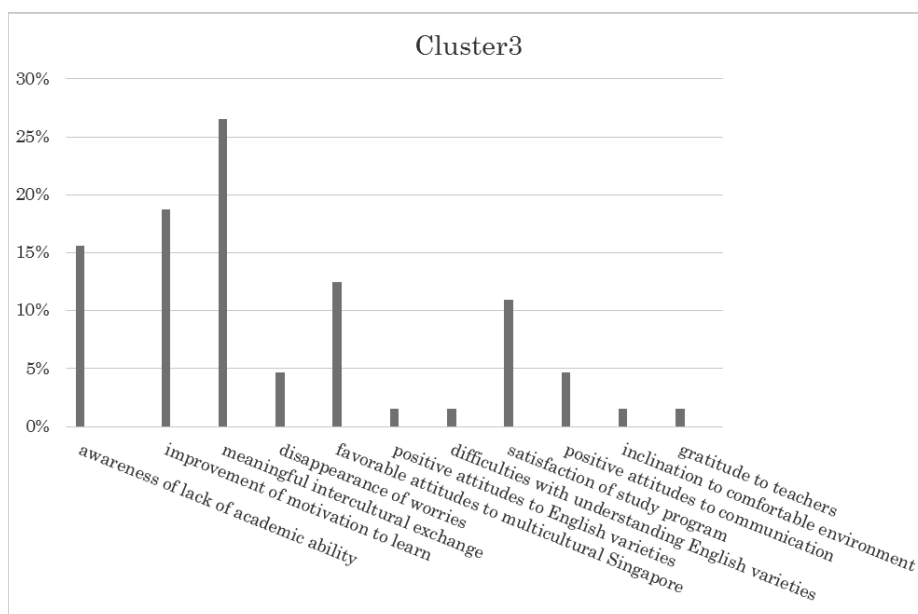


Figure 4. Percentage of each categories of students' report in Cluster 3

Cluster 1 is originally highest in the recognition of the diversity of EIL and second highest in TOEIC Bridge score when clustered by ANOVA. The finding obtained through quantitative analysis indicated their awareness of EIL has decreased from 2.88 to 2.40. Despite this decrease, it is still the

highest among others. Therefore the result of qualitative analysis could support it. In other words, students' English ability is not that low and they are positively motivated through exposure to varieties of English. At the same time, they also have high understanding concerning EIL, which could foster students' 'positive attitudes to English varieties'. However reasons for the decrease in mean score in quantitative analysis need to be investigated in further research.

Cluster 2 is profiled as the highest in TOEIC Bridge score and lowest in the recognition of the diversity of EIL. They seem to be motivated by the experience they had in Singapore and their overall satisfaction to this program is high (17%). Interestingly, although they have the lowest awareness to EIL before they visit the country, some of them had positive feelings to English varieties after the program. As quantitative data suggests, the mean score of the awareness to EIL has increased from 1.70 to 1.92 and the effect size was the biggest among others. More importantly, 5% of the respondents mentioned 'difficulties with understanding English varieties' which comes mainly from unique accents according to their remarks. Therefore the EIL education is crucial to overcome the difficulties, especially in the field of English varieties' accents.

Cluster 3 is the lowest in TOEIC Bridge and second highest in awareness to EIL when it's profiled. Results indicate the following two points. Firstly, the outcome of qualitative analysis supports quantitative analysis to some extent, because the categories concerning EIL in this cluster are the lowest among other clusters. This could prove the findings that if the students' language ability is low, their acceptance of EIL is adversely affected after the experience of exposure to English varieties. Hence improvement of their English ability would positively affect their acceptance of EIL. Secondly, giving them opportunities to experience English varieties to address the issue of their low awareness of EIL is important. While their recognition to EIL is low, the highest score obtained in 'meaningful intercultural exchange'. The number of data for this category is 17 and 7 out of which indicates that intercultural exchange inside and outside of classroom was meaningful. On the other hand, 10 out of the 17 indicates that they experienced meaningful intercultural exchanges through communication with people outside of classroom. Therefore it is more significant to let them be aware of the importance of understanding of EIL through intercultural experiences abroad than in Japan. Those experiences might motivate them to learn and consequently their English ability might improve.

V. DISCUSSION

First of all, I would like to discuss objective one; to investigate how students who need remedial education perceive or recognize the idea of EIL? Quantitative analysis reveals that students with the lowest scores in TOEIC Bridge showed the second highest recognition to EIL ($M=2.19$). But this mean score to EIL recognition is below 3 which purport the middle, so their awareness of EIL is not high before the experience of EIL in Singapore.

Secondly, the second objective is discussed; if the experience of EIL can change their attitude toward the recognition of the diversity of EIL or not? According to pre and post questionnaire analysis, students who require remedial education in Cluster 3 might be adversely influenced by the

experience of EIL, because their acceptance of EIL has decreased. Qualitative data also suggests that their awareness of EIL is low even after the seminar. As one of the categories, positive attitudes to English varieties, showed the lowest among three clusters. This might be the result of short period of the seminar, therefore it is necessary to consider an appropriate length of the program for remedial students.

Lastly, the third objective is considered; how students' attitude toward EIL or English learning was influenced? It seems students' attitudes toward EIL were not positively influenced, but they mentioned that they had meaningful intercultural exchanges in Singapore. Hence visiting Singapore might have become one of the steps to understand EIL and to study English for remedial students. Those experiences could lead them to be aware of EIL.

As a one possible pedagogical implication based on the outcomes is that letting them have more meaningful intercultural exchanges not only in other countries but also in Japan. Having meaningful intercultural exchanges is possible without visiting abroad to some extent. For example, welcoming as many guest speakers from non-English speaking countries as possible to classroom and have students communicate with the guests in English could be one of the solutions. It is also important to improve their English ability through this type of meaningful intercultural exchange.

VI. CONCLUSION

For students who require remedial education, the understanding of EIL might be a daunting task. Although it is a difficult challenge, improvement of their English ability and learning through meaningful intercultural exchanges could be some of the solutions.

Restrictions of the present research are large. For example, the number of the participants is limited. Therefore the generalization of the findings of this study should be avoided. As a one of the solutions to the shortcomings of this research mentioned above, a longitudinal research based on the suggestions of this research is necessary to investigate students' change of their acceptance of EIL or their changes in motivation to learn and so forth. On top of that, questions which measure students' motivation for learning English need to be added to the EIL questionnaire in order to investigate how recognition or experience of EIL affects their motivation at the same time. However the suggestions indicated in this research based on quantitative and qualitative analysis could serve as significant hints to the research of remedial students' awareness of EIL.

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APPENDIX 1: Items of questionnaire in Chiba et al. (1995)

- | | |
|--|---------------|
| 1. I study English because it is required for graduation. | 1 2 3 4 5 6 7 |
| 2. I am interested in the English of Singapore and India. | 1 2 3 4 5 6 7 |
| 3. Just like Chinese or Hindi, English is a kind of foreign language. | 1 2 3 4 5 6 7 |
| 4. English spoken by Japanese is easy to understand. | 1 2 3 4 5 6 7 |
| 5. As long as it is understood, innocent English is acceptable. | 1 2 3 4 5 6 7 |
| 6. I prefer friends from USA or UK to those from Asia. | 1 2 3 4 5 6 7 |
| 7. There is too much English in Japanese TV commercials. | 1 2 3 4 5 6 7 |
| 8. High English proficiency is advantageous for job hunting. | 1 2 3 4 5 6 7 |
| 9. I would choose USA or UK for studying or traveling. | 1 2 3 4 5 6 7 |
| 10. English is the best foreign language to learn. | 1 2 3 4 5 6 7 |
| 11. I am willing to respond if spoken to in English. | 1 2 3 4 5 6 7 |
| 12. I am willing to go abroad if appointed to work there. | 1 2 3 4 5 6 7 |
| 13. English should be used as a world lingua franca. | 1 2 3 4 5 6 7 |
| 14. I envy those who can pronounce English like an American or a British person. | 1 2 3 4 5 6 7 |
| 15. I want to get good grades in English. | 1 2 3 4 5 6 7 |
| 16. It is more important to use Japanese correctly than to speak English fluently. | 1 2 3 4 5 6 7 |
| 17. It is possible to obtain more knowledge by reading English books. | 1 2 3 4 5 6 7 |
| 18. Japanese English teachers pronounce English well. | 1 2 3 4 5 6 7 |
| 19. I want to get acquainted with people from different countries. | 1 2 3 4 5 6 7 |
| 20. The Japanese language should be used at school in Japan. | 1 2 3 4 5 6 7 |
| 21. The indigenous language is the most important in any country. | 1 2 3 4 5 6 7 |

APPENDIX 2: Items of questionnaire in Yoshikawa (2005)

1. English is the most popular language among Japanese foreign language learners. This is natural in the present world situation.
2. English has to be taught by native speakers.
3. English has to be taught by Japanese teachers.
4. American Standard English or British Standard English is the most suitable as a model language for Japanese learners.
5. Singaporean English or Indian English is suitable as a model language for Japanese learners.
6. English has to be an official language in Japan.
7. Japanese English is acceptable if it is communicable.
8. You had better avoid using idiomatic expressions in conversations in English with non-native speakers of English. (to WE students only)

Use of a Self-Evaluation System in a University EFL Course in Japan: Helping Students Improve Learner Motivation

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ABSTRACT

This study reports on the utilization of a student self-evaluation system within a first-year university EFL course to investigate whether it has an effect on learner motivation towards English. Through this system, students are guided in forming learner goals, reflect on time management, task strategies and effort. This should motivate students to sustain their study independently outside of class. The self-evaluation system was divided into inside of class and outside of class sheets, which contained items to prompt self-evaluation of desired target learning behavior for the course they were taking. The study used pre- and post-questionnaires and the data from the answers the participants gave on their self-evaluation sheets to answer the following research question: Would the self-evaluation system help improve the students' motivation? The results showed that the participants' motivation towards studying English did increase, and through evaluating the scores given on the self-evaluation sheets, they became more aware of their study habits, making an effort to create a non-distracting study environment, managing their independent study time outside of class, and setting goals for their learning. It can be claimed that through using the self-evaluation system, students became more aware of their learning behavior and took steps towards improving it.

Keywords: self-evaluation, motivation, learner behavior, goal setting, autonomy

I. INTRODUCTION

According to Dörnyei (2012), unlike any other school subject, language learning is rather different regarding motivation and the influence it has on the learner, particularly due to the social and cultural elements involved. Looking at the motivation of Japanese university students studying English, there is the issue of de-motivation or insufficient motivation for outside of class study. Irie (2003) states that for some, "English is a means to an end for Japanese students" (p. 91). Irie (2003) identified three motivation types in Japanese students; instrumental motivation, which represents the need for English ability for the entrance exam and job hunting, mastery motivation to attain proficiency, particularly in terms of grammar, and extrinsic motivation, which connects to the expectation of others, such as teachers and parents. Instrumental motivation is reported most often in Japan due to the exam driven learning environment (Berwick & Ross, 1989; Irie, 2003; Kimura, Nakata & Okumura, 2000; O'Donnell, 2003). Several studies have shown that the domination of the entrance exam for how English is taught, learnt and used, as well as the purpose portrayed to

students about English study, is clouded by the exam system, and may affect motivation to continue the study of English once the entrance exam is over (Berwick & Ross, 1989; O'Donnell, 2003; Okuno, 2007). It is also important to consider the context of learning English as a foreign language (EFL) rather than as a second language (ESL) in Japan (Kikuchi & Sakai, 2009). In addition to the EFL environment, there is also the conception that because Japan is an island nation and only Japanese is perceived as necessary for living, there is little need for the average citizen to have English abilities for daily life, just for the entrance exam and job hunting, after that it is a rather obsolete skill to possess and spend time on. Furthermore, even if a person has the interest or will to use English, the chances are few and far between thus depleting motivation further (Kikuchi & Sakai, 2009; Okuno, 2007). Within the past decade, however, language-learning motivation has become more prevalent in Japan, including the concern felt by university English instructors about how to get students to study more independently outside of class and how to sustain their motivation (Kimura, Nakata, & Okumura, 2000).

Japanese students often show signs of negative attribution and associate their ability and lack of preparation with failure in their studies, and success is often attributed to external factors rather than themselves (Kormos & Csizer, 2010; Mori, Gobel, Thepsiri & Pojanapunya, 2010). Weiner (2001) discusses the impact of attribution theory on students, suggesting that learners can link their past and future selves. If learners are able to understand their past failure due to lack of effort, they may be more inclined to try again. Furthermore, if they are able to attribute success to their effort, this may help them to sustain their effort. This connects with Bandura's previous studies, (Bandura, 1977), which looked at the influence of Self-Efficacy Theory for persistence in activities, using coping strategies, and the confidence in the learner's ability to accomplish a task or reach a goal. The higher the level of self-efficacy, the more likely they are to develop skills, have a higher level of ability, and more motivation to overcome previous negative experiences and persist in completing a task (Bandura, 1977).

A further issue regarding Japanese university students studying English is learner autonomy. Asik (2010) defines learner autonomy as putting "the learner at the focal point of all attention and it endows him/her with responsibility for his/her actions" (p. 142). The Self-Determination Theory (Deci & Ryan, 1985) is connected to autonomous learning through learners determining their own actions through making their own choices and initiating their own learning behavior. Within this theory, two types of motivation known as intrinsic and extrinsic motivation occur. When focusing on autonomy, this theory looks at how learners can set conditions where they motivate themselves, for example to study more outside of class. If learners are asked to evaluate their own learning behavior, this could facilitate them making their own choices regarding it and result in successful adaptation of it. If Japanese students are able to positively attribute their learning behavior through self-evaluation more, there is a chance that their self-efficacy could increase, supporting their motivation and autonomy. Therefore, considering the findings of previous research, the use of a self-evaluation system was considered to have the potential to assist students to develop more autonomous learning behavior, as well as awareness of their learning behavior, especially

independent study outside of class. Furthermore, in order to improve students' motivation, their level of self-efficacy should be increased. For that purpose, a self-evaluation system was designed and implemented both in class and outside of class.

II. RESEARCH QUESTION

Considering the motivational issues that can be faced by Japanese first-year university students studying English as indicated in previous research, a study was conducted to examine whether a self-evaluation system in a traditional face-to-face learning environment would improve the students' motivation, in particular with regards to their independent study time outside of class. The study used pre- and post-questionnaires and the answers written by the students on the self-evaluation sheets, to answer the following research question: Would the self-evaluation system help improve the students' motivation?

III. SELF-EVALUATION SYSTEM

To investigate the effect of self-evaluation on student motivation in a first-year EFL course at a Japanese university, a self-evaluation system was designed based on previous studies and the perceived needs of the course where it was intended to be used. The design for this study especially took into consideration the key design issues raised by the previous studies such as the need for feedback and goal setting facilitation. The base of the design was created bearing in mind the need to take into careful consideration what the desired target behavior is for the course where the self-evaluation system is to be used, and making sure that this remains the focus of the self-evaluation process. This has been highlighted as essential when aiding students with how to identify goals and strategies to achieve them and the target behavior, particularly paying attention to making it achievable, with a reasonable time frame, short and long-term goals and a suitable learning environment that will help to elicit such behavior (Rafferty, 2010). The following section will look at each aspect of the design of the self-evaluation system. The system was divided into inside of class and outside of class weekly sheets, and then inside of class, outside of class and feedback overview sheets.

As the purpose of this study was to investigate ways of how to improve students' motivation, encourage them to study more outside of class, and increase their independent learning behavior, the study included self-evaluation of the students' study behavior outside of class, as well as inside of class. So as to encourage students to simultaneously work on short-term as well as long-term goals, weekly sheets, as well as overview sheets that reviewed multiple weeks at the same time, were created. By doing this, the short-term goals should provide achievable and motivating milestones on the road to their long-term goals, which should help them to feel that they are progressing. The overview sheets were designed to be used after two weeks of using the weekly sheets at the start of the course (after Week 2 and after Week 4) and then after three weeks of using the weekly sheets (after Week 7), so as to provide staggered scaffolding or support for the self-evaluation system. By fading out the support, this should give students more space to self-evaluate

and facilitate independence and time for them to reflect (McMillan & Hearn, 2008; Rafferty 2010; Schunk, 2003). The target behavior for the weekly and overview sheets were based on the categories used in the Online Self-regulated Learning Questionnaire (OSLQ) in a study by Barnard, Lan, To, Osland Paton, and Lai, (2010). The results of this study showed that this was a successful tool for measuring self-reflected learning outside of class. From the categories used in the OSLQ, items were chosen, then divided into items for inside of class and outside of class, as well as for weekly and overview sheets, varying the type of focus for each.

1. Sheet Design

Due to the number of items and to make it easy for the users to complete the items, a 6-point Likert scale was chosen for quick and clear completion. A written section was also included to encourage the users to think more deeply, and also in case some skipped quickly over the Likert scale items without considering their answers fully. In addition, according to McMillan and Hearn, (2008), explaining goals and learning behavior in their own words, can be effective for students when evaluating themselves, allowing them to express their feelings and thoughts more deeply. For the Likert scale questions, a circle and triangle answering method was utilized. The circle represents where the learner feels they are currently at, and the triangle is their target, i.e. where they feel they should be at, with the aim that this would make the users more aware of the gap between the two. Schunk's (2003) study found that if students are aware of the difference between their current level of effort and where they feel they should be, any dissatisfaction might prompt them to try harder and change their behavior. Hadfield and Dörnyei (2013) also talk of 'unifying' the ideal (learner) self and the ought-to (learner) self by consolidating both elements, so that a more effective goal path and strategies can be established as part of motivating the learner.

Table 1. Example Weekly and Overview Sheet Schedule

	Weekly	Overview	Feedback	Other
1	o			
2	o			
3		Weeks 1-2		
4			o	
5	o			Return feedback
6	o			
7		Weeks 1-4		
8			o	
9	o			Return feedback
10	o			
11	o			
12		Weeks 5-7		
13			o	Return feedback
14		Course summary	o	Return feedback via email

Table 2. Overview of self-evaluation sheet items

Category	Weekly Sheet		Overview Sheet	
	Inside of class	Outside of class	Inside of class	Outside of class
Task strategies	o	o		
Effort	o	o		
Environment		o		
Time management		o		
Goal setting			o	o
Help seeking			o	o
Self-reflection			o	o

2. Overview Sheets

The staggered overview sheets were included to encourage the users to reflect back on their progress and to analyze any changes they witnessed in their behavior. It was hoped that by doing this they would attribute success to their effort and any negative changes or outcomes to their behavior, which would prompt them to alter it and help them sustain their effort for their next goal. In order to facilitate reflection of their past behavior, the overview sheets included a graph area for the users to plot their Likert scale item answers. Rafferty (2010) stated that by having users graph their own behavior, they are able to create goals for themselves with less prompting. Furthermore, the overview graphs would provide a visual quantification, easy to read record of their progress, which was thought to be easier for users to reflect back on than the written sections and checking each weekly sheet.

The overview sheets were followed up with a feedback sheet. People often cannot evaluate themselves accurately or effectively, so feedback can help to overcome this issue, and it has been claimed that motivation to achieve goals can be assisted by feedback (Birney, Beckmann & Wood, 2012; McMillan & Hearn, 2008; Schunk, 2003; Zimmerman, 1990). The benefits of feedback within a self-evaluation or reflection system was also discussed by Meyer, Abrami, Wadea, Aslan and Deault (2010) who used an online system called ePearl, where peer and teacher feedback was used. They found that it can encourage deeper reflection, particularly learning strategies, and can influence a change in learning behavior as they adjust in line with suggestions and comments from feedback, which can lead to higher levels of positive self-attribution. Also, the sharing of feedback amongst peers in particular may have encouraged better consideration and recording of strategies used. Hadfield and Dörnyei (2013) talk of the importance of ‘making it real’ stage (p. 291), to keep motivation up, by showing the relevance and vision of one’s ‘ideal self’, in this case, through peer and teacher feedback.

3. Paper-based format

In this study a paper-based self-evaluation system was used rather than a digital or online version. This was predominantly due to assessing the participants and what they would be most comfortable with, and the fact that the most of the time spent using this system would be in class so that the researcher could support the users better with a paper-version that would be easier to access

and manage.

Key: disagree 1 2 3 4 5 6 agree
 ○ = now △ = aim

In-class Self-Evaluation: Week:

Task Strategies	1) I look up and record unknown and new words/ expressions: 1 2 3 4 5 6	2) I actively use new expressions in writing or speaking activities: 1 2 3 4 5 6	3) If I don't know a word, I use other words or techniques to communicate: 1 2 3 4 5 6
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Effort	1) I actively participate in class: 1 2 3 4 5 6	2) I do more than the specified tasks: 1 2 3 4 5 6
--------	--	---

Areas you worked on	Things that went well	Next goal

Outside-of-class Self-Evaluation: Week:

Environment	1) I make a place to study outside of class: 1 2 3 4 5 6	2) I avoid distractions: 1 2 3 4 5 6
-------------	---	---

Time Management	I plan when and how much I will study: 1 2 3 4 5 6	Amount of time spent studying outside of class this week: _____
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Task Strategies	1) I review and practice previous material: 1 2 3 4 5 6	2) I work on what I did not understand: 1 2 3 4 5 6	I try to improve by: _____
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Effort	1) I make an effort to study outside of class: 1 2 3 4 5 6	2) I do more than just the specified homework: 1 2 3 4 5 6
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Areas you worked on	Things that went well	Next goal

Figure 1. Self-evaluation weekly sheets

IV. EVALUATION OF THE STUDY

Pre- and post-questionnaires were conducted to provide comparative data to ascertain whether the self-evaluation system improved learner motivation and to answer the following research question: Would the self-evaluation system help improve the students' motivation? In addition to these questionnaires, the answers given on the self-evaluation sheets were analyzed to gather further data regarding the participants' level of motivation as well as their experience of using the self-evaluation system. The pre- and post-questionnaires were conducted on the first and last classes of the course respectively. The self-evaluation sheets were completed by the participants every week during class with the support of the instructor.

1. Participants

The participants were 22 first-year English major university students (13 females and 9 males) enrolled in an EFL course at a university in Japan. The study took place in the second semester of the academic year. All of the participants were enrolled in a 15-week compulsory English course that was based around paper-based reading materials and related communicative output activities, such as group discussions, mini-presentations and debates, and took place in a traditional face-to-face learning environment. The class and participants that took part in this study were categorized as being of 'intermediate' level within their year. The placement of these students in this intermediate class was based on the scores they achieved in a TOEIC placement test conducted at the beginning of the semester, and the students' scores in this class ranged from 450 to 550. Before the start of the study, permission from the students was obtained through a consent form after a brief explanation about the study and informing them that they could refuse to participate without penalty. Of the 22 participants, three students (two females and one male) did not take part in the study due to their frequent absences throughout the course and this study. When they did attend class, they volunteered to complete the self-evaluation sheets for their own benefit.

2. Procedure

The self-evaluation system created for use in this study was completed by the participants on a weekly basis during the last 15 to 20 minutes of class time. Classes for this course were held once a week for 2 periods, in total 180 minutes. The instructor distributed paper copies of the relevant sheet for that week in the schedule to all members of the class. For example, in the case of it being a regular weekly sheet, students received an in-class and outside of class weekly sheet to complete. Students were asked to complete the sheets independently. During this time the instructor walked around the classroom to provide support and on the spot feedback, as and when it was felt to be required, or was requested by the students. At the end of the class, all of the sheets were photocopied. In the following class, the original was returned to the students for their own reference, and a copy was retained for the purpose of data collection for the study.

In addition to analysis of the answers given by students on their self-evaluation sheets, pre- and post-questionnaires were employed in this study. All of the items in these three instruments used a six-point Likert-scale system ranging from 1-6 with three variations depending on the item

(1 = disagree and 6 = agree, 1= low and 6= high, 1= weak and 6 = strong). The pre- and post-questionnaires were divided into inside of class and outside of class items. The inside of class questionnaire was based on several instruments from previous studies used to measure various aspects of motivation and connected elements. For the outside of class questionnaire, the Online Self-regulated Learning Questionnaire (OSLQ) developed by Barnard, Lan, To, Paton and Lai (2010) was used. The pre- and post-questionnaires were completed in the first and last class of the course respectively.

Table 3. Inside of class pre- and post-questionnaire items

Inside of Class	Question		No. of Items
Part 1	Learning strategies	Strategy Inventory for Language Learning (Oxford 1990) and the Metacognitive Awareness Inventory (Schraw and Dennison 1994)	8
Part 2	Motivation	Attitude/Motivation Test Battery (Dörnyei 1990; Gardner 2004)	5
Part 3	Self-efficacy	the Strategies for Learning Questionnaire (Pintrich and DeGroot 1990)	5
Part 4	Heteronomy	Kondo (2009)	5
Part 5	Beliefs	Beliefs about Language Learning Inventory (Horwiz 1985, 1987; Kondo 2009)	10

Table 4. Outside of class pre- and post-questionnaire items

Outside of Class	Question	No. of Items
Part 1	Goal setting	5
Part 2	Environment	4
Part 3	Time management	6
Part 4	Help seeking	3
Part 5	Self-evaluation	4

V. RESULTS

All data from the instruments and self-evaluation sheets were analyzed using SPSS software. In the case of the data from the self-evaluation sheets, SPSS was used to compare the scores of the Likert scale items, as well as the quantity and detail of the written sections at the bottom of the sheet. The written sections were analyzed and given a score based on a scale from 0 to 5. A score of 0 was given if the participants left it blank, 1 if they wrote 'same' for more than one section or repeated what they wrote in another section, 2 when they wrote an unrelated comment such as they 'enjoyed watching a movie', 3 if they wrote a related but vague comment such as they 'want to speak more', 4 if they wrote a related comment and tried to give some detail for example how they were going to improve their listening skills, and 5 if they wrote clear and detailed answers they gave specific study plans and goals. These scores were then analyzed and compared in the same way as the pre- and post-test questionnaires.

1. Pre- and post-questionnaires

The pre- and post-questionnaires were conducted to ascertain whether a change occurred from using the self-evaluation system, and examine what kind of influence it had on the participants' motivation and learning behavior. Although there were few significant increases, there were some small to medium effect sizes for learning strategies, self-efficacy and goal setting as Table 5 shows.

Table 5. Comparison of pre- and post-questionnaires

	Pretest mean	SD	Post test mean	SD	($p < 0.05$)	Effect size	
Learning strategies							
When studying I check how much I have understood from time to time.	3.42	0.96	3.84	1.01	0.261	0.195	small
I clarify what I have and have not understood.	3.53	1.07	3.79	0.85	0.303	0.178	small
Self-efficacy							
Compared to others, I think that I understand what we are learning in English class more than others.	2.26	0.65	2.53	1.07	0.273	0.226	small
Compared to other people, I think my English ability is good.	1.95	0.62	2.16	0.96	0.359	0.206	small
Goal setting							
I set standards for outside of class assignments.	2.94	0.80	3.28	0.75	0.332	0.192	small
I set short-term (daily, weekly etc) as well as long-term goals (monthly or for the term).	2.44	0.62	2.89	1.08	0.117	0.276	small
I keep a high standard for my learning outside of class.	2.50	0.71	3.00	0.97	0.065	0.33	medium
I set goals to help me manage my time for studying outside of class.	2.78	0.65	3.00	0.84	0.432	1.79	small

2. Self-evaluation system

The scores from the Likert scale items and written sections of the self-evaluation system sheets were compared from week 1 and week 3 as well as week 1 and week 5 (week 1 refers to the first round of weekly sheets, week 3 was the third round in the middle of the semester, and week 5 was the final round) to examine whether there was a change in the participants' learning behavior and motivation.

Table 6. Self-evaluation system results

Inside of class – Effort: I actively participate in class										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	2.90	1.12	0.515	non-significant	-0.684	0.111 small	0.056	non-significant	-2.138	0.352 medium
W2	3.21	1.08								
W3	3.22	1.48								
W4	3.45	1.32								
W5	3.47	0.80								
Inside of class – Effort: I do more than the specified tasks										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	2.20	0.83	0.107	non-significant	-1.717	0.279 small	0.004	significant	-2.812	0.463 medium
W2	2.95	1.03								
W3	2.83	1.15								
W4	3.45	1.15								
W5	3.18	0.53								
Outside of Class – Environment: I make a place to study outside of class										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	2.00	1.41	0.001	significant	-3.114	0.506 large	0.004	significant	-2.841	0.468 large
W2	2.63	1.38								
W3	3.06	1.16								
W4	3.75	1.37								
W5	3.29	1.36								
Outside of Class – Environment: I avoid distractions										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	1.90	1.29	0.001	significant	-3.190	0.518 large	0.004	significant	-2.803	0.461 medium
W2	2.26	1.45								
W3	2.89	1.18								
W4	3.15	1.39								
W5	2.94	1.30								
Outside of Class – Effort: I make an effort to study outside of class										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	2.15	1.23	0.010	significant	-2.540	0.413 medium	0.003	significant	-2.832	0.466 medium
W2	2.79	1.36								
W3	3.00	1.19								
W4	3.65	1.31								
W5	3.24	1.48								
Outside of Class – Effort: I do more than just the specified homework										
Week	Mean	SD	W1 & W3 Wilcoxon (p<0.05)		z score	Effect size	W1 & W5 Wilcoxon (p<0.05)		z score	Effect size
W1	2.05	1.39	0.021	significant	-2.321	0.377 medium	0.046	significant	-2.019	0.332 medium
W2	2.63	1.30								
W3	2.72	0.89								
W4	3.15	1.39								
W5	2.82	1.24								

Note. W1 & W3 indicates the comparison between Week 1 and 3, W1 & W5 indicates the comparison between Week 1 and 5.

VI. DISCUSSION

The results of this study do not provide conclusive evidence to suggest that the self-evaluation system improved the participants' motivation; however, it can be claimed that through using the self-evaluation system, students became more aware of their learning behavior and took steps towards improving it, particularly environment and time management outside of class.

As is shown in Table 5, there was an increase in the participants clarifying what they have not understood, which indicates there was some motivation and interest in the subject to take the effort to clarify their understanding of it. It can also be seen that there was an improvement in the participants' beliefs and confidence in their own English ability compared to others. The results of the goal setting items also show an increase from the pre- to post-questionnaire. Although the post-questionnaire mean scores are fairly low, there was an increase with small to medium effect, indicating that through using the self-evaluation system not only did their use of learning strategies increase, but also their goal setting and thus planning for their English study improved, which may have helped to raise their levels of self-efficacy.

As is shown in Table 6 it can be seen that in terms of inside of class self-evaluation there was a significant increase in the effort the participants felt they were making during class time, especially with regards to doing more than the specified task and trying to do more than what was just expected by the instructor, indicating perhaps an improvement in intrinsic motivation. For example, learning strategies such as looking up, recording and trying to use new words and expressions, which also showed a significant increase and large effect size. The results of the outside of class data show that there were some significant increases in the environment items which indicates that the participants made an effort to make a suitable study environment for independent study, and in addition there was an increase in their planning of their time for outside of class study. Although this was not a significant increase there was a small effect size. There were significant increases and medium effect sizes for the level of effort participants reported for their independent study outside of class, as they reported that they tried to do more than just the specified task. This was also reported for inside of class, and again perhaps indicates an improvement in their intrinsic motivation and taking the initiative in their own learning. This suggests that the combined improvement of environment, time management and effort for outside of class means that the self-evaluation system may have helped to improve the participants' independent study.

VII. FURTHER DIRECTIONS

The findings of this study indicate that there is a potential for improving Japanese university students' motivation to study English more outside of class through the process of self-evaluation to increase awareness of their learning behavior, and through prompting and supporting them in the creation of goals for their own learning. Therefore, future research should look to examine other forms of self-evaluative activities and processes that can be conducted during class time, or assigned for outside of class with support during class time. By using this study as a base for research and gathering more data and feedback from the participants regarding the experiences of

using the self-evaluation system, it may be possible to refine the design, making it easier and more effective for the users. Through the process of refining the design, further studies could be carried out to examine what kind of self-evaluative activity is useful for first-year university students studying English in an EFL environment in Japan, and what kind of support and scaffolding they require to develop their autonomous learning behavior. Furthermore, future studies should also try to ascertain whether a self-evaluation system is beneficial for improving the proficiency of students. In addition to refining the design, future studies using self-evaluation activities would ideally be conducted for longer periods of time. In this study, the researcher only had access to the participants for a single semester, but to examine the effectiveness of self-evaluation activities more thoroughly, it might be beneficial to trial the use of the self-evaluation system with the same participants over at least two semesters, and carry out delayed post-test questionnaires and interviews.

VIII. CONCLUSION

The results of this study and the research reported here focused on the question: Would the self-evaluation system help improve the students' motivation? In answer to this question, while the results of this study do not conclusively provide enough evidence to support the idea that the self-evaluation system used in this study did improve the participants' motivation, it can be suggested that through using the self-evaluation system, students became more aware of their learning behavior and took steps towards improving it, particularly as to the environment and time management outside of class. The purpose of this study was to examine the utilization of a self-evaluation system in a first-year university compulsory EFL course for English students, to improve motivation and support students with studying outside of class. Through this system students were guided in the forming of learner goals, which was expected to motivate them to sustain their study independently outside of class and to optimize their use of face-to-face time during class. While the significance of the findings is somewhat limited by the number of participants, this study does provide a platform for future research into the use of self-evaluation systems in an EFL university setting, and is relevant when considering the motivational needs of first-year EFL university students. It is perhaps important for instructors to consider that first-year students are experiencing changes in their learning environment and daily life, so it is important to help them sustain their motivation to study post-entrance exam English, and adapt to a more independent study routine.

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Appendices

『JACET Kansai Journal (JACET 関西紀要)』刊行規定

(2008 年 12 月制定、2015 年 3 月 7 日改定)

1. 刊行趣旨・刊行物の名称

JACET 関西支部は支部会員に研究発表の機会を提供し、もって支部の研究活動の活性化に資するべく、研究紀要を刊行する。本紀要の名称は『JACET 関西紀要』(*JACET Kansai Journal*) とする。

2. 刊行日程

本紀要は年刊で発行する。発行までの日程は原則として次のとおりとする。

9 月 30 日 (必着)	投稿原稿締め切り
12 月 15 日	審査結果通知
1 月 10 日 (必着)	修正原稿締め切り
3 月末	刊行

3. 掲載論文の種類

本紀要に掲載する論文は下記の 3 種類とする。

- (1) 委嘱論文
- (2) JACET 関西支部大会および全国大会における口頭 (ポスター) 発表に基づく投稿論文
- (3) 一般投稿論文

なお、(1) の委嘱は紀要編集委員会の判断によって行う。また、(2) は投稿締め切り日を起点として過去 1 年以内に開催された大会における口頭 (ポスター) 発表に基づく論文を対象とする。すべての掲載論文は、投稿者の情報を隠した上で、該当専門分野に近い 2 名の査読者によって厳密に査読される。

4. 投稿論文の種別と内容

投稿論文は下記の 3 種とし、投稿時に投稿者が論文種別を申告する。ただし、審査の結果、異なる種別で採用する場合がある。

- (1) 研究論文
- (2) 実践論文
- (3) 研究ノート

5. 投稿論文

審査すべての投稿論文は、紀要編集委員会が原則として JACET 会員から委嘱した複数の審査員によって匿名方式で審査される。紀要編集委員会は、審査結果をふまえて採否の最終決定を行う。なお、審査結果は下記の 3 種とし、紀要編集委員会より投稿者に電子メールで通知されるものとする。

- (1) 採用
- (2) 修正条件付き採用
- (3) 不採用

6. 規定の改廃

本規定の改廃は支部役員会において行う。

JACET Kansai Journal

Publication Policy

Revised March 7, 2015

1. Journal name and reason for publication

JACET Kansai Journal (JKJ) is published by JACET Kansai Chapter to serve as a medium for publication of research by its Chapter members and thus promote research activities.

2. Publication schedule

The journal will be published annually according to the following schedule (subject to revision by the Editorial Committee).

Deadline for manuscripts: September 30

Announcement of editorial decision: December 15

Deadline for receipt of revised manuscripts: January 10

Publication: March 31

If revision of the manuscript is requested as a condition for publication, the revised manuscript must be received by January 31 or it will be considered to have been withdrawn.

3. Types of papers

Three types of papers will be published: (1) invited paper, (2) paper based on a presentation at a JACET Chapter or National Convention, (3) submitted paper (see 4). An invited paper can be requested by the Editorial Committee. A paper based on a JACET presentation (oral or poster) can be submitted if the presentation was made within one year prior to the submission deadline. All papers will be subject to peer review.

4. Types of submitted papers

All manuscripts submitted must have been authored by JACET Kansai Chapter members in good standing. Three types of submitted papers will be considered for publication: research article, application report, research note.

5. Review of manuscripts

All manuscripts submitted will be subject to review by the JKJ Editorial Committee. The decision of whether or not to accept a manuscript for publication will be based on peer review by reviewers, who will be JACET members selected by the editorial committee. The final decision by the JKJ Editorial Committee will be (1) accept, (2) accept if revised, or (3) reject.

6. Amendment

Amendment of this Publication Policy (Japanese version) will be subject to approval by the JACET Kansai Chapter Executive Committee. The English version will conform to the Japanese version.

『JACET Kansai Journal (JACET 関西紀要)』投稿規定

(2014 年 3 月 8 日改定)

1. 投稿資格

投稿者は投稿時において JACET 関西支部会員でなければならない。ただし、他支部に所属する JACET 会員が、関西支部会員を筆頭著者とする論文の連名執筆者となることは妨げない。なお、投稿者および連名執筆者に学会費の未納がある場合、投稿は受理されない。また、筆頭著者としての複数投稿、他誌に投稿中もしくは他誌に掲載済みの論文の投稿は認めない。各種学会等での口頭（ポスター）発表に基づく論文は審査対象となるが、論文末尾に口頭（ポスター）発表の事実を正確に記載するものとする。

2. 投稿論文の内容と種別

投稿論文は、大学における英語教育およびその関連分野の研究に関わる内容のものとする。また、投稿論文は下記の 2 種類とする。

- (1) JACET 関西支部大会および全国大会における口頭（ポスター）発表を経た投稿論文
- (2) 一般投稿論文

なお、(1) は投稿締め切り日を起点として過去 1 年以内に開催された大会における口頭（ポスター）発表に基づく論文を対象とする。

3. 使用言語・体裁・書式・分量

使用言語は英語または日本語とする。また、すべての投稿論文は、紀要編集委員会が作成した当該年度の投稿論文用テンプレートを使用して作成し、引用書式・参考文献書式等は APA の最新版に準じるものとする。字体は英文 Times New Roman 日本語 MS 明朝を使用し、サイズは 12p とする。図・表内のフォントは 9p 以上とする。論文の分量はタイトル、概要、キーワード、本文、参考文献、図表などをすべて含めて 10 頁以上 20 頁以内とする。

4. 投稿方法

指定のテンプレートに従って作成された MS Word® ファイルを当該年度の紀要編集委員会事務局長宛に電子メールで送信すること。添付する論文ファイルには、氏名・所属・本人が特定できる謝辞などは記載せず、これらが入るべき場所に同等分量の空行を挿入しておく。また、メールの件名は「JACET 関西紀要投稿：氏名（所属）」とする。メール本体には下記内容を記載する。

- (1) 氏名
- (2) 所属・職名（非常勤や大学院生などの別も含む）
- (3) 投稿論文種別（大会発表済論文／一般投稿論文）
※前者の場合は発表大会名・日時・題目を明記。
- (4) 論文種別申告（研究論文／実践論文／研究ノート）
- (5) キーワード（※キーワードの数は 3～5 とし、執筆言語で記載）

なお、審査の結果、採用ないし修正採用となった場合は、紀要編集委員会の指示に従い、期日までには修正原稿の電子ファイルを添付ファイルで送信すること。再提出期限に遅延した場合は投稿を辞

退したものとみなす。

5. 著作権について

投稿者は、投稿論文が採用・掲載された場合、以下の事項を了承したものとみなす。

- (1) 関西支部紀要に掲載された論文等の著作権は本学会に帰属し、著者等が複製あるいは転載する場合は、本学会の承認を受けることとする。
- (2) 関西支部紀要掲載論文等が、CiNii及び著者所属の機関レポジトリ等を通じて公開が求められた場合は、発行後1年経ったものは原則これを認めることとする。尚、この場合は無料とする。
- (3) 機関レポジトリ等を通じて公開する論文は関西支部紀要掲載稿とする。
- (4) 著者等が、自身の論文等を公開する際には、本学会に事前に承認を得なければならない。尚、「本論文の著作権は一般社団法人大学英語教育学会に帰属する」ということを必ず明記する。

6. 規定の改廃

本規定の改廃は紀要編集委員会において行う。

2005 年 6 月制定
2007 年 6 月改定
2008 年 12 月改定
2009 年 7 月 25 日改定
2011 年 6 月 5 日改定
2014 年 3 月 8 日改定

JACET Kansai Journal **Submission Guidelines**

Revised March 8, 2014

1. Qualifications for manuscript submission

Papers can be submitted by Kansai Chapter members in good standing who have paid their dues for the current year. Each member can submit only one paper as a first author for each issue. If the first author is a Kansai Chapter member, coauthors can be JACET members of other chapters. All papers must be original and not have been published elsewhere nor be under consideration for publication (including overseas journals). If the research has been presented orally or as a poster and this is so indicated, the paper can be considered for publication.

2. Papers accepted for submission

Papers should be related to research on college/university English education or relevant areas. Two types of papers will be accepted for submission:

- 1) A paper that reports the content of an oral or poster presentation at a JACET Kansai Chapter Convention or a JACET National Convention
- 2) A paper submitted by a Kansai Chapter member

A paper based on a JACET presentation (oral or poster) can be submitted if the presentation was made within one year prior to the submission deadline.

3. Language, format, style and length

Papers should be written in English or Japanese. All manuscripts should be prepared using the current template prepared by the *JACET Kansai Journal (JKJ)* Editorial Committee. The reference format should conform to the most recent edition of the Publication Manual of the American Psychological Association (APA). Use font type Times New Roman, size 12 point font for body text and 9 and bigger point for Table and Figure. Papers must be more than 10 and no more than 20 printed pages, including the title, references, figures and other material.

4. Submission

Manuscripts should be submitted by e-mail to the *JKJ* Editorial Committee. Prepare the manuscript without the author name(s) or affiliation(s) or information in the Acknowledgments that can reveal the author(s) but leave the equivalent amount of space to allow the information to be added. Send the manuscript as an MS Word® document to the *JKJ* Editorial Committee. Use the following subject line template for the e-mail message: Paper submission to *JACET Kansai Journal*: Corresponding author name (corresponding author affiliation). The e-mail cover message should include the following information: (1) Author name(s), (2) author affiliation(s) and position(s), (3) type of submission [conference-presentation paper (give conference name and date) or submitted paper], (4) type of paper (research article, application report, research note), and (5) three to five keywords in the language used for the paper. If the manuscript is accepted for publication, a complete manuscript, including the author name(s) and affiliation(s), and a final camera-ready copy should be sent as an e-mail attachment to the *JKJ* Executive Committee office with the Attention note “JACET Kansai Journal manuscript.”

5. Copyright

If the manuscript is accepted for publication in *JACET Kansai Journal*:

- (1) JACET will hold the copyright of the articles published in *JACET Kansai Journal*. Anyone, including the author(s), who wishes to reproduce an article, must obtain permission from JACET.
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- (3) The institutional repositories are to use the versions as they are published in *JACET Kansai Journal*.
- (4) Anyone, including the author(s), who wishes to republish an article must obtain permission from JACET and clearly state that JACET holds the copyright.

6. Amendment

Amendment of these Submission Guidelines (Japanese version) made by the Kansai Chapter Editorial Committee will be subject to approval by the Kansai Chapter Executive Committee. The English version will conform to the Japanese version.