

Measuring Japanese Internationalization: A Survey of English Education and Attitudes (VI)

—Preliminary Analysis of Japanese College English Teachers—

(Part 2)

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Summary

This paper covers the remaining analysis of raw data not covered in the previous paper that were obtained from our 1991 questionnaire survey. Results from this preliminary analysis for the last four categories of the questionnaire are presented.

INTRODUCTION

This is a continuation of the previous paper (see REFERENCES) which provided results of our 3rd questionnaire on Japanese college English teachers up to Part 3: Undergraduate School. This second paper, therefore, starts from Part Four: Graduate School (Masters and/or Ph.D.).

METHODS

Same as described in the previous paper.

RESULTS

One hundred and thirty one out of a possible 500 questionnaires, for a response rate of 26.2%, were received and analyzed for this report

and the previous one. At this time, only simple statistical analysis of raw data for the remaining categories, i.e., Graduate School, English Studies Outside Regular School Curriculum, Overseas Research, and Improvements in English Education, was performed and presented.

Part Four: Graduate School (Masters and/or Ph.D.)

Respondents were requested to fill in Part Four if they had attended graduate school for at least 1 year. Those who hadn't were asked to proceed to Part Five.

Item 31: Name of Graduate School. Of the one-hundred one respondents (77.1%) who attended graduate school for at least 1 year, 98 (97%) filled in the name of the graduate school they attended and three (3%) were left blank. Where graduate work was performed was first broken down according to overseas and Japanese institutions. Of those who filled in the institution's name, 50 (51%) did their studies at a Japanese university, and 48 (49%) studied at overseas institutions.

The Japanese institutions were further subdivided into public and private universities. Out of the 50 persons who attended Japanese institutions, 28 (56%) went to public universities and 22 (44%) went to private schools.

Finally, the overseas institutions were categorized by country: 42 (87.5%) were in the U.S.A., 5 (10.4%) were in the UK, and one (2.1%) was located in Australia.

Item 32: Use of English in Graduate Studies. This question asked if English was used in some way in their studies or not, and, if so, how many years it was used in the classroom during their graduate studies. Out of the 101, 89 (88.1%) replied "Yes". There were no non-responses to this query. For those answering yes, the number of years English was used was also asked and the results are shown in Table 1.

More than half of the respondents replied they had used English in the classroom for approximately 2 years. Nine respondents declined to fill in the number of years.

Item 33: Level of Satisfaction with Classes Taught in English. This question asked respondents to rate how satisfied they were with the

Table 1: Number of Years English was Used in Graduate Studies

Years	from	to	Freq. (%)
	1	2.4	52 (58.4)
	2.5	3.4	10 (11.2)
	3.5	5.4	10 (11.2)
	5.5	6.4	5 (5.6)
	6.5	7.4	1 (1.1)
	7.5	9.4	1 (1.1)
	9.5	15	1 (1.1)
non-response			9 (10.1)
total			89 (100.0)

Table 2: Level of Satisfaction with Classes Taught in English

Rating	Freq. (%)
COMPLETELY SATISFIED	16 (18.0)
VERY SATISFIED	37 (41.6)
SATISFIED	29 (32.6)
VERY DISSATISFIED	6 (6.7)
EXTREMELY DISSATISFIED	0 (0.0)
non-response	1 (1.1)
total	89 (100.0)

quality of those courses taught in English, Table 2. Also, a pie graph (No. 1) is provided in the Appendix.

Twenty-nine persons were satisfied with the quality of courses taught in English, while 53 (59.6%) were more than satisfied, only slightly less than 7% were less than satisfied.

Item 34: Level of English Listening, Speaking, Reading and Writing Abilities after Completing Graduate School. This question required respondents to rank according to fluency, the level of their English abilities regarding listening, speaking, reading and writing. These results are shown in Tables 3, 4, 5 and 6. Pie graphs (Nos. 2, 3, 4 & 5) have been prepared along with other related graphs in the Appendix at the end of the paper for each separate ability.

Results for speaking ability closely matched those for hearing.

Table 3: Level of Eng. Listening Ability after Completing Grad.

Rating	Freq. (%)
FLUENT	28 (27.7)
BETTER THAN AVERAGE	46 (45.5)
AVERAGE	16 (15.8)
LESS THAN AVERAGE	4 (4.0)
POOR	5 (5.0)
non-response	2 (2.0)
total	101 (100.0)

Table 4: Level of Eng. Speaking Ability after Completing Grad.

Rating	Freq. (%)
FLUENT	26 (25.7)
BETTER THAN AVERAGE	45 (44.5)
AVERAGE	19 (18.8)
LESS THAN AVERAGE	4 (4.0)
POOR	5 (5.0)
non-response	2 (2.0)
total	101 (100.0)

Table 5: Level of English Reading Ability after Completing Grad.

Rating	Freq. (%)
FLUENT	46 (45.5)
BETTER THAN AVERAGE	44 (43.5)
AVERAGE	9 (9.0)
LESS THAN AVERAGE	0 (0.0)
POOR	0 (0.0)
non-response	2 (2.0)
total	101 (100.0)

Nineteen respondents (18.8%) indicated their speaking ability as average, while 71 (70.2%) felt that this ability was above average, and 9 (9%) considered it to be below average. There were two (2%) non-responses.

Nine people (9%) rated their reading ability as average, while 90 (89%) rated their ability above average, and no respondent marked

Table 6: Level of English Writing Ability after Completing Grad.

Rating	Freq. (%)
FLUENT	31 (30.6)
BETTER THAN AVERAGE	53 (52.5)
AVERAGE	13 (12.9)
LESS THAN AVERAGE	2 (2.0)
POOR	0 (0.0)
non-response	2 (2.0)
total	101 (100.0)

categories below average. There were two (2%) non-responses.

Thirteen respondents (12.9%) felt their writing ability was average, while 84 (83.2%) thought their ability was above average, and only two (2%) felt their fluency was below average. There were two (2%) non-responses.

Part Five: English Studies Outside of Regular School Curriculum

Item 35: Study of English Outside Regular School. Of the total 131 respondents, 89, of 67.9%, said they had studied outside regular school, and 42, or 32.1%, answered "No".

Those who replied "Yes" to the question were asked to write the total number of years they studied at places other than regular school, and 60 out of the 89 respondents replied they had studied for 5 years or less (67.4%). Seventeen (19%) indicated studying more than 5 years outside. The non-response rate was 12 (13.5%).

Item 36: When Studied Outside. The positive respondents were then asked to state when they studied outside the regular school system, and these results, on a multiple answer (MA) basis, are shown in Table 7.

As shown in the table, the answers provided no specific time period for outside studies. The respondents appeared to be very opportunistic, i.e., studying whenever they could find free time.

Item 37: Type of Study Done Outside School. In this question, the 89 respondents were asked to write down where they studied, and the results are shown in Table 8. This also was a multiple answer

Table 7: When Outside Studies were Conducted (MA)

When	Freq.	(%)
HIGH SCHOOL	29	(32.6)
COLLEGE	39	(43.8)
GRADUATE SCHOOL	12	(13.5)
AFTER COMPLETING SCHOOL	44	(49.4)
OVERSEAS	35	(39.3)
non-response	1	(1.1)

Table 8: Type of Outside Study (MA)

Type	Freq.	(%)
CRAM SCHOOL	10	(11.1)
PRIVATE LESSONS	29	(32.2)
SELF-STUDY	23	(25.6)
ENGLISH LANGUAGE SCHOOL	39	(43.3)
PROF. TRAINING SCHOOL (TRANS./INTER.)	2	(2.2)
OVERSEAS	5	(5.6)
ENGLISH SEMINARS	4	(4.4)
CHURCH/BIBLE CLASSES	6	(6.7)
EMPLOYED BY OCCUPATION FORCES	2	(2.2)
TV/RADIO PROGRAMS	4	(4.4)
CORRESPONDENCE WITH NATIVE SPEAKER	1	(1.1)
CULTURE CENTER CLASSES	2	(2.2)
INTERNATIONAL SEMINARS	4	(4.4)
EXCHANGE PROGRAMS	2	(2.2)
OTHER	8	(8.9)
non-response	2	(2.2)

question.

Three times as many responses stated they studied in an educational setting than those answering they did self-study. The most common types of study included English Language School (39 respondents), Private Lessons (29), Self-Study (23), and Cram School (10).

Item 38: Level of Preparation for Overseas. The 67 respondents who had done both outside studies and research overseas were asked to state how well they felt those studies helped to prepare them for

Table 9: Level of Preparation for Overseas Research from Outside Study

Rating	Freq. (%)
COMPLETELY PREPARED	1 (1.5)
WELL PREPARED	27 (40.3)
PREPARED	20 (29.9)
SLIGHTLY PREPARED	12 (17.9)
DIDN'T PREPARE	4 (6.0)
non-response	3 (4.5)
total	67 (100.0)

research overseas. Their answers are shown in Table 9.

Twenty-eight persons (41.8%) replied their outside studies positively helped them prepare for their work overseas. Contrarily, 16 persons (23.9%) felt their outside studies had no great impact for preparing them for an overseas English speaking environment. Four persons (6%) replied outside studies had no effect in helping them. Three (4.5%) did not respond.

Part Six: Overseas Research

Only those respondents who had gone overseas for research, N=94, were requested to fill out this section. All others were asked to skip to Part Seven: Improvements in English Education.

Item 39: Level of Preparation for Overseas Research from All English Classes. This question asked to rate how well all English studies helped prepare the respondents for research overseas, and the results are shown in Table 10.

As shown in the table, 86 people (91.6%) replied their English studies at least slightly prepared them for their work. Only 4 persons (4.3%) replied their total English studies had no impact on their preparedness, and there were 4 (4.3%) non-responses. Approximately 71% of positive replies were grouped in the "PREPARED" or "WELL PREPARED" categories.

Item 40: Types of English Instruction that Best Prepared for Research Overseas. Here, respondents were requested to check those courses which they felt most prepared them to speak English in an

Table 10: Level of Preparation for Overseas Research from All English Classes

Rating	Freq. (%)
COMPLETELY PREPARED	4 (4.3)
WELL PREPARED	34 (36.2)
PREPARED	33 (35.1)
SLIGHTLY PREPARED	15 (16.0)
DIDN'T PREPARE	4 (4.3)
non-response	4 (4.3)
total	94 (100.0)

Table 11: Ranking of English Instruction Types that Best Prepared for Overseas Research (MA)

Type	Freq. (%)
Writing	60 (63.8)
Reading	51 (54.3)
Grammar	50 (53.2)
Conversation	43 (45.7)
Hearing	43 (45.7)
Translation	34 (36.2)
Pronunciation	32 (34.0)
Vocabulary	19 (20.2)
Speech/Debate	18 (19.1)
Dictation	17 (18.1)
Calligraphy	10 (10.6)
Recitation	6 (6.4)
Drama	3 (2.3)
non-response	9 (9.6)

overseas environment. These replies are shown in Table 11.

As illustrated in the table, respondents felt writing, grammar, conversation, and hearing had the greatest effect on preparing them.

Item 41: Level of English Listening, Speaking, Reading and Writing Abilities at the Beginning of Overseas Research. This question required respondents to rank the levels of their English listening, speaking, reading and writing. These results are shown in Tables 12 through 15. In addition, pie graphs (Nos. 6, 8, 10 & 12) have been prepared and placed in the Appendix.

Table 12: Level of English Listening Ability at Beginning of Overseas Research

Rating	Freq. (%)
FLUENT	7 (7.4)
BETTER THAN AVERAGE	17 (18.1)
AVERAGE	30 (31.9)
LESS THAN AVERAGE	28 (29.8)
POOR	7 (7.4)
non-response	5 (5.3)
total	94 (100.0)

Table 13: Level of English Speaking Ability at Beginning of Overseas Research

Rating	Freq. (%)
FLUENT	8 (8.5)
BETTER THAN AVERAGE	18 (19.1)
AVERAGE	36 (38.3)
LESS THAN AVERAGE	24 (25.5)
POOR	3 (3.2)
non-response	5 (5.3)
total	94 (100.0)

Thirty respondents (31.9%) rated their English listening ability as average, while 24 (25.5%) stated it was above average, and 35 (37.2%) indicated below average for their ratings. There were 5 (5.3%) non-responses.

Thirty-six persons (38.3%) rated their English speaking ability as average, while 26 (27.6%) stated it was above average, and 27 (28.7%) indicated below average. There were 5 (5.3%) non-responses.

Thirty-five people (37.2%) rated their English reading ability as average, while 47 (50%) stated it was above average, and only 7 (7.5%) indicated below average. There were 5 (5.3%) non-responses.

Thirty-eight (40.4%) rated their English writing ability as average, while 39 (41.5%) stated it was above average, and 12 (12.8%) indicated below average. Significantly, no one stated they had "POOR" writing ability. As above, there were 5 (5.3%) non-responses.

Table 14: Level of English Reading Ability at Beginning of Overseas Research

Rating	Freq. (%)
FLUENT	12 (12.8)
BETTER THAN AVERAGE	35 (37.2)
AVERAGE	35 (37.2)
LESS THAN AVERAGE	6 (6.4)
POOR	1 (1.1)
non-response	5 (5.3)
total	94 (100.0)

Table 15: Level of English Writing Ability at Beginning of Overseas Research

Rating	Freq. (%)
FLUENT	9 (9.6)
BETTER THAN AVERAGE	30 (31.9)
AVERAGE	38 (40.4)
LESS THAN AVERAGE	12 (12.8)
POOR	0 (0.0)
non-response	5 (5.3)
total	94 (100.0)

Item 42: Level of English Listening, Speaking, Reading and Writing Abilities at the End of Overseas Research. This question required respondents to rank the levels of their English listening, speaking, reading and writing. These results are shown in Tables 16 through 19. Also, pie graphs (Nos. 7, 9, 11 & 13) are in the Appendix.

Twenty-six (27.7%) respondents rated their English listening ability as average, while 53 (56.4%) stated it was above average, and 12 (12.7%) indicated below average. There were 3 (3.2%) non-responses.

Twenty-eight (29.8%) persons rated their English speaking ability as average, while 56 (59.6%) stated it was above average, and only 7 (7.5%) indicated below average. There were 3 (3.2%) non-responses.

Twenty-two (23.4%) people rated their English reading ability as average, while 66 (70.2%) stated it was above average, and only 3 (3.2%) indicated below average. There were 3 (3.2%) non-responses.

Thirty-four (36.2%) rated their English writing ability as average,

Table 16: Level of English Listening Ability at End of Overseas Research

Rating	Freq. (%)
FLUENT	17 (18.1)
BETTER THAN AVERAGE	36 (38.3)
AVERAGE	26 (27.7)
LESS THAN AVERAGE	10 (10.6)
POOR	2 (2.1)
non-response	3 (3.2)
total	94 (100.0)

Table 17: Level of English Speaking Ability at End of Overseas Research

Rating	Freq. (%)
FLUENT	12 (12.8)
BETTER THAN AVERAGE	44 (46.8)
AVERAGE	28 (29.8)
LESS THAN AVERAGE	6 (6.4)
POOR	1 (1.1)
non-response	3 (3.2)
total	94 (100.0)

Table 18: Level of English Reading Ability at End of Overseas Research

Rating	Freq. (%)
FLUENT	18 (19.1)
BETTER THAN AVERAGE	48 (51.1)
AVERAGE	22 (23.4)
LESS THAN AVERAGE	1 (1.1)
POOR	2 (2.1)
non-response	3 (3.2)
total	94 (100.0)

while 53 (56.4%) stated it was above average, and 4 (4.3%) indicated below average. There were 3 (3.2%) non-responses.

Item 43: Going Overseas Regularly in a Professional Capacity. Respondents were asked to answer yes or no regarding whether they went overseas regularly or not. Those that responded "Yes" were asked to state how often by filling in the number years to the

Table 19: Level of English Writing Ability at End of Overseas Research

Rating	Freq. (%)
FLUENT	15 (16.0)
BETTER THAN AVERAGE	38 (40.4)
AVERAGE	34 (36.2)
LESS THAN AVERAGE	3 (3.2)
POOR	1 (1.1)
non-response	3 (3.2)
total	94 (100.0)

statement, "Once every ____ year(s)".

Thirty-one (33%) out of the total of 94 replied in the affirmative, and the average time to go was approximately once every 2 years. Sixty (63.8%) replied "No" and there were 3 (3.2%) non-responses.

Item 44: Planning to Go Overseas in a Professional Capacity Again. This question asked if respondents had plans to go overseas again in the future. Seventy-one (75.5%) persons replied they do plan to go again, 19 (20.2%) had no such plans, and 4 (4.3%) did not respond to this query.

Part 7: Improvements in English Education

This section was designed to investigate if respondents had strong feelings about maintaining their language proficiency and/or if they had definite thoughts on how the teaching of the English language could be improved in the regular school program.

Item 45: Continuing English Studies. This question asked if respondents were actively continuing their English studies or not. One-hundred five (80.2%) replied "Yes" while 26 (19.8%) said "No".

Item 46: Methods of Continuing English Education. Respondents who answered in the affirmative to the previous query were then asked to state how they were continuing to study, and the results, by rank, are shown in Table 20.

As can be seen from the table, self-study is the predominant method of continuing education.

Item 47: English Ability Certification. This question asked if

Table 20: Ranking by Type of Continuing English Study Methods (MA)

Type	Freq. (%)
SELF-STUDY	45 (42.9)
TV/RADIO PROGRAMS	20 (19.0)
READING	17 (16.2)
AS ENGLISH TEACHER/RESEARCHER	16 (15.2)
TAPES/VIDEO	8 (7.6)
PRIVATE LESSONS	6 (5.7)
CORRESPONDENCE WITH NATIVE SPEAKER	5 (4.8)
GOING OVERSEAS	2 (1.9)
ENGLISH LANGUAGE SCHOOL	1 (1.0)
PH.D. STUDY	1 (1.0)
OTHER	8 (7.6)
non-response	2 (1.9)

Table 21: Ranking of Types of Certificates and Licenses (MA)

Type	Freq. (%)
STEP 1st LEVEL	19 (33.9)
TOEFL 550-600	15 (26.8)
TOEFL 600+	6 (10.7)
TOUR GUIDE	6 (10.7)
STEP 2nd LEVEL	4 (7.1)
TOEIC A	4 (7.1)
TRANSLATOR	2 (1.5)
TOEIC B	1 (1.8)
OTHER	8 (14.3)
non-response	7 (12.5)

respondents held any special English certificates or licenses. Fifty-four (41.9%) replied "Yes", and Table 21 show the ranking of various licenses and certificates.

More than half the respondents either had a 1st level STEP certificate or they had scored above 550 on the TOEFL test.

Item 48: Improvements in English Education in the regular School System. Respondents were asked to comment on ways to improve English education at the high school, undergraduate and graduate school levels. These have been tabulated, by rank, in Tables 22, 23,

Table 22: Ranking of Comments for Improving English Education in High School

Comments	Freq.	(%)
Stress Oral Practice	60	(45.8)
Stress Listening Practice	40	(30.5)
Increase Reading Practice	15	(11.5)
Reduce Class Size	12	(9.2)
Increase Writing Practice	11	(8.4)
Improve Instructor Quality	8	(6.1)
Increase Vocabulary Instruction	8	(6.1)
Emphasize Grammar	7	(5.3)
Increase Number of English Classes	6	(4.6)
Stress Pronunciation	6	(4.6)
Improve Teaching Material	5	(3.8)
Teach the Four Language Skills	4	(3.1)
Teach Practical English	4	(3.1)
Avoid Teaching Entrance Exam. English	3	(2.3)
Improve Communication Skills	2	(1.5)
Provide Intensive Instruction/Practice	2	(1.5)
Emphasize Syntax	1	(0.8)
Improve Basic Skills in Students	1	(0.8)
Increase Class Contribution	1	(0.8)
Increase Teaching Efficiency	1	(0.8)
Introduce Native English Material	1	(0.8)
Match Content with Student Level	1	(0.8)
Motivate Students	1	(0.8)
No Improvement Necessary	1	(0.8)
Provide Dictation Practice	1	(0.8)
Provide Diversity in Instruc. Types	1	(0.8)
Stress Practice Rather than Instruc.	1	(0.8)
Teach Phonetic Symbols	1	(0.8)
Use Translation Method	1	(0.8)
Other	4	(3.1)
non-response	14	(10.7)

and 24.

The most predominant comments for high school focused on increasing oral and listening practices, i.e., more stress on the spoken language. There were 14 respondents (10.7%) who didn't comment.

Table 23: Ranking of Comments for Improving English Education in Undergraduate School

Comments	Freq.	(%)
Stress Oral Communication Practice	39	(29.8)
Stress Listening Practice	33	(25.2)
Stress Writing Practice	27	(20.6)
Provide Extensive Reading Practice	25	(19.1)
Reduce Class Size	14	(10.7)
Stress Speech/Drama/Debate Practice	11	(8.4)
Improve Instructor Quality	6	(4.6)
Provide Discussion Classes in English	6	(4.6)
Provide Native Instructors	6	(4.6)
Provide Speed Reading Practice	6	(4.6)
Improve Teaching Material	5	(3.8)
Stress Vocabulary Instruction	5	(3.8)
Provide Intensive Instruction/Practice	4	(3.1)
Increase Number of English Classes	3	(2.3)
Provide Overseas Study Experience	3	(2.3)
Provide Specialized Instruc./Practice	3	(2.3)
Co-ordinate English Instruc. Program	2	(1.5)
Improve Communication Skills	2	(1.5)
Stress Academic English	2	(1.5)
Improve Basic Skills in Students	1	(0.8)
Increase Class Contribution	1	(0.8)
Increase Language Lab. Practice	1	(0.8)
Increase Private University Subsidies	1	(0.8)
Promote Self-Expression in English	1	(0.8)
Promote Spontaneous Study	1	(0.8)
Stress ESP	1	(0.8)
Stress Pronunciation Practice	1	(0.8)
Teach Practical English	1	(0.8)
Other	18	(13.7)
non-response	14	(10.7)

The comments for undergraduate school were more evenly spaced across the entire spectrum than in the comments concerning high school. Major comments included, stressing oral communication, listening, writing, and extensive reading practices.

It appears that only those respondents who actually attended

Table 24: Ranking of Comments for Improving English Education in Graduate School

Comments	Freq.	(%)
Stress Writing Practice	24	(18.3)
Stress Oral Communication Practice	13	(9.9)
Provide Reading Practice	12	(9.2)
Provide Discussion Classes in English	9	(6.9)
Provide Specialized Instruc./Practice	6	(4.6)
Provide Native Instructors	5	(3.8)
Provide Speed Reading Practice	5	(3.8)
Provide Intensive Instruction/Practice	4	(3.1)
Stress Conference English	4	(3.1)
Stress English for Research	4	(3.1)
Stress Listening Practice	4	(3.1)
Unsuitable for English Study/Too Late	4	(3.1)
Use English in Class	4	(3.1)
Improve Instructor Quality	3	(2.3)
No Improvement Necessary	3	(2.3)
Provide Overseas Study Experience	3	(2.3)
Create Grad. School for TESL/TEFL	1	(0.8)
Enroll Better Students	1	(0.8)
Improve Communication Skills	1	(0.8)
Increase Number of English Classes	1	(0.8)
Increase Private University Subsidies	1	(0.8)
Motivate Students	1	(0.8)
Provide Diversity in Instruc. Types	1	(0.8)
Stress ESP	1	(0.8)
Stress Pursuit of Research	1	(0.8)
Stress Speech/Drama/Debate Practice	1	(0.8)
Stress Translation Practice	1	(0.8)
Other	3	(2.3)
non-response	52	(39.7)

graduate school felt qualified to answer the last question. As in the college comments, emphasis was placed on stressing writing, oral communication and reading.

DISCUSSION

An in-depth discussion of the results of this paper will be carried out after conducting detailed correlation analyses of the data.

However, a preliminary overview leads the authors to believe this redesigned format has generated a credible questionnaire to build a database of information to test our hypotheses and objectives as stated at the beginning of our research. Barring any unforeseen developments in the design of the questionnaire following correlation analysis of the data, the authors plan to use this particular format as our standardized text to conduct our research into the attitudes and feelings of English education of Japanese professionals. Then, the next step will be to compare these results with the same kind of information in other non-native English speaking countries such as Thailand or West Germany. Finally, the authors would like to query professionals in the United States who have had direct contact with these Japanese professionals regarding their English abilities.

This third revision has had the effect of generating more data than in our previous questionnaires, increasing the amount of work and time to conduct effective, detailed correlation analyses. However, the redesigned format has helped to clarify the intent of each question for the respondents, decreasing the risk of inappropriate responses. Tentatively, it appears that more bias has been eliminated using this format, but a definitive statement must await the results of further analysis. In general, the questionnaire has been designed to allow analysis of each category separately and cross-correlation analysis of all categories to provide us information that will enable us to discern trends which can then be applied to our research objectives.

The 26.2% return rate for completed questionnaires can be considered an average one, providing an adequate sample base to carry out detailed correlation analysis in future reports. However, a higher response rate would be better. The problem may have to do with the timing of when to send out the questionnaire.

Another possibility is to increase the total number distributed from 500 to 1000, leading to increased costs and time to prepare the

packets.

In this trial, respondents from private universities outnumber those from public ones by a 5 to 1 margin. It is hoped in future investigations with academicians, the response rate from public institutions will improve. The authors are a little perplexed as to why this is so, but one reason may be the fact that a predominant number of the Chubu and Kinki regions JACET members are connected with private universities.

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Notes

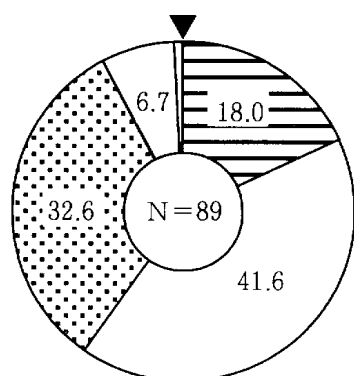
1. Chukyo University, Dept. of Liberal Arts
2. Shotoku Gakuen Women's Junior College, Dept. of Commerce and Economics

APPENDIX

A: Pie graphs

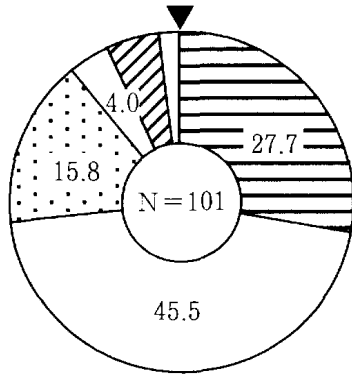
Included are pie graphs of items dealing with satisfaction of English classes and self-evaluation of English listening, speaking, reading and writing abilities after completing graduate school, and at the beginning and end of research overseas.

Sat. Eng. GRD



- | | | |
|---|------------------------|--------|
| 1 | COMPLETELY SATISFIED | 18.0 % |
| 2 | VERY SATISFIED | 41.6 % |
| 3 | SATISFIED | 32.6 % |
| 4 | VERY DISSATISFIED | 6.7 % |
| 5 | EXTREMELY DISSATISFIED | 0.0 % |
| 6 | NON - RESPONSE | 1.1 % |

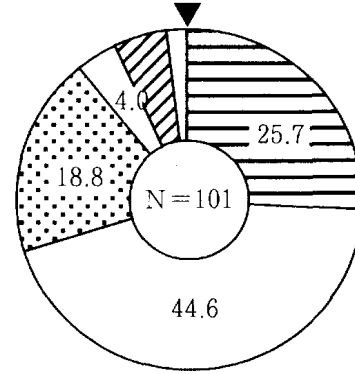
Listen. L. GRD



1	FLUENT	27.7 %
2	BETTER THAN AVERAGE	45.5 %
3	AVERAGE	15.8 %
4	LESS THAN AVERAGE	4.0 %
5	POOR	4.0 %
6	NON - RESPONSE	2.0 %

No. 2

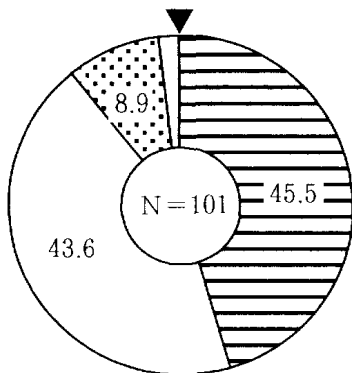
Speak. L. GRD



1	FLUENT	25.7 %
2	BETTER THAN AVERAGE	44.6 %
3	AVERAGE	18.8 %
4	LESS THAN AVERAGE	4.0 %
5	POOR	4.0 %
6	NON - RESPONSE	2.0 %

NO. 3

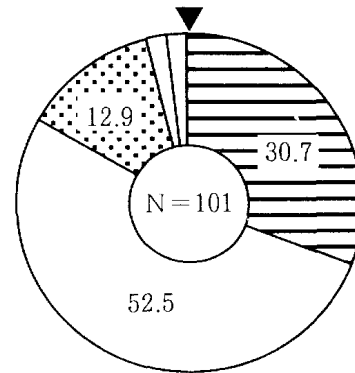
Read. L. GRD



1	FLUENT	45.5 %
2	BETTER THAN AVERAGE	43.6 %
3	AVERAGE	8.9 %
4	LESS THAN AVERAGE	0.0 %
5	POOR	0.0 %
6	NON - RESPONSE	2.0 %

No. 4

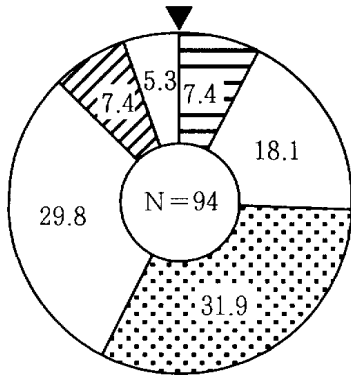
Writ. L. GRD



1	FLUENT	30.7 %
2	BETTER THAN AVERAGE	52.5 %
3	AVERAGE	12.9 %
4	LESS THAN AVERAGE	2.0 %
5	POOR	0.0 %
6	NON - RESPONSE	2.0 %

No. 5

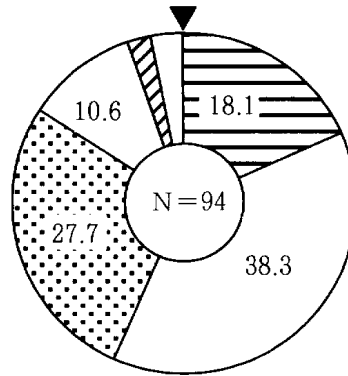
Listen. Start OVR



1	FLUENT	7.4 %
2	BETTER THAN AVERAGE	18.1 %
3	AVERAGE	31.1 %
4	LESS THAN AVERAGE	29.8 %
5	POOR	7.4 %
6	NON - RESPONSE	5.3 %

No. 6

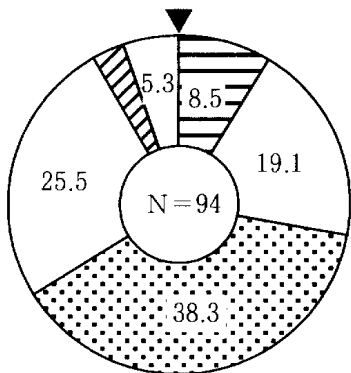
Listen. End OVR



1	FLUENT	18.1 %
2	BETTER THAN AVERAGE	38.3 %
3	AVERAGE	27.7 %
4	LESS THAN AVERAGE	10.6 %
5	POOR	2.1 %
6	NON - RESPONSE	3.2 %

No. 7

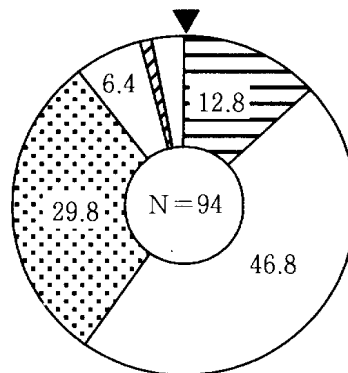
Speak. Start OVR



1	FLUENT	8.5 %
2	BETTER THAN AVERAGE	19.1 %
3	AVERAGE	38.3 %
4	LESS THAN AVERAGE	25.5 %
5	POOR	3.2 %
6	NON - RESPONSE	5.3 %

No. 8

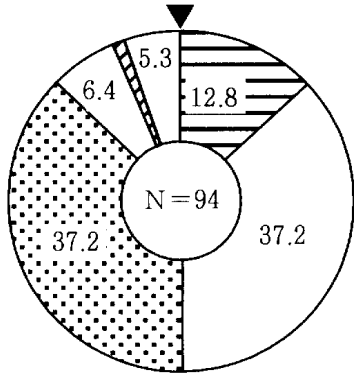
Speak. End OVR



1	FLUENT	12.8 %
2	BETTER THAN AVERAGE	46.8 %
3	AVERAGE	29.8 %
4	LESS THAN AVERAGE	6.4 %
5	POOR	1.1 %
6	NON - RESPONSE	3.2 %

No. 9

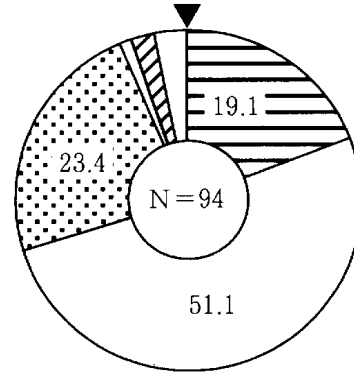
Read. Start OVR



1	FLUENT	12.8 %
2	BETTER THAN AVERAGE	37.2 %
3	AVERAGE	37.2 %
4	LESS THAN AVERAGE	6.4 %
5	POOR	5.3 %
6	NON - RESPONSE	1.1 %

No.10

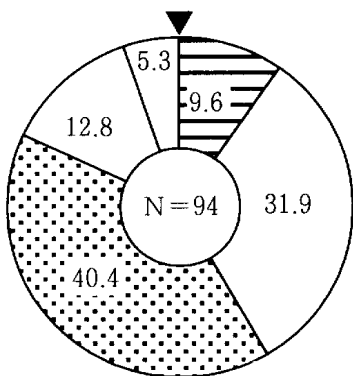
Read. End OVR



1	FLUENT	19.1 %
2	BETTER THAN AVERAGE	51.1 %
3	AVERAGE	23.4 %
4	LESS THAN AVERAGE	1.1 %
5	POOR	2.1 %
6	NON - RESPONSE	3.2 %

No.11

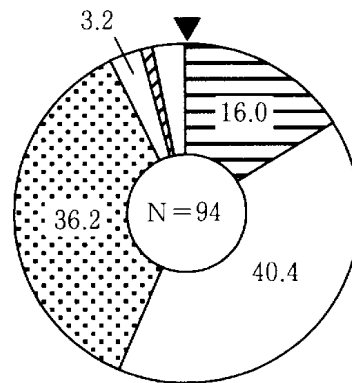
Writ. Start OVR



1	FLUENT	9.6 %
2	BETTER THAN AVERAGE	31.9 %
3	AVERAGE	40.4 %
4	LESS THAN AVERAGE	12.8 %
5	POOR	5.3 %
6	NON - RESPONSE	0.0 %

No.12

Writ. End OVR



1	FLUENT	16.0 %
2	BETTER THAN AVERAGE	40.4 %
3	AVERAGE	36.2 %
4	LESS THAN AVERAGE	3.2 %
5	POOR	1.1 %
6	NON - RESPONSE	3.2 %

No.13

B: 3rd questionnaire

MEASURING JAPANESE INTERNATIONALIZATION
A Survey of English Education and Attitudes

★ QUESTIONNAIRE ★

—Chukyo University Faculty of Liberal Arts, English Department—

Please fill in or circle the appropriate letter.

★Part One: PERSONAL INFORMATION (confidential)

Full Name: _____
(first, last)

Work Place: _____
(Name of school, company, etc.)

Specialty: _____
(ex. : English Literature, Organic Chemistry, Corporate Law, etc.)

1. What period were you born in?
- | | |
|-------------------------|-------------------------|
| A. <1930 (<昭和5) | E. 1945-49 (昭和20 ~ 24) |
| B. 1930-34 (昭和5 ~ 9) | F. 1950-54 (昭和25 ~ 29) |
| C. 1935-39 (昭和10 ~ 14) | G. 1955-59 (昭和30 ~ 34) |
| D. 1940-44 (昭和15 ~ 19) | H. >1960 (>昭和35) |
2. Have you done research for two months or longer overseas?
- | | |
|------------------------|--------|
| A. NO (go to Part Two) | B. YES |
|------------------------|--------|

3. How many times have you done research for 2 months or longer overseas?

A. ONCE	D. 4 TIMES
B. TWICE	E. MORE THAN 4 (_____ times)
C. 3 TIMES	

4. What country(s) did you do overseas research in?

5. How much total time have you spent doing research overseas?
_____ months

★Part Two: HIGH SCHOOL

1. How many years did you study English through senior high school?

- | | |
|-------------|--------------------------|
| A. <3 YEARS | D. 5 YEARS |
| B. 3 YEARS | E. 6 YEARS |
| C. 4 YEARS | F. >6 YEARS (_____years) |

2. What type of high school did you attend?

- | | | |
|-----------|------------|------------------|
| A. Public | B. Private | C. Other (_____) |
|-----------|------------|------------------|

3. How many times a week did you study English in high school? _____times

4. How many minutes was one English class period? _____minutes

5. What type of English instruction did you receive in high school?

Check (×) as many as necessary.

- | | |
|----------------------------|--------------|
| ___ Calligraphy Practice | (書き方の授業) |
| ___ Conversation Practice | (会話の授業) |
| ___ Dictation Practice | (書き取りの授業) |
| ___ Drama Practice | (演芸の授業) |
| ___ Grammar Instruction | (文法の授業) |
| ___ Hearing Practice | (聞き取りの授業) |
| ___ Pronunciation Practice | (発音の授業) |
| ___ Reading Practice | (読み方の授業) |
| ___ Recitation Practice | (復唱の授業) |
| ___ Speech/Debate Practice | (スピーチ・討論の授業) |
| ___ Translation Practice | (解釈の授業) |
| ___ Vocabulary Instruction | (語彙の授業) |
| ___ Writing Practice | (作文の授業) |

6. How satisfied were you with your English classes during high school?

- | | |
|-------------------------|----------------------------|
| A. COMPLETELY SATISFIED | D. VERY DISSATISFIED |
| B. VERY SATISFIED | E. COMPLETELY DISSATISFIED |
| C. SATISFIED | |

7. What were some good and bad points concerning your English classes?

Good points: _____

Bad points: _____

8. Were you a member of E. S. S. or another English club (if YES, how long)?

- | | |
|-------|---------------------|
| A. NO | B. YES (_____years) |
|-------|---------------------|

9. Were you taught by a native English speaker (if YES, how long)?
A. NO B. YES (____years)
10. If you answered YES to question 9, how effective was that teacher?
A. EXTREMELY EFFECTIVE D. VERY INEFFECTIVE
B. VERY EFFECTIVE E. EXTREMELY INEFFECTIVE
C. EFFECTIVE
11. At what levels were your English listening, speaking, reading and writing abilities when you completed high school?
(Select a letter from below (A~E) for each ability.)

LISTENING _____ READING _____

SPEAKING _____ WRITING _____

- A. FLUENT B. BETTER THAN AVERAGE C. AVERAGE
D. LESS THAN AVERAGE E. POOR

12. How well did your English classes in high school prepare you for your research overseas?
A. COMPLETELY PREPARED D. SLIGHTLY PREPARED
B. WELL PREPARED E. DIDN'T PREPARE
C. PREPARED

Part Three: UNDERGRADUATE SCHOOL (four year degree)

1. What type of undergraduate school (college) did you attend?
A. Public B. Private C. Other (_____)
2. What was your degree in? _____
3. What year did you obtain your degree? 19 _____ (昭和_____年)
4. How many years did you study English in college?
A. <1 YEAR D. 3 YEARS
B. 1 YEAR E. 4 YEARS
C. 2 YEARS
5. How many times a week did you study English in college? _____ times
6. How many minutes was one English class period? _____ minutes

7. What type of English instruction did you receive in college?

Check (×) as many as necessary.

- | | |
|---|--------------|
| <input type="checkbox"/> Calligraphy Practice | (書き方の授業) |
| <input type="checkbox"/> Conversation Practice | (会話の授業) |
| <input type="checkbox"/> Dictation Practice | (書き取りの授業) |
| <input type="checkbox"/> Drama Practice | (演芸の授業) |
| <input type="checkbox"/> Grammar Instruction | (文法の授業) |
| <input type="checkbox"/> Hearing Practice | (聞き取りの授業) |
| <input type="checkbox"/> Pronunciation Practice | (発音の授業) |
| <input type="checkbox"/> Reading Practice | (読み方の授業) |
| <input type="checkbox"/> Recitation Practice | (復唱の授業) |
| <input type="checkbox"/> Speech/Debate Practice | (スピーチ・討論の授業) |
| <input type="checkbox"/> Translation Practice | (解釈の授業) |
| <input type="checkbox"/> Vocabulary Instruction | (語彙の授業) |
| <input type="checkbox"/> Writing Practice | (作文の授業) |

8. How satisfied were you with your English classes during college?

- | | |
|-------------------------|----------------------------|
| A. COMPLETELY SATISFIED | D. VERY DISSATISFIED |
| B. VERY SATISFIED | E. COMPLETELY DISSATISFIED |
| C. SATISFIED | |

9. What were some good and bad points concerning your English classes?

Good points: _____

Bad points: _____

10. Were you a member of E. S. S. or another English club (if YES, how long)?

- | | |
|-------|--------------------|
| A. NO | B. YES (____years) |
|-------|--------------------|

11. Were you taught by a native English speaker (if YES, how long)?

- | | |
|-------|--------------------|
| A. NO | B. YES (____years) |
|-------|--------------------|

12. If you answered YES to question 11, how effective was that teacher?

- | | |
|------------------------|--------------------------|
| A. EXTREMELY EFFECTIVE | D. VERY INEFFECTIVE |
| B. VERY EFFECTIVE | E. EXTREMELY INEFFECTIVE |
| C. EFFECTIVE | |

13. At what levels were your English listening, speaking, reading and writing abilities when you completed college?
(Select a letter from below (A~E) for each ability.)

LISTENING _____ READING _____
SPEAKING _____ WRITING _____

- A. FLUENT B. BETTER THAN AVERAGE C. AVERAGE
D. LESS THAN AVERAGE E. POOR

14. How well did your English classes in college prepare you for your research overseas?
A. COMPLETELY PREPARED D. SLIGHTLY PREPARED
B. WELL PREPARED E. DIDN'T PREPARE
C. PREPARED

★Part Four: GRADUATE SCHOOL (Masters and/or Ph. D.)

*Note: If you have not done graduate work of one year or more, please go on to Part Five.

1. University(s) where Master and/or Ph. D. were/will be obtained?

2. Did you use English in your studies? (If YES, how many years?)
A. NO B. YES (_____ years)

3. If you used English in graduate school, how satisfied were you with the classes where it was used?
A. COMPLETELY SATISFIED D. VERY DISSATISFIED
B. VERY SATISFIED E. COMPLETELY DISSATISFIED
C. SATISFIED

4. At what levels were your English listening, speaking, reading and writing abilities when you finished graduate school?

LISTENING _____ READING _____
SPEAKING _____ WRITING _____

- A. FLUENT B. BETTER THAN AVERAGE C. AVERAGE
D. LESS THAN AVERAGE E. POOR

★Part Five: ENGLISH STUDIES OUTSIDE OF REGULAR SCHOOL CURRICULUM

1. Did you study English at some time outside of regular school?

(Includes Cram School, Private Lessons, Self-study, etc.)

A. NO (go to Part Six)

B. YES (_____years)

2. When did you study outside? (Circle as many as necessary.)

A. HIGH SCHOOL

D. AFTER COMPLETING SCHOOL

B. COLLEGE

E. OVERSEAS

C. GRADUATE SCHOOL

3. What type of study did you do outside?

(Indicate when, ex. : High School, College, After, Overseas, etc.)

Circle as many letters as necessary.

A. Cram School (塾) -when: _____

B. Private Lessons _____

C. Self-study (英検等) _____

D. English Language School _____

(英会話学校)

E. Other _____

4. How well did those studies prepare you for research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

★Part Six: OVERSEAS RESEARCH

Note: If you haven't carried out overseas research, please go to Part Seven.

1. How well did your English classes in high school, undergraduate and graduate schools prepare you for your research overseas?

A. COMPLETELY PREPARED

D. SLIGHTLY PREPARED

B. WELL PREPARED

E. DIDN'T PREPARE

C. PREPARED

2. What type of English instruction that you studied prepared you the most for research overseas?

Check (×) as many as necessary.

- Calligraphy Practice (書き方の授業)
- Conversation Practice (会話の授業)
- Dictation Practice (書き取りの授業)
- Drama Practice (演芸の授業)
- Grammar Instruction (文法の授業)
- Hearing Practice (聞き取りの授業)
- Pronunciation Practice (発音の授業)
- Reading Practice (読み方の授業)
- Recitation Practice (復唱の授業)
- Speech/Debate Practice (スピーチ・討論の授業)
- Translation Practice (解釈の授業)
- Vocabulary Instruction (語彙の授業)
- Writing Practice (作文の授業)

3. At the beginning of your research overseas, how satisfied were you with your English listening, speaking, reading and writing abilities?

LISTENING _____ READING _____
 SPEAKING _____ WRITING _____

- A. COMPLETELY SATISFIED B. VERY SATISFIED C. SATISFIED
- D. VERY DISSATISFIED E. COMPLETELY DISSATISFIED

4. At the end of your research overseas, how satisfied were you with your English listening, speaking, reading and writing abilities?

LISTENING _____ READING _____
 SPEAKING _____ WRITING _____

- A. COMPLETELY SATISFIED B. VERY SATISFIED C. SATISFIED
- D. VERY DISSATISFIED E. COMPLETELY DISSATISFIED

5. Do you go overseas regularly in a professional capacity?

- A. NO
- B. YES [once every _____ year(s)]

6. If you answered NO to question 5, do you plan to go overseas in a professional capacity again?

- A. NO
- B. YES

★Part Seven: IMPROVEMENTS IN ENGLISH EDUCATION

1. Are you continuing your English studies now?

A. NO

B. YES

2. If you answered YES in question 1, how are you studying?

(Circle as many as necessary)

A. Private Lessons

D. Other _____

B. Self-study (英検等)

C. English Language School _____

3. Do you hold any English ability certification and if so, what?

(ex.- STEP level, TOEFL result, Translator's licence, etc.)

A. NO

B. YES (_____)

4. What improvements in English Education do you feel are necessary at the following levels? (Use additional paper, if desired.)

High school: _____

College: _____

Grad. sch. : _____

Thank you very much for your cooperation in this survey. If you have any questions or comments about this survey, feel free to contact us.

Steve K. Clark, Chukyo University

Gary B. White, Shotoku Gakuen Women's College

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中京大学豊田校舎

教養部 Steve K. Clark