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A Needs Analysis of the English Program at Seigakuin University and Joshi Seigakuin Junior College

Evert D. Osburn

Introduction

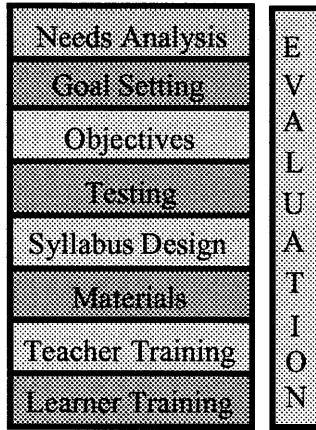
Seigakuin University and Joshi Seigakuin Junior College's English programs both need analysis. That this is so in no way detracts from those fine teachers and staff who have labored so intently to provide the schools with their current English curriculums. The simple fact remains, however, that any program, whether it be in education or business, requires continual monitoring and revision in order to keep it on the cutting edge, and the best place to begin is with an analysis of the needs of the market being served.

Realizing this, Seigakuin University's General Research Institute has been sponsoring the English Education Research Committee for the past two and one-half years. The Committee was commissioned to investigate the English programs at both the University and the Junior College, with the idea that recommendations would eventually be made for curriculum renewal.

Much fruitful discussion has been held, and the Committee informally adopted a curriculum development model, shown below, which was presented by Dale Griffee last year. (Griffee, pg. 46)

The reader will note that "needs analysis" heads the list in Griffee's paradigm. This is in agreement with other ESL scholars and their renderings of curriculum development models. In fact, this is so important that Tom Hutchinson and Alan Waters write, "We would maintain that *any* [italics added]

Griffie Curriculum Model



course should be based on an analysis of learner need.” (Hutchinson and Waters, pg. 53)

This being the case, it was decided in the Committee last year that the time for discussion only, helpful as it was, had passed, and that a needs analysis should be done on the English program at Seigakuin University and Joshi Seigakuin Junior College. The task of doing this was assigned to Alex Gray and this writer.

For practical reasons, we settled upon the use of a questionnaire as the means by which both a *situation analysis* and a *communicative needs* analysis could best be performed, considering the number of students involved. (See Richards, pg. 2)

The *Seigakuin Needs Analysis Questionnaire*, which was developed for this purpose, can be found at the end of this article, complete with student response rates. A Japanese translation was prepared, as were computer-scored answer scoring sheets. From January 17-23, during the last week of semester classes, a total of 2,067 questionnaires were handed out to classes in every department on campus. The questionnaires were filled out anonymously and quickly returned to the main office for tabulation. The breakdown of the distribution of the questionnaire and response to it is in Table 1.

**Table 1: Enrollment and Response Rate
Seigakuin University**

Seigakuin University				
Department	Class Year	Enrollment	Respondents	Response Rate (%)
Political Science and Economics	94P	233	150	64.4
	93P	218	94	43.1
	92P	242	77	31.8
	91P	245	7	2.9
	90-88P	51	0	0.0
	<i>Sub-Total</i>	<i>989</i>	<i>328</i>	<i>33.2</i>
European- American Studies	94A	46	23	50.0
	93A	47	21	44.7
	92A	72	55	76.4
	<i>Sub-Total</i>	<i>165</i>	<i>99</i>	<i>60.0</i>
Child Studies	94C	58	49	84.5
	93C	49	37	75.5
	92C	66	21	31.8
	<i>Sub-Total</i>	<i>173</i>	<i>107</i>	<i>61.8</i>
University Totals		1,327	534	40.2
Joshi Seigakuin Junior College				
Department	Class Year	Enrollment	Respondents	Response Rate (%)
English Literature	94E	190	155	78.9
	93E	199	116	58.3
	<i>Sub-Total</i>	<i>389</i>	<i>271</i>	<i>69.7</i>
Japanese Literature	94K	210	187	89.0
	93K	193	153	79.3
	<i>Sub-Total</i>	<i>403</i>	<i>340</i>	<i>84.4</i>
Junior College Totals		792	611	77.1%
COMBINED TOTALS/ BOTH SCHOOLS		2,119	1,145	54.0%

Part A of the *Seigakuin Needs Analysis Questionnaire*, "Student Identification," asks for the students to select the department of which they are majors. A perusal of Table 1 quickly reveals that the response rate for seniors and those who have been held back in the Political Science Department was very low indeed, the explanation being that almost none of them were in school during the last week of regular classes. For this reason, it is suggested that others who may be interested in doing their own campus-wide needs analyses at four-year universities do so at the beginning of the semester.

Although this caused the overall response rate for the three

university departments to drop to 40.2%, the junior college's rate was high, averaging 77.1%. The combined positive response rate for the Ageo campus was 54.0%, with 1,145 students out of a total of 2,119 answering the questionnaire.

This writer believes that, with over 1,100 completed questionnaires as a sampling, the margin of error is quite low, considering that even Presidential popularity polls in the United States often involve only 1-2,000 respondents, although the population is 260 million and is extremely diverse. The data in this study, then, can be considered to be representative of the student body as a whole, and it can serve as the basis for an objective evaluation of the Seigakuin English curriculum, as well as provide valuable information on the learners themselves.

As the reader will discern after a cursory study of the *Seigakuin Needs Analysis Questionnaire*, it is divided into nine major headings (aside from **A. Student Identification**), with a total of forty-eight questions designed to elicit pertinent information about students' perceptions of the Seigakuin English program and about themselves as ESL learners. The nine broad areas of concern on the *Questionnaire* are as follows:

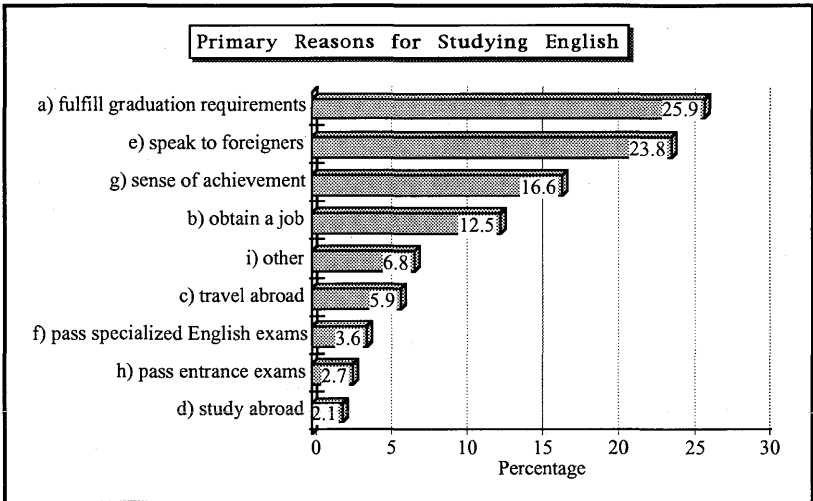
- B. Why are you studying English ?**
- C. How will you use English after you finish the program at Seigakuin ?**
- D. What will the content areas be ?**
- E. With whom will you use English ?**
- F. Where will English be used ?**
- G. When will English be used ?**
- H. Why are you taking English classes ?**
- I. How do you learn English best ?**
- J. Who are you as a student of English ?**

The computer-checked responses to each of the forty-eight questions under the above headings were analyzed and the results tabulated. Some of the results were what one would expect from Japanese college students, while others were contrary to what had been anticipated. The complete findings and commentary on them will form the basis for much of the remainder of this report. It is hoped that the reader will discover items of interest which may be of some value as the English program is reevaluated in the light of what students desire, in addition to what they feel they need to become more skilled in English.

Analysis of Student Responses to the Questionnaire

Category B. Why are you studying English ? The *Questionnaire's* authors' intent with this category was to determine what the motivating factors were for the students studying English at Seigakuin. Question 1, "What is your primary purpose for studying English?" elicited the answers summarized in Chart 1.

Chart 1: Question B.1.



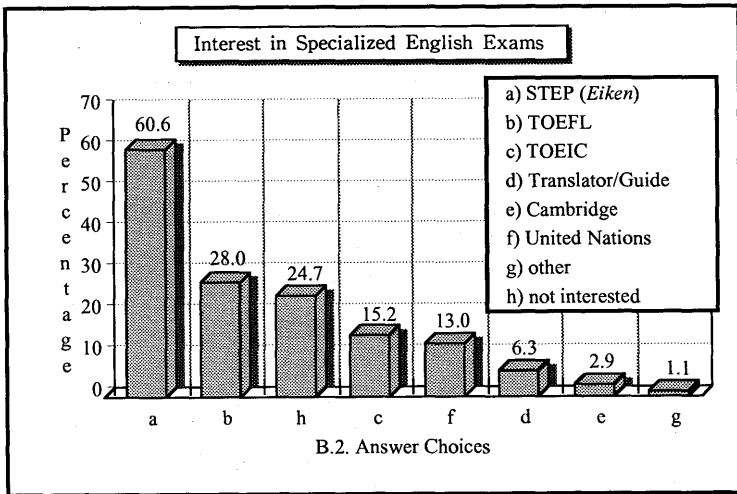
As expected, the number one answer was a) "to fulfill graduation requirements only." However, one should note that only a

little over one-fourth of the students answered that way.* Close to 75% of the students responding thought other factors were more important! This suggests that the great majority of students of English in college at Seigakuin are taking it because they either know they need it or get a sense of satisfaction from studying it. The knowledge that many students have at least some motivation besides fulfilling requirements should be an encouragement to all English teachers at the school.

Perhaps another noteworthy item is that, if one adds up answers e), c), and d), it can be concluded that over 30% of the student population wants to use English to make contacts with foreigners. Could it be that “internationalization” is actually beginning to take place?

Low on the list of primary reasons for studying English was f) “to pass specialized English exams.” However, while this obvi-

Chart 2: Question B.2.

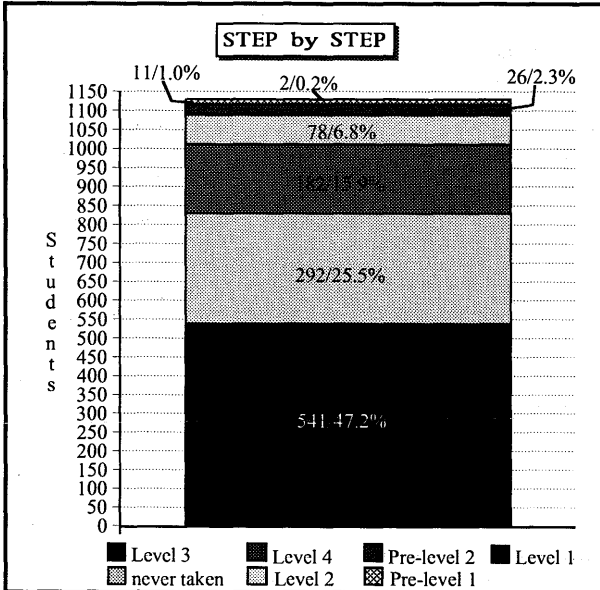


* Please note that the sum of percentages on some charts does not equal 100%. This is due to student errors on the questionnaire answer form, such as marking too many answers or inadvertently skipping some questions.

ously is not the primary cause for them to take English, it is still very important to many students, as can be learned from their responses to question B.2., "Are you interested in specialized English exams?", summarized in Chart 2.

While a quarter of Seigakuin's students are not interested in the most common standardized tests of English, over 60% of them are concerned with the STEP test (*Eiken*)! (This puts the STEP test in the "clear winner" category, which the author of this paper defines as any top answers that are more than 20% higher than the other choices. There were 22 clear winners in this survey.) Since multiple choices were allowed on this question, it may well be that some of these same students are also interested in some of the other well-known English exams. Nevertheless, it can be concluded that there is interest in the Big Three exams, STEP, TOEFL, and TOEIC, especially the former two. This suggests that perhaps there is a need here that most programs in colleges and universities overlook, since very few are geared

Chart 3: Question B.3.



towards raising scores on these types of exams.

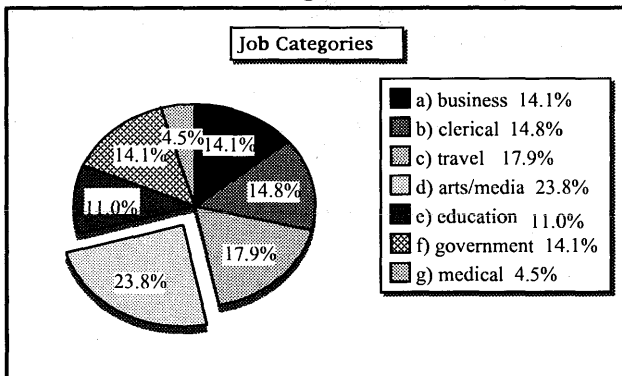
Question B.3., "Which level of the STEP test have you passed?" was asked not only as a natural follow-up to the previous question, but as means of determining the approximate level of the majority of Seigakuin's college students. The chart below reveals some telling results.

Quite clearly, 63.1% of the students surveyed are at Level 3 or Level 4 on the STEP test, which would place them at a junior high level of English ability in Japan. Just 78 students have passed Level 2, and only 39 have gone higher than that. It appears, then, that some consideration should be given to the level at which classes are approached in the first year of college.

It is also evident that there is a great gulf in English ability between a handful of the students and their peers. Should the higher level students be placed in the same English classes, it is highly probable that they would stagnate.

Question 4, "In which of the following job categories are you most interested?" is the final one in this section. As shown in Chart 4, there were no overwhelming winners among the categories listed, although the arts and media- and travel-related jobs were the two most popular ones chosen. Surprisingly, business and clerical/secretarial jobs are only being sought after

Chart 4: Question B.4.



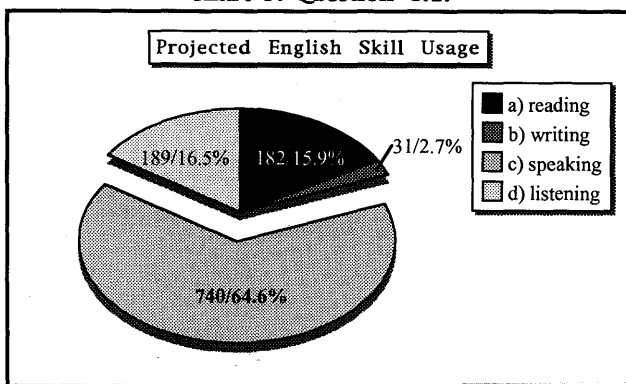
by 14.1% and 14.8%, respectively, of the student population, and only 48.0% of the Child Studies majors chose answer e) "education!"

Given this data, it may be wise for curriculum developers to concentrate on preparing students for the job categories they are most interested in.

Category C. How will you use English after you finish the program at Seigakuin? When Alex Gray and this writer were developing the *Seigakuin Needs Analysis Questionnaire*, it was deemed necessary to include a group of questions designed to elicit information as to which particular English skills the students felt were going to be most useful to them in the future.

Question C.1., "Which do you see yourself doing the most often in English five years from now?" was written with this in mind, and the resulting response speaks for itself. Chart 5 vividly indicates that almost a two-thirds majority of the student population (740/64.6%)* believes that *speaking* is the language

Chart 5: Question C.1.



* The number to the left of the virgule (slash mark) is the number of students who chose that particular answer, while the number to the right is the percentage that works out to. This method of reporting statistics will recur throughout this report.

skill they will most likely need in the future.

Listening and reading are deemed to be almost equal in the likelihood of their being used years from now, but nearly four times as many students selected c) “speaking,” making it the clear winner.

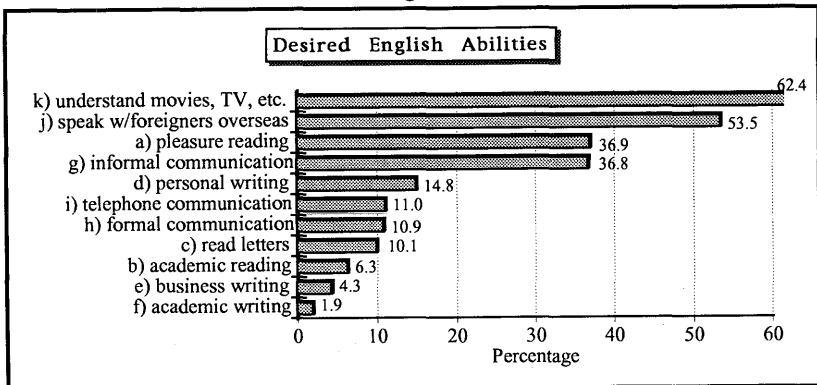
Interestingly, only a minuscule 2.7% of the students (31 out of 1,145) thought that writing would be of any use to them in the future.

Thus, curriculum developers have a mandate from the student body to concentrate on courses that will help learners to improve their speaking skills. Since any such courses would inevitably affect listening skills as well, having more Oral English-type classes would meet the needs of 81.1% of the students at Seigakuin.

Question C. 2., “Which of the following would you very much like to do in English upon completion of the curriculum at Seigakuin?” not only confirmed the answers in C.1., but also determined what kind of English they would like to be able to speak and understand.

Students were encouraged to choose as many of the answers as applied, and one clear winner and a “near miss” emerged from among the eleven choices. What Seigakuin’s students desire to be

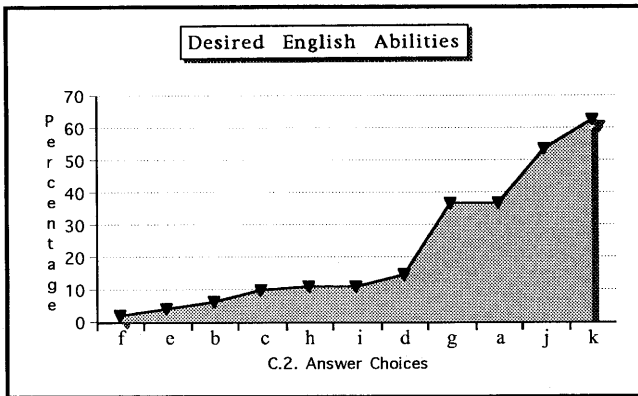
Chart 6a: Question C.2.



able to do by the time they graduate is k) “understand movies, television and radio programs” (715/62.4%), and j) “communicate with foreigners while traveling overseas” (613/53.5%). Chart 6a “graphically” presents this data.

Apparently, survival English and conversational English are what Seigakuin’s students want. The fact that pleasure reading and informal communication (described as “talking with friends” on the questionnaire) are the third and fourth choices, with personal writing (letters to relatives and friends) a distant fifth, reinforces that the conclusion that they are interested in English for entertainment or as a means of going places and meeting people. English is not being studied at Seigakuin for its academic value or application to the business world. Chart 6b depicts this in another form.

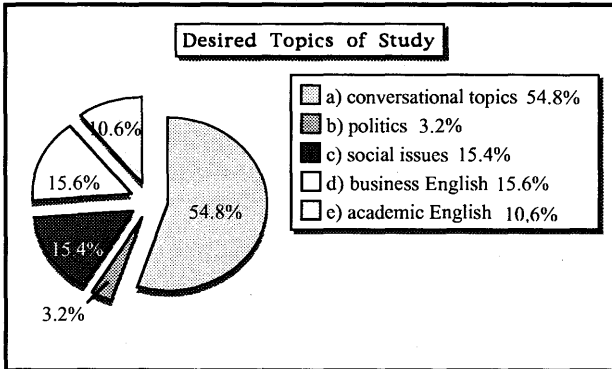
Chart 6b: Question C.2.



Further reinforcement of this conclusion was provided by section D of the *Questionnaire*.

Category D. What will the content areas be ? One question was asked in this category for the purpose of assisting Seigakuin’s program assessors in determining the particular areas students were primarily interested in studying in their English classes. Question D.1., “Which of the following subjects would you be

Chart 7: Question D.1.

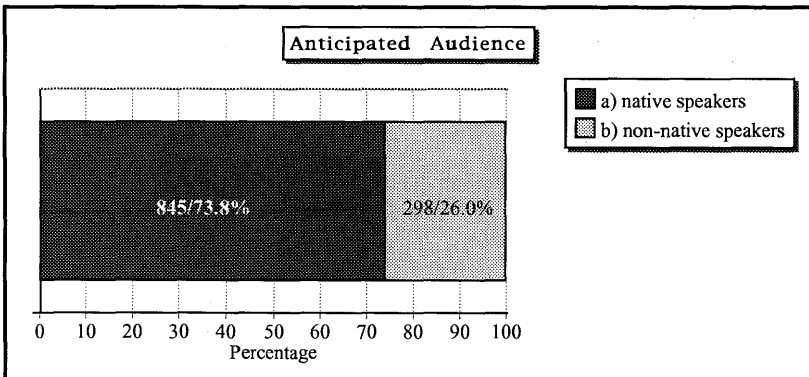


interested in studying the most in an English class?" elicited a clear answer : conversational topics.

Although there is some interest in discussing social issues in English and in business and academic English, obviously the majority of pupils on the Ageo campus would like to concentrate on English that would help them in communicating with friends and acquaintances. Determining just who those people might be was the focus of part E of the *Questionnaire*.

Category E. With whom will you use English ? This category was intended as a follow-up to the preceding section. In order for

Chart 8: Question E.1.



curriculum developers to produce the most effective program possible, they must know who the students will probably be using English with. Question E.1., then, plainly asks, "With whom are you most likely to use English?" Chart 8 indicates that the vast majority believe it will be with native speakers.

Approximately three-fourths of the entire student body believe that they will be using English with native speakers. Although some of them probably had native speakers whom they may meet in Japan in mind as they answered this, it is most likely that the majority was thinking of foreigners who will be met while traveling in English-speaking countries, either for pleasure or on business.

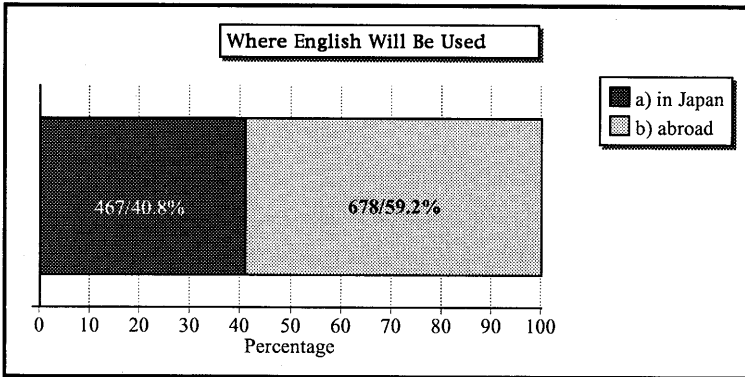
That this was indeed the case was partially confirmed by question E.2., "What relationship will such speakers likely have to you?" The number one answer was, g) "someone met on a trip" (422/36.9%), followed by f) "acquaintance" (263/23.0%); a) "colleague at work" (218/19.0%) ; and e) "customer" (184/16.1%).

Further data on whom Seigakuin's students believe they will be using English with was gleaned from part F.

Category F. Where will English be used? This section was included on the *Questionnaire* as a means of further refining the conclusions reached in the preceding category. Question F.1., "Where do you anticipate you will use English the most?" received the response represented in Chart 9 below.

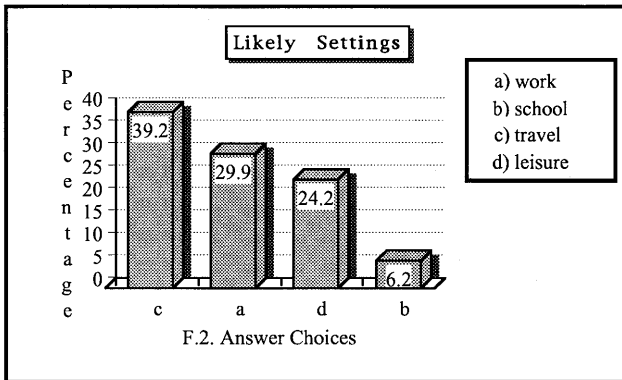
Almost 60% of the students obviously plan to travel abroad after they complete their studies at Seigakuin, and it is then when they will need to be able to speak English. Of course, nearly 41% of the students feel they will need English even while remaining in Japan, which may be interpreted to mean they may use English with foreign friends here, in business, or simply for entertainment.

Chart 9: Question F.1.



Question F.2., "In which of the following settings will you most likely need English the most?" received responses which substantiate the notion that most students think they will use English primarily either while traveling overseas or at their businesses, as shown in the bar graph in Chart 10.

Chart 10: Question F.2.



The fact that 59.2% of the students answered b) "abroad" in question F.1. but only 39.2% selected c) "travel" in F.2. indicates that a significant number of them think they will be going overseas on business, since 29.9% chose a) "work" on this question. Still, a substantial number of students (277/24.2%) maintain that it is primarily for leisure purposes that they will

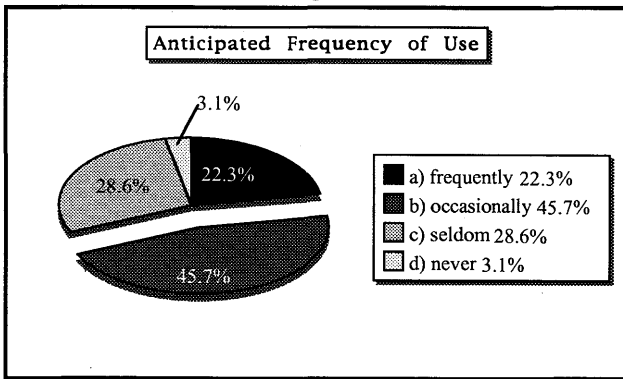
use English.

Now that *what*, with *whom*, and *where* students will utilize English have been discussed, the next logical question is *when* they anticipate they are going to use it.

G. When will English be used? The anticipated amount of English students feel they need and the frequency at which they will use it in no small measure determines how serious they will be in trying to acquire it. About 56% of the student body at Seigakuin believe they will use English after they graduate, while 44% think it will only be useful while they are studying at college. (See question G.1.)

Question G.2. indicates that many students (523/45.7%) feel that they will use English on an occasional basis, although not an insignificant number (255/22.3%) think they will need it frequently, as can be seen in the following chart.

Chart 11: Question G.2.



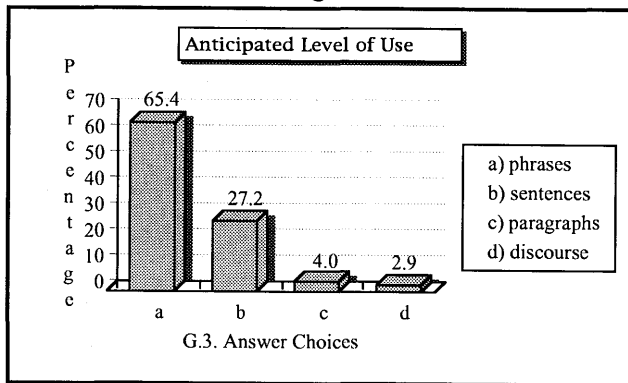
Since close to 70% of Seigakuin's students anticipate using English either frequently or occasionally, their motivation for learning English should be fairly high. If a program is designed which truly meets their needs, this writer believes that some very positive results can be achieved. Of course, it must be stressed that not everyone will respond to an English program no matter

how professional it is, for the simple fact that student motivation is a critical factor in obtaining results ; if a student truly believes that s/he will never use English, certainly the motivation for studying it will be lacking.

Nevertheless, instead of being discouraged about the unmotivated students who do not respond, teachers should concentrate on and get satisfaction from the majority who do.

Knowing how often students will use English is very helpful, but it is just as important to know how much English they need to know and at what level they will be operating. This was the reason for including question G.3., “Each time I use English, it will be...” on the *Questionnaire*.

Chart 12: Question G.3.



The answer choices were “loaded” in the sense that each of them roughly corresponds to the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines as to what indicates various levels of foreign language ability. The four answer choices and the ACTFL proficiency levels they are equivalent to are as follows :

- a) only a few words or phrases at a time *Novice*
- b) a few sentences at a time *Intermediate*
- c) a few paragraphs at a time *Advanced*

d) for an extensive period of time (discourse) *Superior*

Since nearly two-thirds of the respondents selected answer a), it appears that their expectations for using English are at the Novice level of ability. The second most popular answer chosen was b) "a few sentences at a time," which is an indicator of the Intermediate level.

These two responses alone cover 92.6% of the Seigakuin Ageo campus student body! This suggests that a goal of Intermediate Low or Intermediate Mid for Seigakuin's English program would not only be realistic, but if achieved, would also meet the language needs of almost all the students.

Category H. Why are you taking English classes? This section of the *Questionnaire* was designed to elicit from the students information as to how important certain achievements in their English programs were to them, in order to learn in greater detail what their primary motivators are. Table 2 covers questions H.1.-H.5., and it shows the relative importance five particular motivators are to Seigakuin's students.

Table 2: Questions H.1.-H.5.

Reasons for Taking English

Reasons Listed on Questionnaire	Unimportant	Important	Very Important
1. passing the course	105/9.2%	559/48.8%	476/41.6%
2. understanding native speakers	97/8.5%	609/53.2%	431/37.6%
3. understanding English-speaking cultures	124/10.8%	637/55.6%	381/33.3%
4. communication in everyday situations	153/13.4%	558/48.7%	437/38.2%
5. speaking fluently	371/32.4%	568/49.6%	204/17.8%

As can be readily observed, approximately 50% of all the respondents considered all five achievements listed to be important, with most of the remainder deeming them to be very important! In other words, they would like to be able to do all

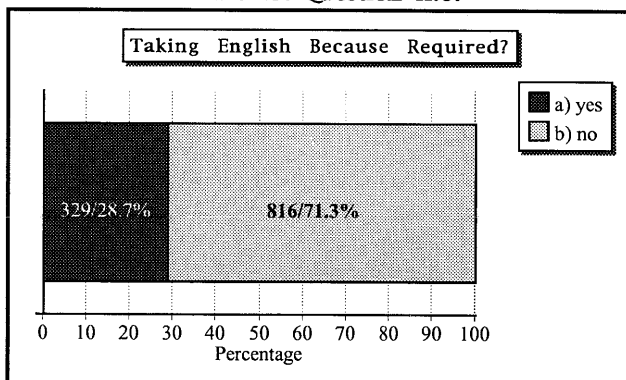
of these things.

Once again, numbers 2 and 4 above show that the students put great value on being able to communicate orally in daily, conversational English. In addition to that, however, they would also like to learn more about English-speaking cultures, which means that incorporating some study of foreign cultures into the curriculum may prove beneficial.

One enigma from Table 2 was the response to question 5 on speaking fluently. While 32.4% said it was unimportant, 67.4% thought it was either important or very important. This is almost an exact reversal of the top answer given in G.3., in which 65.4% of the students said they would only use a few words or phrases of English at a time.

Obviously there is a contradiction here, which leads the author to believe that the students are themselves uncertain as to what constitutes fluency and how much English they will be required to know in order to do with the language what they want to. Perhaps this makes a case for teachers being more certain of what their teaching goals are and conveying them to the students. Students need to know what levels there are and what is required to reach them. In this sense, then, teachers and students should become partners in the learning process.

Chart 13: Question H.6.



Question H.6., “I am taking English only because it is required.” not only serves to validate answer B.1.a., but also was intended to provide a definitive indicator of the students’ motivation for taking English. Chart 13 reveals that only 28.7% of the students answered yes to this statement. (Compare with the 25.9% who B.1.a.) “to fulfill graduation requirements only.”)

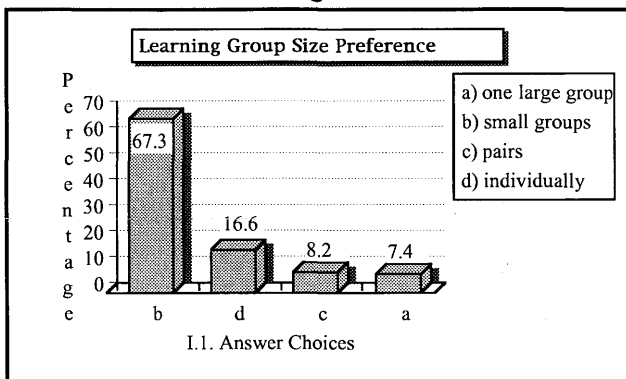
An overwhelming percentage of students expressed that the fact that English was required was not why they were taking it. Apparently they are studying English either because they like it or because they realize how useful it is to them, i. e., they know they need it.

Category I. How do you learn English best ? As the title of this section suggests, the *Questionnaire* shifts its focus somewhat at this point. How the student learns English best and who the student is as a language learner at Seigakuin are the themes of the final two parts of the *Questionnaire*.

The main idea behind section I was to provide teachers at Seigakuin with some valuable input about how their students prefer to learn English, input they would most likely not receive directly from the students.

I.1. is concerned with the size of the groups Seigakuin’s under-

Chart 14: Question I.1.



graduates prefer to learn in. The clear winner was b) "in small groups" (771/67.3%), which was somewhat surprising to this writer, who thought that most students would prefer pair - work. Nevertheless, as shown in Chart 14, only 8.2% responded positively to c) "in pairs," which is almost as low as the percentage of responses to a) "in one large group" (7.4%). Even d) "individually" scored higher than pair-work!

As far as student preferences (if that is the right word) for homework, I.2., "I prefer homework which..." indicated that 46.4% desire homework that is a review of what was learned in the previous class. Homework which involves a creative activity is preferred by 34.1% of students, while only 19.6% wanted homework that prepared them for the next class.

The answers to I.3., "I prefer to be corrected..." were very informative. More than half of the collegians said they wanted to be corrected on every mistake (626/54.7)! Another 40.1% demurred and chose answer b) "only on major mistakes," but just a minuscule 4.7% thought they should be corrected as little as possible. Whether correcting every mistake is best for the learners is something teachers must decide, but the least that can be concluded from this is that students are not afraid to be corrected, and many actually want teachers to do so.

I.4., "I prefer spending most of the class time..." had three top answers which dwarfed the bottom three. The most common responses were b) "having conversations" (405/35.4%); c) "doing language drills" (250/21.8%); and d) "doing language activities" (234/20.4%).

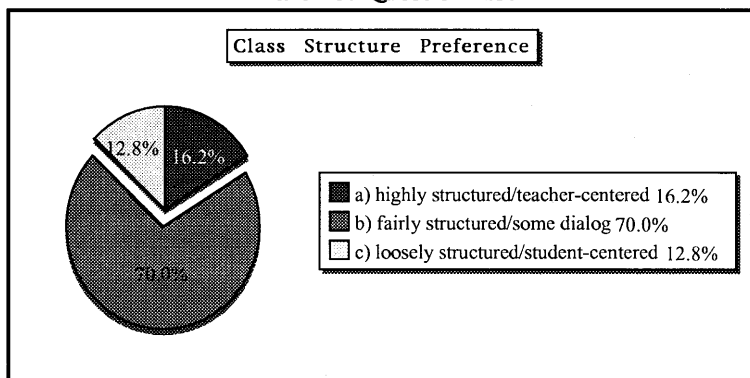
What students loathe doing during the class time are a) "listening to the teacher and taking notes" (146/12.8%); f) "translating" (86/7.5%); and, most despised of all, e) "working on assignments" (20/1.7%)!

What can be gleaned from this is that students want to utilize class time to be involved in activities with the teacher and each

other in which they can practice conversational language skills and have some fun at the same time. The traditional language classroom is not gratifying to the majority of pupils ; they want change.

Perhaps another set of responses that may surprise some is that referring to class structure, I. 5., "I prefer a class which is..."

Chart 15: Question I.5.



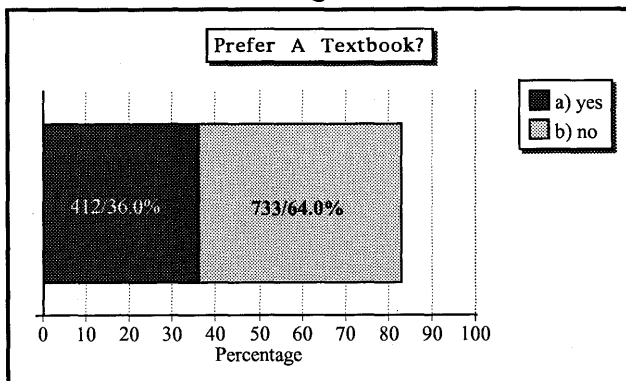
While many language teachers believe that either a highly structured or a loosely structured class is preferable, the undergraduates at Seigakuin unmistakably prefer the middle course, a class which is fairly structured but still allows for some teacher-student dialog. What they clearly reject is the type of class in which there is little structure and the focus is always upon them.

Questions I.6. through I.9. are yes/no questions about other types of preferences related to the classroom. The most shocking to this writer was the response to I.6., "I prefer to have a textbook for each class," as seen in Chart 16.

Quite obviously, 64.0%, or nearly two-thirds, of all Seigakuin collegians do not think having a textbook for every class is necessary. A number of teachers have already reached this conclusion, but it may come as a surprise to others. Apparently the students are in agreement with Chantal Thompson of Brigham Young University, who held an ACTFL workshop on the

Seigakuin Ageo campus last September. Professor Thompson pointed out that it is not necessary for every class in a particular sequence to use the same textbook, as long as the teachers all have the same goals that they are teaching towards.

Chart 16: Question I.6.



In reference to I.7., "I prefer to learn grammar because it is necessary to master English." the students are fairly evenly divided, with 537 answering yes (46.9%) and 608 responding no (53.1%).

I.8., "I would prefer to have more homework involving cassettes and listening exercises." drew a positive response from 417 people (36.4%), but had a negative reaction from 728 (63.6%). As many language teachers in Japanese colleges and universities have already deduced, homework in just about any form remains anathema.

I.9., "I prefer listening and speaking English to reading and writing it." received 666 (58.2%) votes, while 479 pupils (41.8%) answered negatively.

The final question in section I is I.10., "I like to learn English by..." Students were encouraged to choose as many of the 13 answers as they liked. The results can be found in Chart 17.

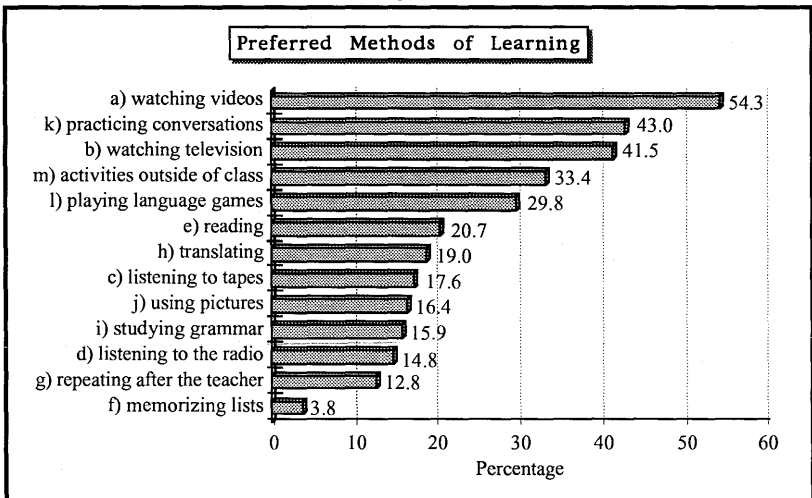
It is interesting that two of the three top answers involved videos (54.3%) and television (41.5%). Seigakuin students, like

those everywhere, are heavily influenced by the society of which they are a part. Television being as ubiquitous as it is, and movies being such a prevalent form of entertainment, it is only natural that their effects would eventually reach the classroom. Therefore, universities and colleges ignore them at their own peril.

Of course, “practicing conversations” also received much attention (43.0%). By this stage in the *Questionnaire* it has become obvious that students want more conversation time in their classes! How that is accomplished is up to the program directors and teachers, but if student needs in the language classrooms at Seigakuin are going to be met, the school must provide more opportunities for speaking!

A final conclusion which can be gleaned from inspection of Chart 17 is that four of the five top answers involve some form of *entertainment*. Unfortunate as it may be, today’s young college students want to enjoy themselves at whatever they do, even while studying English. This writer believes it is no accident that the least preferred methods of learning are the very same styles

Chart 17: Question I.10.



that our own generation used in its language classrooms. The methods themselves may be effective, but not if the students have rejected them from the outset, as it appears has already happened.

Category J. Who are you as a student of English ? The final section of the *Questionnaire* sought to uncover more detailed information concerning the likes and dislikes of the students as they relate to the English program at Seigakuin, as well as more about the abilities and study habits of the students.

The first question, J.1., very pointedly asks, "Do you like or dislike English?" The responses were almost evenly split among the three answer choices. Exactly one-third of the students chose a) "like" (381/33.3%) ; 454 (39.7%) selected b) "It's O. K." ; and a fair number picked c) "dislike" (304/26.6%).

It was actually an encouragement to the writer to find that less than a third of all the students disliked English, as it sometimes is thought that the number is much higher. It is highly significant to educators at Seigakuin that a full 73% of the students either like English or think it is O.K. It is difficult enough to be a good teacher under ideal circumstances, let alone to have to overcome students' hatred of the subject being taught, so this fact is very encouraging!

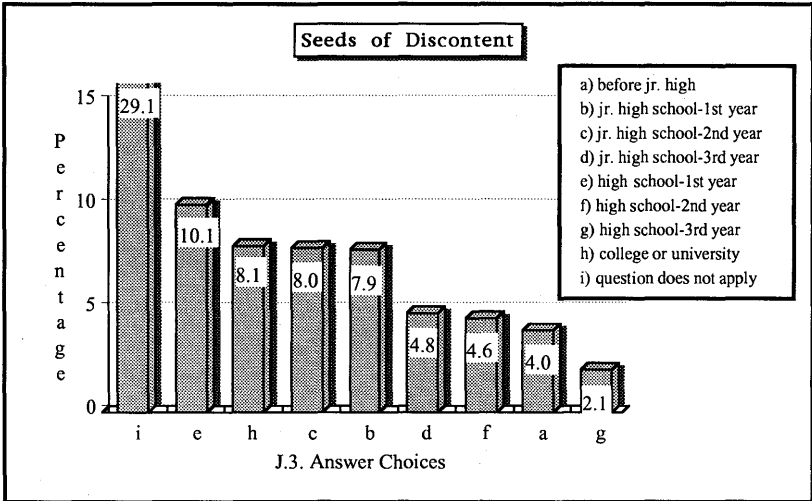
Question J.2., directed towards those students who said they disliked English in J.1., was "If you dislike English, what is the primary reason?" The two reasons which stand out from the rest are b) "It's too difficult." (219/19.1%) and d) "I don't like the way English is being taught" (186/16.2%).

Not much can be done about the difficulty level of a foreign language, unless the teacher is simply teaching over the heads of the students. However, much can be done to alleviate the second problem mentioned on the *Questionnaire*. If a particular method has proven to be ineffective, then it is time to reconsider it and

devise more efficacious ways of teaching.

This is cause for concern. However, it would be beneficial to analyze the results of J.3., "If you don't like English, when did you come to dislike it?" portrayed in Chart 18.

Chart 18: Question J.3.



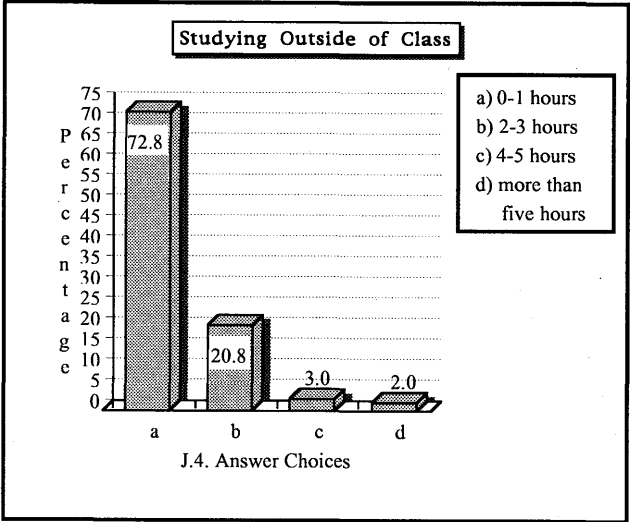
The "encouraging" fact which this chart reveals is that most of the students who now dislike English came to dislike it in junior high or high school. This at least removes the onus from the institutions of higher learning and serves as an indictment on the compulsory English education system at the lower levels, as 66.9% of the students who said they disliked English learned to not like it before coming to Seigakuin. About 13.1% of them came to dislike English after entering the University or Jr. College.*

Of course, it is in the best interests of Seigakuin to develop a

*Numbers in Chart 18 are percentages as compared with all of the respondents (1145), not just the ones who answered J.2. Also, a fair number of students failed to mark J.2. and J.3. properly, so the percentages add up to less than 100%.

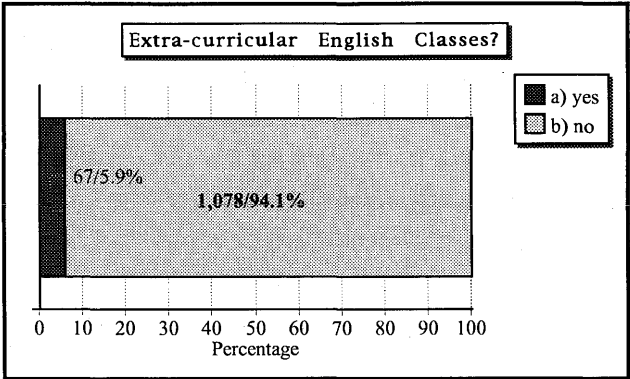
system in which *no one* becomes disenchanted with English after entering the University or Jr. College, and hopefully a program can be designed in which some students would actually come to like English *more* after studying at Seigakuin.

Chart 19: Question J.4.



Questions J.4. through J.6. were asked specifically for the benefit of the Seigakuin University Language Institute, as a type of market research. Question J.4., “How much time do you spend

Chart 20: Question J.5.



studying English outside of class per week ?” received the following response.

One readily discerns that the vast majority of students at Seigakuin are not dedicated to the learning of English enough to devote serious amounts of time to it. This is even more apparent when Chart 20, devoted to question J.5., “Are you currently attending an extra-curricular English class at a language school or *juku* of some kind?”, is reviewed.

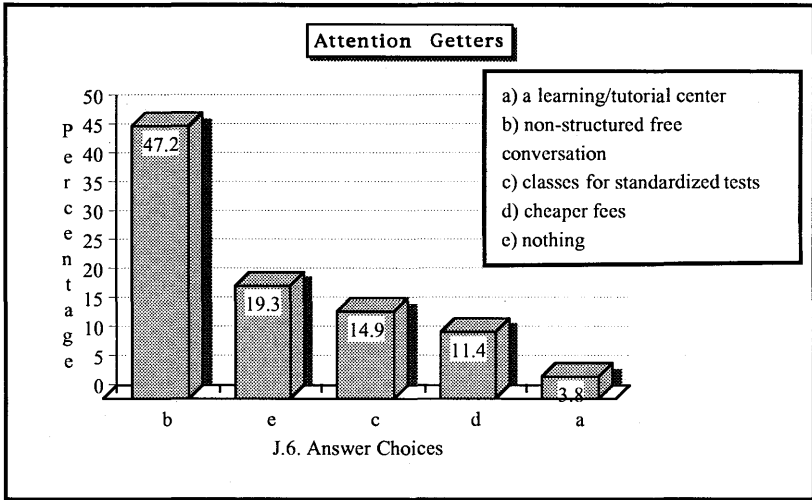
A meager 5.9% of the respondents to the *Questionnaire* answered in the affirmative to this question. The Seigakuin Language Institute unquestionably has some major obstacles to overcome, not the least of which is student apathy towards language schools. Nonetheless, it is still feasible to build upon the success the Institute has already had, utilizing advertising and an effective curriculum to increase its numbers.

With this in mind, the authors of the *Seigakuin Needs Analysis Questionnaire* decided to include question J.6., “If not [in extra-curricular language classes], what might make them more appealing to you?” Chart 21 below reveals that the single largest attraction would be if effective, non-structured free conversation classes were offered (47.2%).

Other classes may also continue to attract some students, such as the existing TOEFL and STEP courses, but it is ominous that 19.3% of all respondents reported that *nothing* would get their attention when it comes to extra-curricular English studies!

Still, even though S.L.I. may be geared towards a niche clientele, there is room for growth if a vigorous program is devised. Interestingly enough, the fees of the Institute do not seem to be a major factor contributing towards students’ lack of enthusiasm. Identifying which factors do influence students most in this area, then, is the next step in improving the appeal of S.L.I.

Chart 21: J.6.



Questions J.7. through J.10. were attempts to have students honestly rate their own English language ability in each of the four skill areas. The results are recapitulated in Table 3.

Table 3: J.7.-J.10.

Students' Rating of English Ability			
Skill Area	Poor	Fair	Very Good
7. Reading	274/23.9%	803/70.1%	65/5.7%
8. Writing	519/45.3%	576/50.3%	43/3.8%
9. Speaking	728/63.6%	376/32.8%	37/3.2%
10. Listening	487/42.5%	592/51.7%	55/4.8%

There are perhaps no surprises here, other than the fact that 51.7% of all the students consider their listening ability to be fair! One important point can be made, however, which is that nearly two-thirds of the student population rates its speaking ability as poor. This skill area is where pupils consistently feel a deep need to improve, and it is most likely that their inability to see tangible results at Seigakuin contributes to their frustration with the program as a whole.

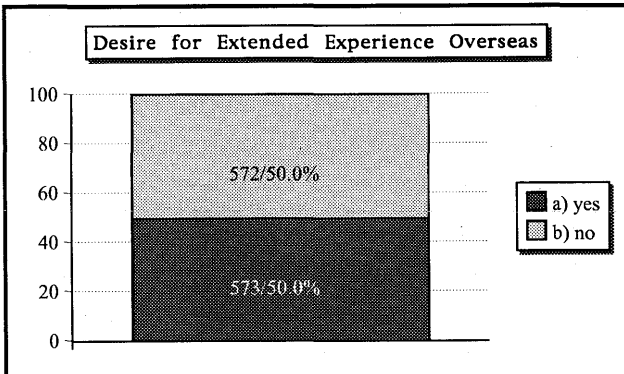
Therefore, the institution would do well to seriously consider ways to raise the overall speaking ability of its clientele, the students.

Questions J.11. through J.13. are concerned with any overseas experiences Seigakuin's students may have or would like to have had. The positive response to J.11., "Have you ever been overseas?" was 37.2%, with 426 undergraduates reporting that they had. J. 12., "If yes, how long was this experience?" shows that 331 (77.7%) of them have been to foreign countries for less than a month ; 85 (20.0%) have been overseas for 1-6 months ; 12 (2.5%) have lived abroad for six months to a year ; and 25 (5.3%) have actually lived in another country for more than one year.

One may deduce from this that not only do a fair number of Seigakuin's students have at least some interest and experience in going overseas, but also that there are some students whose experiences have enabled them to improve their English considerably compared with some of their classmates. This reinforces the idea that the school needs to have a viable English honors program in place so that these students' abilities do not wither for lack of being challenged.

One of the more interesting questions in the survey as far as the response is concerned is J.13., "Would you like to spend six

Chart 22: Question J.13.

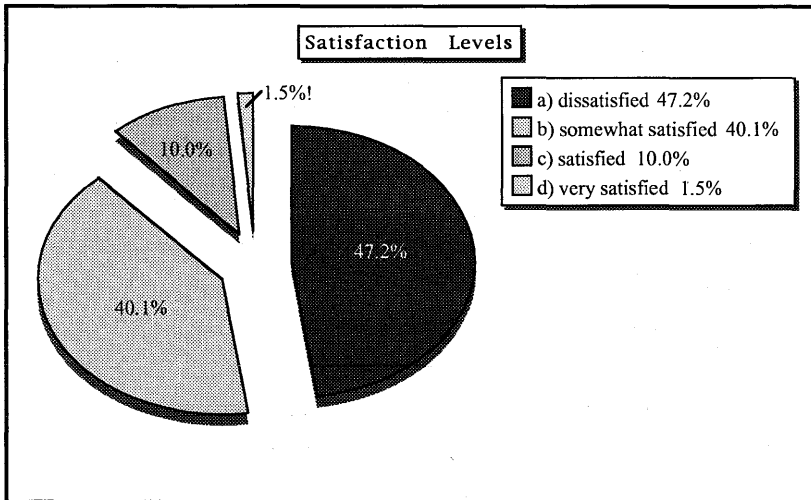


months or more overseas?" Chart 22 vividly portrays that precisely half of Seigakuin's entire student body answered this question in the affirmative!

This may be seen as a golden opportunity for the institution of a vibrant overseas study program, or at least an active homestay program that is much broader in scope than the one now in place. It may also be interpreted as a chance for the Language Institute to offer courses on survival English and/or English classes that cater specifically to the special needs of those planning to travel in the future. This writer senses that, with almost 600 students indicating that they want to live overseas (And the real number is probably double that, since 45.6% of the student body did not answer the *Questionnaire*.), there is an untapped market on campus which the school has yet to fully respond to.

The final five questions on the *Seigakuin Needs Analysis Questionnaire* are specifically concerned with the students' opinions about the English program they are participating in at Seigakuin.

Chart 23a: Question J.14.

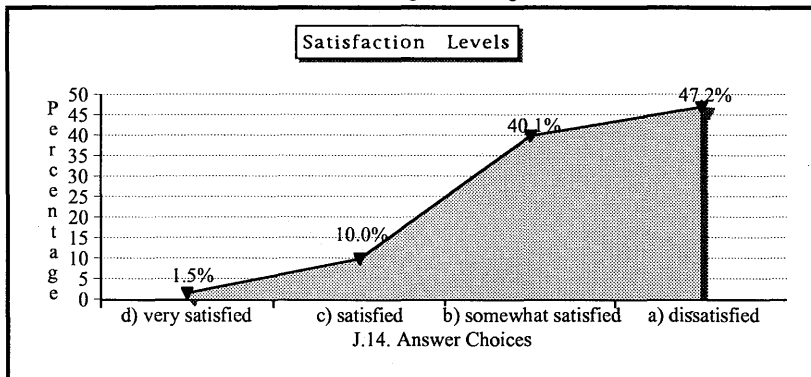


J.14. asks, "How satisfied are you with the quality of your English classes at Seigakuin?" The responses are revealing, as indicated in Chart 23a.

Unfortunately, 541 students replied that they were dissatisfied with the quality of their English program. With 47.2% of the entire student body displeased with their English classes, there is unquestionably room for improvement. This is especially true if one considers a "somewhat satisfied" response to be less than acceptable. If the school's English program is only fully pleasing 11.5% of its students, there must be some work that needs to be done towards improving the overall curriculum, especially in view of the fact that it is becoming increasingly difficult to attract new students to the institution.

Another way of showing this data and the obstacles that must be overcome is in the area chart, Chart 23b.

Chart 23b: Question J.14.



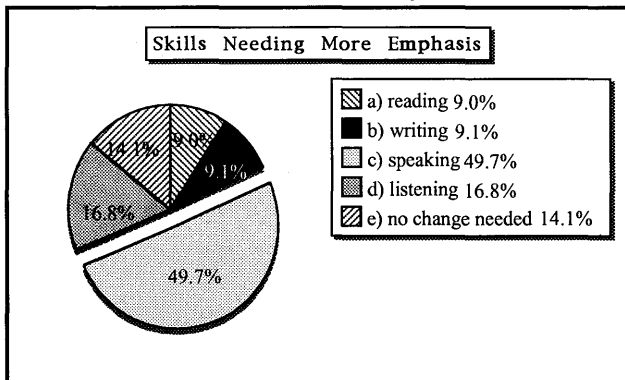
The prospect of scaling this "mountain of dissatisfaction" is a daunting one, but it is absolutely essential for Seigakuin to find ways to do so, in this writer's opinion.

One reason for this dissatisfaction was uncovered by question J.15., "How satisfied are you with the balance of reading, writing, speaking and listening in your classes?" A total of 627 undergraduates (54.8%) replied that they are dissatisfied; 353

(30.8%) reported that they were somewhat satisfied ; 138 (12.1%) said they are satisfied ; and only 15 students (1.3%) are very satisfied with the balance of English classes they have !

Question J.16., “What would you like to see emphasized more in your English classes ?” elicited the responses recorded in Chart 24.

Chart 24: Question J.16.



As one may have already anticipated, the students would like to have more speaking in their classes. A distant second is listening, so it appears that if Seigakuin could change its English curriculum to include more Oral English-type courses, more students would be satisfied with the overall program.

This may be possible in some departments at the school, as the respondents to question J.17., “How many hours of English instruction do you have per week at Seigakuin?” elicited the number one reply, a) “1-2 hours” (33.5%). The second most common answer was b) “3-4 hours” (23.7%), followed by c) “5-6 hours” (12.4%); f) “11 or more” (12.2%); d) “7-8 hours” (6.0%); and e) “9-10 hours” (5.25).

However, caution should be exercised should it be decided that the number of hours of English instruction will be increased, due to the answers to the final question on the *Questionnaire*, J.18., “I would like for the number of hours of English instruction I have

to..." Only 25.7% of the respondents said they would like the number of hours to increase, whereas 59.0% want them to stay the same and 13.5% actually desire the total number of hours of English instruction to be reduced.

In light of this, the school finds itself on the horns of a dilemma, in a sense. The students want more speaking and listening time and they want to be able to converse in English, yet most of them do not want their hours to increase! Perhaps the best solution is to restructure existing classes and/or replace some of the less needed courses with ones the students feel they should have.

At this point, having recapitulated the results of the *Seigakuin Needs Analysis Questionnaire* and at least cursorily interpreted them, this writer would like to focus on some of the more interesting correlation studies that were done on the data.

Correlation Studies

Whenever one is dealing with a large survey, it is very useful to look beyond the averages for the entire group to certain patterns that inevitably occur within the smaller groups of which the whole consists of. Since people with similar interests and goals tend to choose similar answers, computerized correlations can be done to identify those kinds of groups.

For example, one would expect people who reported that their primary reason for studying English was to study abroad (B.1. d.) to have a higher than normal interest in the TOEFL test (B. 2. b.). A correlation study on that group of students revealed that such was indeed the case, with 71% expressing a desire to study for the TOEFL, even though the average for the 1,145 students who took the survey was only 28.0%.

Correlation studies, then, are very useful in identifying smaller groups within the larger whole, which in turn helps analyzers to more accurately interpret the mass of data at their disposal.

William Kroehler provided this writer with a large number of correlations, most of which are based upon the watershed question in the *Seigakuin Needs Analysis Questionnaire*, question B. 1., "What is your primary purpose for studying English?" Justice cannot be done to the amount of data compiled, but the writer would like to report on some of the more significant correlations.

As the reader may recall, the two most commonly chosen answers to B.1. were a) "to fulfill graduation requirements only" (297/25. 9%) and e) "to speak to foreigners" (273/23.8%).* Since these two groups alone comprise almost half of the entire student body, it is logical to try to learn more specifics about them in order to develop a program that would better meet their needs.

Group A, those who chose answer B.1.a., consists of the following : 18.2% of all the European-American Studies majors ; 27.1% of the Child Studies majors ; 32.9% of the Political Economics majors ; only 3.3% of the English Literature majors ; and 39.1% of the Japanese Literature majors. On a larger scale, approximately 29.0% of all Seigakuin University students and 23.2% of Joshi Seigakuin Jr. College' students fall into the Group A category, i. e., they are only taking English because it is required.

As one would expect, Group A expressed a below-average interest in standardized tests, with 46% saying they were not interested at all (B.2. h.). About 36% are at Level 3 on the STEP test, but 37% have never taken it at all.

Nevertheless, 77% believe they will need to be able speak English in the future (C.1.c.), probably while traveling overseas (73% chose C.2.j.). Yet, what was reported was contradictory, because a large percentage of this group (71%) said they would only use English during their years of English study at Seigakuin (G.1.a.) ! Approximately 56% thought they would seldom or never use English (G.2.c., d.), and an overwhelming 86% believes

that if they ever do, it will only be a few words or phrases at a time (G.3.a.).

Unsurprisingly, 70% of Group A replied that they are only taking English because it is required (H.6.a.), almost the perfect inverse to the school as a whole (71.3% said they were not taking English just because it was required).

Sixty percent of this group also indicated that they dislike English (J.1.c.), but just 11% said they came to dislike it after coming to Seigakuin. Only 7% said they like English (J.1.a.). Twenty-seven percent do not like English because it is too difficult (J.2.b.), and 22% because they dislike the way it is being taught (J.2.d.), which may be why 57% are dissatisfied with their English classes at Seigakuin (J.14.a.).

* From this point on the students who chose a) "to fulfill graduation requirements only" will be referred to as Group A, and those who chose e) "to speak to foreigners" will be labeled Group B.

Yet, two-thirds of this same group expressed a desire to have more speaking in their classes (J.16.c.), and a higher-than-average 38% replied that they would welcome an increase in the number of hours of English instruction they receive at Seigakuin (J.18.a.) ! This indicates that the school has a window of opportunity even with Group A students.

On the whole, however, it is clear that about a quarter of all the students on the Ageo campus are disenchanting with English, and this writer thinks that the basic reason for this is lack of motivation; they apparently do not see much of a need for it. The starting point in reconciling Group A, then, is to establish a motive for learning English.

Group B, those who chose answer B.1.e., consists of the following: 33.3% of all the European-American Studies majors; 19.6% of the Child Studies majors; 16.2% of the Political Economics

majors ; 38.0% of the English Literature majors ; and 18.5% of the Japanese Literature majors. On a broader scale, 20.0% of all Seigakuin University and 27.2% of Joshi Seigakuin Jr. College students belong to Group B, i. e., their primary purpose in taking English is to speak to foreigners.

Naturally, this group is quite different from Group A. Almost 70% of Group B is interested in the STEP test (B.2.a.), 37% in the TOEFL (B.2.b.), and 23% in the TOEIC (B.2.c.). Fifty-five percent have passed Level 3 of the STEP, and 10% are at Level 2.

Seventy-seven percent think speaking English is the most important of the four skills (C.1.c.), and almost three-fourths would very much like to be able to communicate with foreigners while traveling overseas (C.2.j.).

Although 54% think they will only need to speak a few words or phrases at a time (G.3.a.), about 37% believe they should be able to speak in sentences (G.3.b.).

Amazingly, only 7% of Group B is taking English only because it is required ; 93% take it because they want to or at least know they need to ! Since 53% said they like English (J.1.a.), it can be deduced that 40% of this group takes English because they need it to accomplish their goals.

One of those goals appears to be living in another country, since two-thirds of this group expressed a desire to spend six months or more overseas (J.13.a.) !

As far as their English courses are concerned, 86% replied that they liked a fairly structured class (I.9.c.), and 75% preferred listening and speaking to reading and writing (I.9.a.). This is undoubtedly why 66% want speaking emphasized more in their classes (J.16.c.), and 38% would not mind if their number of hours of English instruction was increased (J.18.a.).

Of course, one could continue on with statistics about both Group A and Group B, but even with this brief correlation study

it is possible to surmise that there is a dichotomy of English-learner groups at Seigakuin with a great divide between them. How best to overcome that dichotomy and meet the very different needs and expectations of these diverse groups is the challenge to be faced.

Naturally, there is much more to be said on the correlations done on the data from the *Needs Analysis*, and it is a matter of opinion as to which facts are more important than others. However, the writer would like to close this part of the report by listing out some other correlations which he deems to be significant.

- Of the 67 students in extra-curricular English programs, 85% are interested in one of the “Big Three” standardized tests (STEP, TOEFL, or TOEIC).
- Of the 41 students whose primary purpose in taking English is to pass standardized English tests, 63% are at STEP Level 3, 5% are at STEP Level 4, and 27% report that they have never taken a STEP test. Only 5% have passed STEP Pre-level 2. Therefore, it appears that Seigakuin’s regular English program is not effectively preparing students for the standardized exams.
- Of all the students who are at STEP Level 2 or above, approximately 60% are either in B.1.e. (“to speak to foreigners”) or B.1.b. (“to obtain a job”). Apparently motivation is the key !
- Of the 24 people whose primary purpose in taking English is to study abroad, 75% are dissatisfied with the quality of their English classes. Seigakuin needs a high-quality honors program !

- The majority of students who came to dislike English in high school chose the same five answers on I. 10., "I like to learn English by..." Therefore, it is probably the teaching methods in the high schools that cause consternation. Seigakuin would do well not to replicate those methods.
- Only the B.1.f. ("pass specialized tests") and B.1.h. ("pass entrance exams") groups had over 50% of their members who want a textbook for each class.
- Of the 143 students who chose B.1.b. ("to obtain a job"), 77% think speaking is the English skill they will need in the future. Twenty-eight percent are interested in Business English.

Profile of a Typical Joshi Seigakuin English Major

This has already been done to a certain degree, but the writer feels that it would be especially helpful to isolate the English Literature majors from the rest of the departments in order to ascertain their special needs. English is, after all, their chosen field of study, and any curriculum revisions Seigakuin makes will probably affect them the most.

By averaging the percentages of first-and second-year English Literature majors' top answers on each of the *Questionnaire's* questions, it is possible to get a general idea of what an average Joshi Seigakuin English major is like.

First of all, a typical English Literature major's primary purpose for studying English is to be able to speak to foreigners (B.1.e./38.0%), to have a sense of personal achievement (B.1.g./24.7%), or to obtain a job (B.1.b./20.3%).

She is very interested in taking the STEP test (B.2.a./76.0%), although she has only been able to pass STEP Level 3 (B.3.e./

68.3%). She knows it would be beneficial for her career if she could pass a higher level, because she wants to get into the travel industry (B.4.c./35.4%) or do clerical work (B.3.b./19.6%). That is also one reason why she believes she will need to be able to speak English in the future (C.1.c./73.4%).

When she graduates from Seigakuin, she hopes that she can understand movies and television programs (C.2.k./72.3%), communicate with foreigners while traveling overseas (C.2.j./69.0%), and read newspapers, magazines, and books (C.2.a./45.8%).

Of course, conversational topics are what she wants to study the most in English class (D.1.a./48.3%), because she is planning to have a chance to use her English with some native-speakers (E.1.a./80.1%) whom she will meet on a trip (33.6%). Naturally, this will be when she is abroad (F.1.b./45.4%) on an excursion (F.2.c./40.2%).

She knows she will not be able to do this until after she graduates (G.1.b./71.6%), and she figures she will only have to speak English occasionally (G.2.b./48.7%) in a few words or sentences at a time (G.3.a./52.8%), although some of her friends tell her she should be able to speak in sentences (G.3.b./37.6%)!

As far as English classes are concerned, she thinks that passing them is important (H.1.b.), just as she believes understanding English-speaking cultures and speaking fluently(!) are important (H.3.b./55.0% and H.5.b./51.3%). However, she considers understanding native speakers and communicating in everyday situations to be even more vital (H.2.c./55.0% and H.4.c./53.5%). She truly likes studying English, and that is why she cannot understand the nine people in the English Department she heard about who are taking English only because it is required (H.6.a./3.3%)!

As an English learner, she prefers small groups (I.1.b./74.9%); homework which is a review of what was learned in the last

class (I.2.a./46.9%) ; to be corrected on every mistake (I.3.a./58.3%) ; to spend most of the class time having conversations (I.4.b./38.4%) ; and to have a fairly structured class with some teacher-student dialog (I.5.b./86.0%). (By the way, she loathes working on assignments during class [I.4.e./0.4%] !)

In addition to these things, she does not think she needs a textbook for each class (I.6.a./36.0%), nor does she really like to study grammar (I.7.a./48.3%), but she is aware that a lot of other English majors think grammar is a necessary evil. She does not want more homework involving cassettes and listening exercises (I.8.a./44.3%), but again she knows that some of her friends do.

Of course, she prefers listening and speaking English to reading and writing it (I.9.a./66.8%), and her three favorite ways to learn English are by watching videos (I.10.a./64.2%), practicing conversations (I.10.k./60.0%) and watching TV (I.10.b./53.5%).

Naturally, she likes English (J.1.a./65.7%), and she is aware of only 15 English majors who do not (5.5%). Why they decided to major in English she will never know ! Maybe they came to dislike it because of the way it was being taught (J.2.d./10.3%).

She knows she really should study more outside of class, but she can only bring herself to do so for an hour or less every week (J.4.a./57.6%). In fact, she cannot imagine studying more at some language school (J.5.a./7.0%), unless it offered a chance to have non-structured free conversation (J.6.b./56.5%).

She suspects that her lack of extra effort is why she is only fair at reading (J.7.b./80.8%), writing (J.8.b./69.4%), and listening (J.10.b./64.6%), and is actually poor at what she likes most, speaking (J.9.a./48.7%).

Maybe if she could go abroad she would get better at English, but she has not been able to do that yet, even though almost half of her class has (J.11.a./45.0%). Still, she is waiting for her chance, and if she could, she would spend six months or more

overseas (J.13.a./66.8%). That is her dream!

Getting back to reality, though, and thinking about her English program at Seigakuin, she can honestly say that she feels somewhat satisfied with it (J.14.b./55.7%), in spite of the fact that quite a few of her friends are dissatisfied (J.14.a./31.0%) and she only knows of two people who are very satisfied (J.14.d./0.7%).

When she thinks about it, she realizes that she, too, is not very happy about the balance of her English classes (J.15.a./43.9%). She wishes there were more speaking and listening and much less reading and writing (J.16.c./65.3%). She is not sure how that could happen, however, because she already has 11 hours or more of English every week (J.17.f./49.8%), and she does not want that to change (J.18.c./61.6%), though about one-third of her friends would actually like to have their hours of English instruction increased.

Overall, she is fairly pleased with Joshi Seigakuin Jr. College. Still, the English program could be improved, but there is not much she can do about it.

Recommendations

The writer acknowledges this analysis could be improved, since it was the first of its kind at Seigakuin. This notwithstanding, it seems that common sense would enable one to reach some conclusions based on the data gleaned from the *Seigakuin Needs Analysis Questionnaire*, such as those which follow.

- Seigakuin needs to offer more conversation classes, or at least to include more opportunities for speaking English within existing classes! Students took every opportunity available on the *Questionnaire* to emphasize this. “Communicate” (speaking) and “understand” (listening) are the buzzwords coming from both schools’ students.

- Survival English or travel English is what many students want. Many are interested in going overseas, and they want to be able to get around and to speak in daily, conversational English.
- Seigakuin would do well to put more emphasis on preparing students for Level 2 of the SLEP test. With over 60% of the entire student body expressing interest in the SLEP (3/4 of the English majors), the school is obliged to assist them.
- Some changes need to be made in the classroom to accommodate the learners' preferences. Students want to learn in small groups and have a strong desire to have speaking activities in their classes. It would also be wise to utilize videos and television as much as is feasible. They do not want loosely structured, student-centered classes. (Please see responses to Category I.)
- A vigorous program for sending students abroad should be implemented soon. Half of all students expressed a desire to go overseas for six months or more (J.13.a.), and many others simply want to travel! This may be a golden opportunity for the school.
- An honors track of study should be implemented at both schools. The best students are not being challenged, and this leads to dissatisfaction. Perhaps this is why the percentage of dissatisfied students tends to go up each successive year they are at school.
- Seigakuin should officially adopt ACTFL's Intermediate Low or Intermediate Mid as proficiency level goals for its

English program. One suggestion is that the latter be the goal for the English majors, while the former would be the goal for all the others.

Certainly there are many more suggestions which could be made. These are only intended to whet the appetite of the reader, who can undoubtedly think of some ways to improve Seigakuin's English program that this writer overlooked.

Conclusion

This being the first needs analysis of its kind to be done in Seigakuin's history, there are doubtlessly some aspects of the *Questionnaire* which can be enhanced, and the writer certainly welcomes any constructive criticism which will assist him in doing a better job the next time around. This being said, he remains confident that much can be learned from the data that was elicited from over 1,100 students.

Of course, doing a needs analysis is only the first step in the curriculum development process. What must come next is a reaching of a consensus as to how Seigakuin can best improve its program. This may be an arduous process, but then oftentimes change for the better incurs difficulty and requires sacrifice. The writer is steadfast in his conviction, however, that a vibrant, effective system can be devised, since the teachers and the administration are all working towards the same goal: producing the best possible English language program at Seigakuin University and Joshi Seigakuin Junior College.

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SEIGAKUIN NEEDS ANALYSIS QUESTIONNAIRE

This is a survey of the English program at Seigakuin University and Joshi Seigakuin Junior College. It is being conducted by the English Education Research Committee under the auspices of the Seigakuin University General Research Institute for the purpose of determining areas which may be improved. We would appreciate it very much if you would take about 15 minutes and kindly answer the following questions related to your experience with English. Individual identities will remain anonymous, so we encourage you to be open and honest in all your responses!

Directions: Please use an HB pencil to fill in the appropriate boxes. See the following example.

CORRECT

[■]

INCORRECT

[-]

[×]

[○]

Unless stated otherwise, please mark only one answer per question!

A. Student Identification

1. Seigakuin University

Div. of Political Science and Economics

- a) Political Science-1st year
- b) Political Science-2nd year
- c) Political Science-3rd year
- d) Political Science - 4th year

Div. of Humanities

- e) European / American Studies-1st year
- f) European / American Studies-2nd year

- g) European / American Studies-3rd year
- h) Child Studies-1st year
- i) Child Studies-2nd year
- j) Child Studies-3rd year

2. Joshi Seigakuin Jr. College

Dept. of English Literature

- a) English Literature-1st year
- b) English Literature-2nd year

Dept. of Japanese Literature

- c) Japanese Literature-1st year
- d) Japanese Literature-2nd year

(Note to the reader : the underlined numbers to the left of each answer are the number and percentage, respectively, of students who selected that particular answer. Total respondents : 1,145.)

B. Why are you studying English ?

1. What is your primary purpose for studying English?

- 297/25.9 a) to fulfill graduation requirements only
- 143/12.5 b) to obtain a job
- 67/5.9 c) to travel abroad
- 24/2.1 d) to study abroad
- 273/23.8 e) to speak to foreigners
- 41/3.6 f) to pass specialized English exams (STEP [Eiken], TOEIC, TOEFL, etc.)
- 190/16.6 g) to have a sense of personal achievement
- 31/2.7 h) to pass entrance exams
- 78/6.8 i) other

2. Are you interested in specialized English exams? (Please mark as many as apply.)

- 694/60.6 a) STEP (Eiken)
321/28.0 b) TOEFL
174/15.2 c) TOEIC
72/6.3 b) Professional Translator's/Guide's Examination
33/2.9 e) Cambridge Certificate Examination
149/13.0 f) United Nations English Language Certificate Examination
13/1.1 g) other
283/24.7 h) I am not interested in any specialized English exams.

3. Which level of the STEP (Eiken) test have you passed?

- 2/0.2 a) Level 1
11/1.0 b) Pre-level 1
78/6.8 c) Level 2
26/2.3 d) Pre-level 2
541/47.2 e) Level 3
182/15.9 f) Level 4
292/25.5 g) I have never taken the STEP test.

4. In which of the following job categories are you most interested?

- 161/14.1 a) business
170/14.8 b) clerical/secretarial
205/17.9 c) travel
272/23.8 d) arts/media
126/11.0 e) education
161/14.1 f) government
52/4.5 g) medical

C. How will you use English after you finish the program at Seigakuin?

1. Which of the following do you foresee yourself doing the

most often in English five years from now ?

- 189/16.5 a) reading
- 31/2.7 b) writing
- 740/64.6 c) speaking
- 182/15.9 d) listening

2. Which of the following would you very much like to do in English upon completion of the curriculum at Seigakuin?

(Please mark as many as apply.)

- 422/36.9 a) read newspapers, magazines, and books
- 72/6.3 b) read academic texts
- 116/10.1 c) read letters
- 171/14.9 d) write personal letters
- 49/4.3 e) write business letters
- 22/1.9 f) write academic essays or research papers
- 421/36.8 g) communicate in informal situations (talk with friends, etc.)
- 125/10.9 h) communicate in formal situations (doctor's office, college class, workplace, etc.)
- 126/11.0 i) communicate via the telephone
- 613/53.5 j) communicate with foreigners while traveling overseas
- 715/62.4 k) understand movies, television, and radio programs

D. What will the content areas be ?

1. Which of the following subjects would you be interested in studying the most in an English class?

- 628/54.8 a) conversational topics
- 37/3.2 b) politics
- 176/15.4 c) social issues
- 179/15.6 d) business English
- 121/10.6 e) academic English

E. With whom will you use English ?

1. With whom are you most likely to use English ?

- 845/73.8 a) native speakers
298/26.0 b) non-native speakers

2. What relationship will such speakers likely have to you?

- 218/19.0 a) colleague at work
11/1.0 b) superior
19/1.7 c) subordinate
40/3.5 d) teacher
184/16.1 e) customer
263/23.0 f) acquaintance
422/36.9 g) someone met on a trip

F. Where will English be used ?

1. Where do you anticipate you will use English the most ?

- 467/40.8 a) in Japan
678/59.2 b) abroad

2. In which of the following settings will you likely need English the most ?

- 342/29.9 a) work
71/6.2 b) school
449/39.2 c) travel
277/24.2 d) leisure (listening to music, watching movies, reading, etc.)

G. When will English be used ?

1. I will use English...

- 507/44.3 a) only during my years of English study.
637/55.6 b) after I finish my English program.

2. I will use English...

- 255/22.3 a) frequently.
523/45.7 b) occasionally.
327/28.6 c) seldom.
35/3.1 d) never.

3. Each time I use English, it will be...

- 749/65.4 a) only a few words or phrases at a time.
311/27.2 b) a few sentences at a time.
46/4.0 c) a few paragraphs at a time.
33/2.9 d) for an extensive period of time.

H. Why are you taking English classes ?

How important are each of the following achievements? Please rate them on a scale of 1-3, as follows: 1=unimportant, 2=important, and 3=very important.

1. passing the course

- 105/9.2 a) 1
559/48.8 b) 2
476/41.6 c) 3

2. understanding native speakers

- 97/8.5 a) 1
609/53.2 b) 2
431/37.6 c) 3

3. understanding English-speaking cultures

- 124/10.8 a) 1

637/55.6 b) 2

381/33.3 c) 3

4. communicating in everyday situations

153/13.4 a) 1

558/48.7 b) 2

437/38.2 c) 3

5. speaking fluently

371/32.4 a) 1

568/49.6 b) 2

204/17.8 c) 3

6. I am taking English only because it is required.

(Please leave blank if "No.")

329/28.7 a) Yes

I. How do you learn English best ?

1. I prefer to learn...

85/7.4 a) in one large group.

771/67.3 b) in small groups.

94/8.2 c) in pairs.

190/16.6 d) individually.

2. I prefer homework which...

531/46.4 a) is a review of what we learned in the last class.

224/19.6 b) is in preparation for the next class.

391/34.1 c) involves a creative activity.

3. I prefer to be corrected...

626/54.7 a) on every mistake.

459/40.1 b) only on major mistakes.

54/4.7 c) as little as possible.

4. I prefer spending most of the class time...

146/12.8 a) listening to the teacher and taking notes.

405/35.4 b) having conversations.

250/21.8 c) doing language drills.

234/20.4 d) doing language activities.

20/1.7 e) working on assignments.

86/7.5 f) translating.

5. I prefer a class which is...

186/16.2 a) highly structured and teacher centered.

801/70.0 b) fairly structured but with some teacher-student dialog.

147/12.8 c) loosely structured and student centered.

6. I prefer to have a textbook for each class. **(Please leave blank if "No.")**

412/36.0 a) Yes

7. I prefer to learn grammar because it is necessary to master English. **(Please leave blank if "No.")**

537/46.9 a) Yes

I would prefer to have more homework involving cassettes and listening exercises. **(Please leave blank if "No.")**

417/36.4 a) Yes

9. I prefer listening to and speaking English to reading and writing it. **(Please leave blank if "No.")**

666/58.2 a) Yes

10. I like to learn English by... **(Please choose as many as apply.)**

- 622/54.3 a) watching videos.
475/41.5 b) watching television (NHK, Sesame Street, etc.).
202/17.6 c) listening to tapes.
170/14.8 d) listening to radio programs (FEN, NHK, etc.).
237/20.7 e) reading.
44/3.8 f) memorizing lists.
146/12.8 g) repeating after the teacher.
218/19.0 h) translating.
182/15.9 i) studying grammar.
188/16.4 j) using pictures.
492/43.0 k) practicing conversations in class.
341/29.8 l) playing language games.
382/33.4 m) doing activities outside of the class.

J. Who are you as a student of English ?

1. Do you like or dislike English ?
- 381/33.3 a) like
454/39.7 b) It's O. K.
304/26.6 c) dislike
2. If you dislike English, what is the primary reason ?
- 40/3.5 a) I don't think I'll ever use English, so I have no need for it.
219/19.1 b) It's too difficult.
41/3.6 c) English is too boring.
186/16.2 d) I don't like the way English is taught.
97/8.5 e) I have too many other subjects to study.
23/2.0 f) I don't have much interest in foreigners or foreign countries.
106/9.3 g) other
232/20.3 h) I like English, so this question doesn't apply to me.

3. If you don't like English, when did you come to dislike it?

- 46/4.0 a) before junior high school
90/7.9 b) jr. high school-1st year
92/8.0 c) jr. high school-2nd year
55/4.8 d) jr. high school-3rd year
116/10.1 e) high school-1st year
53/4.6 f) high school- 2nd year
24/2.1 g) high school-3rd year
93/8.1 h) during the university or college
333/29.1 i) I like English, so this question does not apply.

4. How much time do you spend studying English outside of class per week?

- 833/72.8 a) 0-1 hours
238/20.8 b) 2-3 hours
34/3.0 c) 4-5 hours
23/2.0 d) more than 5 hours

5. Are you currently attending an extra-curricular English class at a language school or juku of some kind? (**Please leave blank if "No."**)

- 67/5.9 a) Yes

6. If not, what might make extra-curricular English study more appealing to you?

- 43/3.8 a) a learning center to help me with my required English classes
540/47.2 b) non-structured free conversation
171/14.9 c) specialized classes for standardized tests, such as STEP, TOEIC, or TOEFL
130/11.4 d) cheaper fees
221/19.3 e) nothing

Please rate your English ability in each of the following areas on a scale of 1 to 3, as follows: 1=poor, 2=fair, and 3=very good.

7. Reading

- 274/23.9 a) 1
803/70.1 b) 2
65/5.7 c) 3

8. Writing

- 519/45.3 a) 1
576/50.3 b) 2
43/3.8 c) 3

9. Speaking

- 728/63.6 a) 1
376/32.8 b) 2
37/3.2 c) 3

10. Listening

- 487/42.5 a) 1
592/51.7 b) 2
55/4.8 c) 3

11. Have you ever been overseas?

(Please leave blank if "No.")

- 426/37.2 a) Yes

12. If yes, how long was this experience?

(Please leave blank if "No.")

- 331/28.9 a) under 1 month
85/7.4 b) 1-6 months
12/1.0 c) 6 months to 1 year
25/2.2 d) more than 1 year

13. Would you like to spend six months or more overseas?

(Please leave blank if "No.")

- 572/50.0 a) Yes

14. How satisfied are you with the quality of your English classes at Seigakuin?

- 541/47.2 a) dissatisfied
459/40.1 b) somewhat satisfied
114/10.0 c) satisfied

17/1.5 d) very satisfied

15. How satisfied are you with the balance of reading, writing, speaking and listening in your classes?

627/54.8 a) dissatisfied

353/30.8 b) somewhat satisfied

138/12.1 c) satisfied

15/1.3 d) very satisfied

16. What would you like to see emphasized more in your English classes?

103/9.0 a) reading

104/9.1 b) writing

569/49.7 c) speaking

192/16.8 d) listening

162/14.1 e) No change is needed.

17. How many hours of English instruction do you have per week at Seigakuin? (Please count 90-minute classes as 2 hours.)

384/33.5 a) 1-2

271/23.7 b) 3-4

142/12.4 c) 5-6

69/6.0 d) 7-8

60/5.2 e) 9-10

140/12.2 f) 11 or more

18. I would like for the number of hours of English instruction I have to...

294/25.7 a) increase.

155/13.5 b) decrease.

675/59.0 c) stay the same.