

【調査報告】

English Proficiency, Expectations and Proficiency-Based Class

in a Japanese University Freshman English Program

日本の大学初年次英語プログラムにおける英語能力、期待、習熟度別クラス

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Abstract

This study aims to clarify the following things in the M University freshmen English program. The four research questions seek to answer; 1) English proficiency expected by students, 2) actual English proficiency, 3) goals and expectations for English learning, 4) benefits of proficiency-based class. The study showed the following results. First, M University freshmen wished to attain a level of abilities between TOEIC 500 and 600 points (which corresponds the level between STEP Grade 2 and Grade Pre-1). Second, there was a discrepancy between English proficiency expected by the freshmen and their actual English proficiency. Third, the freshmen tended to choose 'to get English qualifications' and 'to get a job' as goals of English learning and tended to choose 'English conversation' and 'knowledge of grammar, pronunciation and vocabulary' as expectation for class. Last, about 70% of freshmen supported proficiency-based class system. 'Easy and fun to learn English' was most frequently chosen as its benefits.

Keywords: English proficiency, freshman English, curriculum, proficiency-based class

1. Introduction

English is a global language and the most successful language ever (Crystal, 1997). Mastery of English language has been deemed one of key competences to be successful in the age of globalization.

One of great expectations for Japanese universities is to produce students who can use English successfully in the global communities of business, society, and research (Ministry of Education, 2002). According to iBT (internet-Based TOEFL) score summary in 2011, the average score of the Japanese test takers (69) ranked the second lowest among 30 countries in Asian region ¹⁾. The iBT data shows a crisis of English education in Japan.

Enhancing the English proficiency of students is an urgent task for Japanese universities. Small class sizes and proficiency-based classes for English education is the widely accepted method in ESL classes overseas. However, some Japanese universities are doubtful about the outcome of proficiency-based English class as there is a tendency to prefer uniform education.

In 2011, M University made attempts to use the same series of textbooks and to place students according to English proficiency. Three levels INTRO /BASIC / PLUS, “English Quest ” textbooks were used in ‘Basic English I’ and ‘Basic English II’ classes for all freshmen to unify educational goals, content and assessment. In April, just before the freshman English classes began, an English placement test (STEP English proficiency test, Type C) was administered to assign students to proficiency-based class. After completion of first semester of 2011, a questionnaire (17 questions) was distributed to all freshmen of M University to evaluate the freshman English program at M University.

This study aims to answer the following research questions.

- 1) What is the English proficiency expected by M University freshmen?
- 2) What is the English proficiency of M University freshman?
- 3) What are the expectations of M University freshmen for learning English?
- 4) What are the benefits of English proficiency-based class at M University?

2. Previous studies

2.1 Measurement of achieved English proficiency in class

Many Japanese universities use TOEIC scores to measure the English proficiency of students. Research groups have recently started to consider new assessment

frameworks suitable for the Japanese learners of English. For example, TOEIC published the Can-Do guide which specifically describes what test takers within respective score range can actually do in listening and reading (Educational Testing Service, 2000). Makino (2012) has been working on designing the Japanese standard of English proficiency; CEFR-J, adapted from internationally accepted Common European Framework of Reference with six levels ranging from lowest A1 to highest C2 (Council of Europe, 2001). Yet, TOEIC and CEFR are ‘English proficiency tests’ “to measure people’s ability in a language regardless of any training they may have had” (Hughes, 2004, p.11) so that they are often not related to achieved English proficiency in class. There is no reliable assessment method to measure English ability gained in regular university English classes. In addition, Can-Do guide and CEFR-J are measured by self-assessment, which may cause a lack of reliability.

2.2 Expected English proficiency for the Japanese university students

The Ministry of Education (2002) proposed an action plan which prompted the Japanese universities to “produce the Japanese who can use English”. According to the action plan, English teachers are expected to score either TOEIC 730 points, paper-based TOEFL 550 points or STEP (Eiken) Grade Pre-1. The rationale for English proficiency expected by the Ministry of Education is that international students are generally required to score over iBT 80 (paper-based TOEFL 550) or over IELTS 6.0 in order to enroll in university undergraduate courses in English-speaking countries. That means, the Japanese university students seem to need to achieve a level of ability greater than TOEFL 550, or TOEFL 550, TOEIC 730, and STEP Grade Pre1, if they want to successfully compete with people from other countries.

2.3 Motivation and goals of English learning

Some studies have shown that instrumental motivation for the Japanese learners of English prompted them to learn English eagerly. For example, the study (Kimura, Nakata & Okumura, 2001) showed that in an EFL situation where learning English was not strongly needed, instrumental motivation such as passing the entrance

examination was the main factor to study English. Similarly, Tokeshi's study (2007) showed that the students chose as goals for studying English, getting a job (highest percentage) and getting English qualifications (second highest).

2.4 English proficiency-based classes

There is still a debate over whether proficiency-based English classes are beneficial for university students. According to a survey of 208 universities conducted by Sugimori (2003), 63.0% of universities adopted English proficiency-based class system and 34.1% of universities did not for some reason. Normally ESL classes overseas place students in classes according to English placement test scores. Hughes (2004) argues that "No one placement test will work for every institution" (p.16). Adopting a placement test needs to be carefully considered to achieve educational goals.

3. Method

3.1 Participants

In 2011, freshman English classes at M University included 9 classes from the Faculty of International Studies, 4 classes from the Department of Sport and Wellness and 3 classes from the Department of Nursing. Normal class size of freshman English classes at M University was about 30 and the students were placed according to the placement test scores. The freshman took Basic English I&II classes or English Communication I &II classes depending on assigned classes twice in a week for 16 weeks from April to August, 2011. M University as a public school ranks the average academic level nationwide and more than half of the students were from the prefectures other than Okinawa Prefecture.

Four hundred ninety three freshmen from two faculties took an English placement test early in April, 2011.

Three hundred thirty-four freshman at M University answered the questionnaire.

Nine hundred ninety-nine students who took English classes in the first semester and the second semester, 2011 were examined to see if there was a big difference of

grades between the students assigned to low-level of classes and those assigned to high-level of classes.

3.2 Procedure

The STEP (Eiken) English proficiency Type C test was administered to all freshmen to place students in English classes before the freshman English classes started. The STEP English proficiency Type C test includes 50 written questions (35 minutes) and 30 listening questions (20 minutes). The Type C test intends to measure test takers corresponding to a level of abilities ranging from STEP Grade 4 to STEP Grade Pre-2.

About 94% (N=449) of the questionnaire was collected in freshman English classes by 3 full-time lecturers and 6 part-time lectures in July, 2011. The questionnaire designed by the writer inquired English learning background, length of English learning outside of class, goals and expectations of English learning, perceptions on proficiency-based class, satisfaction or dissatisfaction for English class, expected English level, and Language Learning Center (refer to appendix 1). A part of the questionnaire results was used to achieve research purposes of this study.

The grades of the freshman English classes were gained from the M University Liberal Arts Annual Report published in 2011.

3.3 Analysis

A comparison between the questionnaire results of 2006 and those of 2011 was partially attempted to see changes in five years.

3.4 Ethics

The questionnaire results were already reported in M University faculty development meeting held in September, 2011. Specific English class was not shown to keep confidentiality of the data and not to harm education of M University by using the data gained from the 2011 M University Liberal Arts Annual Report. The data gained from the English placement test, which were reported in M University faculty development meeting held in September, 2011, were limited to show marked features

of test scores, and the best attempt was made not to unveil detailed results of the placement test.

4. Results and analysis

The results of questionnaire, placement test and student's grades are reported and analyzed in this section.

4.1 Expected English proficiency in TOEIC and STEP (Eiken)

According to the Ministry of Education's action plan (2002) "producing the Japanese who can use English" mentioned above, expected English proficiency which is competent enough to use English successfully is TOEIC 730 points, TOEFL 550 points or passing STEP (Eiken) Grade Pre-1. Table 1 shows TOEIC scores expected by the students and Table 2 shows STEP (Eiken) grades expected by the students. According to Table 1, the results indicate that TOEIC 600 points was chosen most frequently (27.3%) by the students, excluding "none" (33.0%), TOEIC 500 points (17.8%) ranks the second.

Table 1: Expected scores in TOEIC (Question 15-1)

	400 pts	500 pts	600 pts	700 pts	more than 800pts	None	Total
Faculty of International studies	15	42	86	35	5	74	257
Faculty of Human Health Sciences	17	39	38	14	14	76	198
Total	32 (7.0%)	81 (17.8%)	124 (27.3%)	49 (10.8%)	19 (4.2%)	150 (33.0%)	455 (100%)

Table 2 shows that the largest group (34.4%) was to pass Grade 2 and the second largest group (19.1%) was to pass Grade Pre-1. According to ETS (2010), STEP Grade 2 is equivalent to TOEIC 517 points and STEP Grade Pre-1 is equivalent to TOEIC 732 points. The results indicate that M University students wished to score TOEIC points between 500 and 600 which approximately correspond to the level between STEP Grade 2 and Grade Pre-1. The results of Table 1 and Table 2 indicate English proficiency expected by M University students. Next, the gap between the level which the students wanted to attain and actual English level will be discussed.

Table 2: Expected grades in STEP (Eiken) (Question 15-2)

	Grade 3	Grade pre-2	Grade 2	Grade pre-1	Grade 1	None	Total
Faculty of International Studies	16	24	96	65	16	54	271
Faculty of Human Health Sciences	14	16	59	21	8	62	180
Total	30 (6.5%)	40 (8.9%)	155 (34.4%)	86 (19.1%)	24 (5.3%)	116 (25.7%)	451 (100%)

4.2 Learning background of participants

Tokeshi's study (2007) showed that number of English classes taken in senior high schools was positively correlated to the English proficiency of university freshmen. According to Table 3, the results gained from the questionnaire conducted both in 2006 and in 2011 show big differences. M University had only one faculty in 2006, so the questionnaire in 2011 added to the results from the Department of Sports and Wellness and the Department of Nursing. As shown in Table 3, the largest group in 2006 was the students who took 4 hours in a week in senior high schools. The 2011 questionnaire results show that the students who took more than 5 hours per week form the largest group. This seems to indicate that the freshmen in 2011 had higher English proficiency than those in 2006.

Table 3: Average number of hours of English in senior high school (Question 3)

Number of hours	1 hour	2 hours	3 hours	4 hours	5 hours	more than 5 hours	total
faculty							
Faculty of International Studies (2006)	19 (5.7%)	45 (13.5%)	69 (20.7%)	103 (30.8%)	43 (12.9%)	55 (16.5%)	334 (100%)
Faculty of International Studies (2011)	12 (4.4%)	26 (9.6%)	25 (9.3%)	51 (18.9%)	54 (20.0%)	102 (37.8%)	270 (100%)
Department of Sports and Wellness (2011)	3 (3.0%)	3 (3.0%)	17 (17.2%)	16 (16.2%)	13 (13.1%)	47 (47.5%)	99 (100%)
Department of Nursing (2011)	4 (5%)	6 (7.5%)	8 (10.0%)	15 (18.8%)	15 (18.8%)	32 (40.0%)	80 (100%)

4.3 The English proficiency of M University students

This section explains English proficiency of M university students measured by STEP (Eiken).

In support of the questionnaire results shown in Table 3, the results of the placement test conducted early in April, 2011 showed that the biggest group (about 40%) of English level was equivalent to STEP (Eiken) Grade 3, which was higher than the results of 2006 placement test. STEP Grade 3 level is equivalent to the level corresponding to junior high school 3rd year or senior high school 1st year students. University students are expected to have academic English proficiency equivalent to the level of Grade Pre-2 or Grade 2 in order to have discussion, to read technical books, to write essays and to understand the lectures in English. According to the results of the 2011 placement test, about 30% of freshman had the English proficiency which was equivalent to the level higher than STEP Grade Pre-2, Grade 2 or higher, and about 70% of freshmen had the English proficiency below STEP Grade Pre-2. The results suggest that about 70% of M University freshmen didn't have English proficiency which they needed to acquire in high schools. It is evident that there is a great discrepancy between the English proficiency shown by the results and the one expected

by the Ministry of Education (2002).

4.4 Goals and expectations for English learning

Table 4 shows a comparison between the results of the questionnaire in 2011 (freshmen from the Faculty of International Studies and the Faculty of Human Health Sciences) and those of questionnaire in 2006 (freshmen from the Faculty of International Studies) regarding goals of studying English.

Table 4: Goals of studying English (Question 8)

	Faculty of International Studies & Faculty of Human Health Sciences (2011) N=683	Faculty of International Studies (2006) N=488
To get a job	109 (16.0%)	127 (26.0%)
To get English qualifications	149 (21.8%)	115 (23.6%)
To live in English-speaking countries	72 (10.5%)	46 (9.4%)
To work overseas	82 (12.0%)	45 (9.2%)
To engage in research	36 (5.3%)	46 (9.4%)
To study in English-speaking countries	57 (8.3%)	32 (6.6%)
None	198 (29.0%)	123 (25.2%)
Total	683 (100%)	488 (100%)

The above results of the 2011 questionnaire show that ‘to get English qualifications’ (21.8%) ranks the first, and ‘to get a job’ (16.0%) ranks the second. There were no big changes about the results of two questionnaires as top two goals were ‘to get a job’ and ‘to get English qualifications’. The results indicate that the freshmen both in 2011 and 2006 tended to have instrumental motivation (Gardner and Lambert, 1972) which refers to a wish to benefit from learning English in enhanced quality of life and business in the future. However, about one fourth of students indicated “none” (29.0% in 2011, 25.2% in 2006) for goals of learning English. It is assumed that a part of the freshmen was not interested in achieving learning goals other than getting grades from the required freshman English classes.

Table 5: Expectations for English class at university

	Faculty of International Studies & Faculty of Human Health Sciences (2011) N=999	Faculty of International Studies (2006) N=726
English conversation	365 (36.7%)	279 (38.4%)
Mastery of major field of study	92 (9.2%)	45 (6.2%)
Understanding people and history of English-speaking countries	59 (5.9%)	54 (7.4%)
Knowledge of grammar, pronunciation, and vocabulary	207 (20.8%)	155 (21.3%)
Skills of interpreting and translation	95 (9.5%)	60 (8.3%)
Preparation for studying abroad	68 (6.9%)	39 (5.4%)
Writing business correspondence and email	33 (3.3%)	41 (5.6%)
Rapid and extensive reading	77 (7.7%)	53 (7.3%)

Table 5 shows a comparison between the results of the 2011 questionnaire and those of 2006 questionnaire. As shown in Table 4, two questionnaires show similar results. Two questionnaire results show that the freshmen were most interested in 'English conversation' (36.7% in 2011, 38.4% in 2006). There has been a strong argument that the Japanese need to enhance communicative ability in English to compete with other developed countries. However, after five year passed since 2006, the results seem to suggest that the freshmen in 2011 had a strong lack of communicative ability in English. The next highly chosen expectation for English class from two questionnaires is 'knowledge of grammar, pronunciation, and vocabulary. In addition to a strong need for communicative ability in English, the freshmen showed a lack of basic linguistic knowledge which needed to be mastered in high schools. This result supports the evidence shown in section 4.4 that a large part of M University freshmen did not master English proficiency expected for university students.

4.5 Perceptions and grades in proficiency-based class

There is still a big debate about whether or not English class at Japanese universities should be assigned according to English proficiency, although it is the accepted fact in ESL language classes overseas that small classes and proficiency-based classes are effective to learn English as a foreign/second language. As shown in Sugimori's study (2003) in section 2.4, about two thirds of Japanese universities adopted proficiency-based English class system and about one third of universities did not adopt the system. There seems to be a speculation about the advantages of proficiency-based English class system among the faculties of many Japanese universities. This section attempts to reveal students' perceptions on proficiency-based class and to show how proficiency-based class system affected the grades of the freshman English classes.

Table 6, according to the 2011 questionnaire, shows perceptions on proficiency-based class system adopted by M University. Choices from 1 to 3 are positive attitudes toward proficiency-based class system and choices from 4 to 6 are negative attitudes toward proficiency-based class system. The results indicate that a large ratio (72.5%) of the students (total of 1, 2 and 3) support proficiency-based class system. The results also suggest that major strengths of level-based class are "easy" and "fun" to learn English. On the other hand, 18.2 % of the students (total of 4, 5 and 6) showed negative attitudes toward the system. Especially the result showing that 11.3 % of the students chose "English proficiency doesn't improve when assigned to proficiency-based class" should be considered in further inquiry to see whether their opinions were related to textbook, teacher, curriculum, or learning environments.

Table 6: Perceptions on proficiency-based class (selected maximum of 3 choices)

(Question 6)	
1. Easy to understand class as it fits own level	205 (35.2%)
2. Fun to learn English as class fits own level	181 (31.0%)
3. Useful to learn English as class fit own level	37 (6.3%)
4. Can get higher grade when assigned to low level of class	21 (3.6%)

5. English class assigning should follow freshman seminar class	19 (3.3%)
6. English proficiency doesn't improve when assigned to proficiency-based class	66 (11.3%)
7. Not applicable to the above all	54 (9.3%)
Total	583 (100%)

Table 7 below indicates the distribution of the grades gained from in 'Basic English I and 'Basic English II' after the time of completion (March, 2012) of one year freshman English program. The data was gained from the M University Liberal Arts Annual Report. The grades gained from 'English Communication I' and 'English Communication II' were not utilized as there was strong variation of grades depending on the teachers. The grades were categorized according to level of the students. High level of students include top three classes from the Faculty of International Studies and top two classes from the Faculty of Human Health Sciences. Intermediate level of the students include three classes in the middle level from the Faculty of International Studies and three classes in the middle level from the Faculty of Human Health Sciences. Low level of students include three classes in low level from the Faculty of International Studies and two classes in low level from the Faculty of Human Health Sciences. All efforts were made not to specify class, teacher and student and only to pursue the purposes of this study.

The results show that high level and intermediate level of students gained higher grades than low level of students. 58.9% of high level of students gained 'Shu' (highest grade) and 'Yu' (second highest grade) and 62.8% of intermediate level of students gained 'Shu' or 'Yu', as compared to the result that 47.4% of low level of students gained 'Shu' or 'Yu'. On the other hand, 29.3% of low level of students gained 'Ka' (lowest grade for credit), or 'Fuka' (fail), as compared to the evidence that 13.8 % of high level of class gained 'Ka' or 'Fuka' and 16.8% of intermediate level of classes gained 'Ka' or 'Fuka'. The results indicate that high and intermediate levels of students tended to gain high grades, and low level of students tended to gain low grades. Therefore, the results of Table 7 seem to deny the claim shown in Table 6

that 11.3 % of students chose “English proficiency doesn’t improve when assigned to proficiency-based class”. On the whole the results from Table 6 and Table 7 show positive effects of proficiency-based class on English learning.

Table 7: Distribution of grades in ‘Basic English class I&II’ (which students took either in 1st semester and 2nd semester)

	Shu (A)	Yu (B)	Ryo (C)	Ka (D)	Fuka (E)	Total
High level of students	22.0%	36.9%	27.2%	11.2%	2.6%	100%
Intermediate level of students	24.8%	37.5%	20.9%	14.5%	2.3%	100%
Low level of students	24.4%	23.0%	23.3%	24.4%	4.9%	100%
Total	23.9%	32.3%	23.4%	17.0%	3.3%	100%

5. Conclusion

This paper concludes with summary of the results gained from the questionnaires, the placement test and the grades.

First, English proficiency most expected by M University freshmen is the levels of TOEIC scores between 500 and 600 which is equivalent to the levels between STEP Grade 2 and Grade Pre-1.

Second, about 30% of freshmen had English proficiency equivalent to the levels between STEP Grade Pre-2 and Grade 2, or higher. About 70% of the freshmen had the English proficiency which was below the level expected at university education.

Third, the goals for English learning most frequently chosen by the freshmen were ‘to get English qualifications’ and ‘to get a job’. The students tended to attain goals related to their benefits and enhanced quality of life in the future.

Fourth, the freshmen were most interested in English conversation and knowledge of grammar, pronunciation and vocabulary. The results indicate the student’s interests in English learning as well as a lack of English communicative

ability and basic English linguistic knowledge.

Lastly, about 70% of the freshmen supported proficiency-based class system adopted by M University. The benefits most frequently chosen for proficiency-based classes were 'easy and fun to learn English'. The grades in the proficiency-based classes also supported positive effects of the placement system showing that higher level of freshman performed better than lower level of freshmen.

Overall, there was a big discrepancy between the English proficiency expected by the freshmen or the Ministry of Education and the actual English proficiency shown by the placement test.

Note

- 1) Average iBT scores of neighboring countries are as follows; South Korea (78), China (77), Taiwan (77)

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日本の大学初年次英語プログラムにおける英語能力、期待、習熟度別クラス

渡慶次正則

要約

本研究はM大学の1年次学生の英語プログラムについて次の点を明らかにする事を目的とする。1)求める英語能力、2)実際の英語能力、3)英語学習の目標と期待、4)習熟度別クラスの利点の4点である。調査結果は以下である。第1に、M大学1年次はTOEIC500点から600点の範囲(英検2級から準1級の範囲)を目標する傾向にある。第2に学生が求める英語能力と実際の英語能力に乖離があった。第3に英語学習の目標として「英語資格を取得する」「就職するため」を選択する傾向があった。求める英語能力としては、「英会話」と「文法、発音、語彙」を選択する傾向が強かった。最後に、約70%の学生が習熟度別クラスを支持し、特に「英語が理解しやすい、楽しい」を利点として選択する学生が多かった。

キーワード 英語能力、初年次英語、カリキュラム、習熟度別クラス

Appendix 1

M 大学1年次の英語学習に関する調査

2011年7月実施

調査者:M 大学英語教員

(1枚目)

このアンケートは、名桜大学の英語講義を受講している1年次学生の英語学習を向上するために実施されるものです。調査の結果は成績とは関係ありません。1年次以外の学生は学年を丸で囲んでください→(2年 3年 4年)

1. 次の当てはまる項目を丸で囲んでください。

(1) 所属(学群・学科名と英語クラス)を教えてください。

- ① 国際学群 英語クラス (A B C D E F G H I)
- ② 人間健康学部スポーツ健康学科 英語クラス (SA SB SC SD)
- ③ 人間健康学部 看護学科 英語クラス (A B C)

2. あなたは、高等学校で平均的に週に何時間英語のクラスを受けましたか。

- (1) 1時間 (2) 2時間 (3) 3時間 (4) 4時間 (5) 5時間 (6) 5時間以上

3. あなたは英語の授業のために大学で平均して何時間予習しますか。

- (1) 全く予習しない (2) 30分以内 (3) 30分～1時間 (4) 1時間～2時間 (5) 2時間以上

4. あなたは英語の授業が終了した後、大学で平均して何時間復習しますか。

- (1) 全く復習しない (2) 30分以内 (3) 30分～1時間 (4) 1時間～2時間 (5) 2時間以上

5. 「ベーシックイングリッシュ」の講義では英文法や、単語、音読について学び、英語4技能(リスニング、スピーキング、リーディング、ライティング)の基礎的な技能を伸長することを目的としています。「イングリッシュコミュニケーション」の講義では、対話や会話に必要なスピーキングやリスニングの能力と英語プレゼンテーション能力を伸ばすことを目的としています。いずれかの講義の受講を通して自分の英語能力についてどのように評価しますか。

- (1) 英語能力が非常に伸びた (2) 英語能力がやや伸びた (3) 英語能力は変わらない
- (4) 英語能力がやや落ちた (5) 英語能力が非常に落ちた

6. 本学は英語の講義を習熟度(レベル別)でクラス編成を行っていますが、あなたは習熟度別クラスをどのように評価しますか。あてはまる項目を3つ以内の数で選んでください。

- (1) 自分の英語レベルに合わせた学習ができるので、理解しやすい。
- (2) 自分の英語レベルに合わせた学習ができるので、楽しい
- (3) 自分の英語レベルに合わせた学習ができるので、役に立つ
- (4) 自分のレベルより低いクラスに配置された方が良い成績が修得できる
- (5) 英語レベル別に分けるよりは、教養演習のクラスに合わせて分けた方が良い
- (6) 英語レベル別にクラスに分けても英語能力が伸びると感じない
- (7) 上のどちらも当てはならない

7. あなたは大学の授業で使用しているテキストのレベルについてどのように感じていますか。

- (1)非常に難しい (2)やや難しい (3)適当なレベルである (4)やや低い (5)非常に低い

8. あなたはこれからの英語の学習を続けることによって、どのような目的を実現したいと思っていますか。3つまで
で
選択肢を選んで下さい。

- (1)特でない (2)希望する職業に就くため (3)英語の資格試験のため
(4)将来英語圏の国で生活するため (5)将来海外で仕事をするため (6)専攻分野の研究活動のため
(7)欧米の大学に留学するため (8)その他 ()

9. 大学における英語の授業で最も強調して欲しいと思う選択肢を3つまで選んで下さい。

- (1)英会話 (2)専攻分野の知識の習得(英語教員に必要な知識も含む)
(3)英語圏の国々の人々や歴史に対する理解 (4)文法や発音、言語に関する知識 (5)通訳や翻訳の技術
(6)留学対策 (7)ビジネス英文やEメールの書き方 (8)速読や多読 (9)その他
()

10. あなたは大学の英語の授業の教え方について満足している点を、あなたにあてはまる選択肢を3つ以内の数
で選んで下さい。

- (1)分かりやすくに説明する (2)教え方に工夫があり英語学習が楽しい
(3)ほぼ全員が授業に参加していて雰囲気が良い (4)教員の英語の能力や専門に対する知識が高い
(5)教材に工夫をこらしている (6)生徒を理解している (7)生徒とのコミュニケーションがある
(8)宿題や課題をこまめに点検する (9) 特でない

11. あなたは大学の英語の授業について不満足な点があれば、あてはまる選択肢を3つ以内の数で選んで下さい。

- (1) 高等学校と変わらない (2) 教材に興味を感じない (3) 知的な満足が得られない
(4) 聞く・話す技能が訓練されない (5) 読み・書きの技能が訓練されない (6) 知識の習得に役立たない
(7) 授業の内容が専門(将来の専攻も含めて)と離れている (8) 特でない

12. 「ベーシックイングリッシュ」では教科書の単元ごとに文法クイズをしています。あなたはそれについてどう考
えますか、3つ以内の数で選んでください(「イングリッシュコミュニケーション」を受講している人は回答し
なくてよい)。

- (1) 毎週復習しなければいけないので、文法がよく理解できるようになった
(2) 文法クイズの後に再び授業で確認をするので、文法の理解が深まった
(3) 自分のレベルに合わせて文法を学習し、確認のクイズをするので高校の時より文法が理解できた
(4) 文法学習が英語の上達に結びつくとは強く感じない
(5) TOEICや実用英語検定の文法の学習をした方が役に立つ
(6) 文法クイズより単語クイズをした方が良い
(7) その他 ()

13. あなたはどれくらいの頻度で言語学習センターを利用しているか教えてください。

- (1) 1か月に1回程度 (2) 2週間に1回程度 (3) 1週間に1回程度
(4) 1週間に2回以上 (5) 1週間に3回以上 (6) 一度も利用したことがない

14. あなたは大学での英語学習に対する支援(言語学習センター)について、どう感じていますか
(もし、利用したことがなければ記入しなくて良い)。

- (1)非常に満足している (2)やや満足している (3)どちらともいえない
(4)あまり満足していない (5)まったく満足していない

15. あなたが大学を卒業するまでに取得したい各種英語能力試験の目標数値を教えてください。

(1) TOEIC (参考: 英検2級合格者のTOEIC平均点は518点)

①400点 ②500点 ③600点 ④700点以上 ⑤800点以上 ⑥特でない

(2) 実用英語検定

①英検3級 ②英検準2級 ③英検2級 ④英検準1級 ⑤英検1級 ⑥特でない

16. 英語能力試験を受験したことがありますか。合格した過去で最も高い検定試験の級と英語能力試験の点数を教えてください(特になければ記入しなくてもよろしいです)。

①実用英語検定()級 ②TOEIC()点 ③iBT TOEFL()点

④ 国連英語検定()級 ⑤商業英語検定()級 ⑥他の英語学力試験
()

17. その他1年次英語講義について意見や要望があれば書いて下さい。