

The Homestay Experience for Short Study Abroad Programme Students: Bridging the Cultural and Linguistic Divide

Philip Zamrej Graham¹ & Keiko Okumura²

While there is a lot of interest in the linguistic gains made by students on short study abroad programmes in, for example, increased TOEIC or TOEFL scores, the question of how participants' linguistic confidence can be improved is not mentioned as often. A lack of confidence and shyness are issues that Japanese students need to deal with, not only on such programmes, but also in the domestic Japanese English language classroom. It is in addressing this problem that the homestay experience can play a vital role. As this study demonstrates, students seem to feel more comfortable expressing themselves in the safe and intimate surroundings of the homestay, as opposed to the classroom setting, where they may be more reticent. The findings of this study, reinforced by the reactions of the homestay parents, suggest that, for Japanese students at least, the homestay should not only be encouraged, but may be even more beneficial than the actual classroom work, especially in terms of helping students to find their voice.

1. Background

In recent years participation in study abroad programmes has dramatically increased. Increasing popularity has fueled a growing interest in knowing more about what students actually learn from their experiences. In comparison with one year study abroad programmes, short study abroad programmes of three to four weeks are probably not going to have a great impact on the participating students' English proficiency level, as the duration is too short, and there is every chance that on return to their home country there will be little or no reinforcement of what they have learned. Rather, the objective should be, at least for intermediate and beginner learners, to expose the students to a different culture, as well as giving them greater confidence in using the target language in a real setting. For both of these goals, the homestay experience is of great importance. Schmidt-Rinehart & Knight¹⁾, observe that, 'Theoretically, the homestay makes a most desirable housing option, for it provides the students with an immediate entrée into the cultural and linguistic environment while protecting them in a smaller, "caring" unit' (p254).

A group of twelve students from various schools of the University of Yamanashi, Japan travelled to the University of Leicester, UK, for a four-week English study programme. This is part of an ongoing agreement between these two universities. During their stay, the students attend English classes, go on cultural trips and stay with a local family in the city.

The students were all pre-intermediate to intermediate level,

and took classes with Japanese students from two other universities while in Leicester. Each individual student stayed with a host family, and there was no doubling up of students with host families.

As well as having the students complete questionnaires on how they adjusted to both the Leicester classroom and the homestay, the researchers were also interested to see how the homestay families and the teachers reacted to the Yamanashi contingent. One of the purposes of the study is to establish whether the experience of hosting these students was overall a positive or negative one, or whether it was neutral. The voices of the homestay family are not usually heard, however, it is the researchers' belief that they would provide an indication to what extent the students' confidence levels have improved through the daily interactions during the stay.

Oral proficiency gains and improvement are usually what language or international educators are looking for when they study the homestay experience. However, what seems to be overlooked is the opportunity that a homestay experience can provide in boosting the students' confidence in actually using the language with the family that tends to include the student guest as a member of the family. This is particularly true for Japanese students, who tend to be reticent and reluctant to speak, especially in the classroom setting. It may be the case, as pointed out by Di Silvio et al.²⁾ that, 'Evidence that the homestay does not always provide a source of rich and pragmatically appropriate target language input can be seen in Iino³⁾'s recordings of interactions at home, which demonstrated that family members used simplified

¹ Philip Zamrej Graham is a member of Centre for Liberal Arts, University of Yamanashi

² Keiko Okumura is a member of Center for International Education and Exchange, University of Yamanashi

language and provided limited corrective feedback to learners of Japanese in an eight-week summer program' (p. 117). However, for the Japanese student, that simplified use of language and non-correction, may encourage them to open up, and communicate without feeling pressure to always be correct. The experience of English language teachers in Japan, including the researchers has often been one where students have sat in silence for up to minutes at a time as they search around for the right vocabulary and correct grammar before any utterance, derailing the flow of any conversation. If students can be encouraged to communicate more freely, without necessarily 'thinking', then this must surely be of benefit. It is with this that the researchers believe the homestay experience can be of particular benefit to Japanese students.

2. Methodology

The University of Leicester short programme emphasises communicative competence and cultural understanding. Listening, reading and writing are also addressed in some detail, however, the programme's goal is to assist students in increasing functional oral proficiency. Because the classes consisted of only Japanese nationals, the students were encouraged to interact with native speakers outside of the classroom, especially with homestay families.

The informants who participated in the study were divided into three groups.

1. Homestay parents: 11 representatives of families who hosted the short study abroad students participated in the study. Families were asked to designate one adult member of the household to participate in data collection. The homestay families were arranged by a private homestay accommodation co-ordinator for the institution. The families live as British citizens in the UK and use English in their daily life, although they might come from different cultural backgrounds. The majority of the families had hosted foreign students, including Japanese students before.
2. Teachers: The researchers also collected data from 3 host-culture teaching members of staff who were involved in teaching the short intensive programme students. They are native English teachers with a recognised TEFL qualification and experience of teaching on various courses in a university context.
3. Students: The total number of the University of Yamanashi undergraduate students was 12 including 10 females and 2 males, 4 from the Faculty of Education, 2 from the Faculty of Engineering, 5 from the Faculty of Life and Environmental Sciences, and 1 from the Faculty

of Medicine. All of them agreed to take part in this project.

The questionnaires were given to the homestay families (refer to Appendix A), the teaching members of staff (see Appendix B) and the students (refer to Appendix C-1 and Appendix C-2) and they were asked to fill in the questionnaires at the end of the programme.

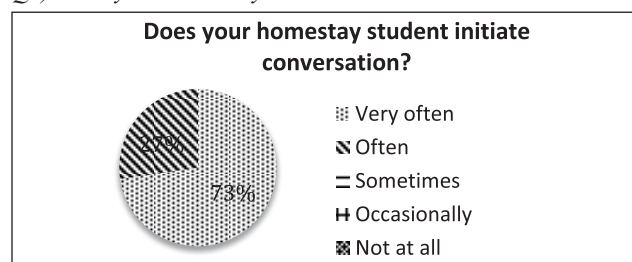
3. Results

3.1 Results from homestay parents (Refer to Appendix A)

Q1) Do you feel your homestay student has adjusted to life in your household?

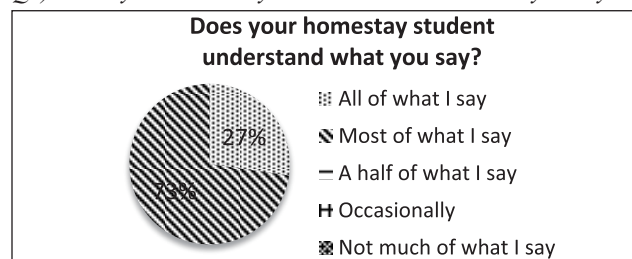
All of the 11 homestay parents indicated that the students had adjusted themselves to life at the homestay very well. From their point of view, the students seemed to have settled in and smoothly adapted to the new environment.

Q2) Does your homestay student initiate conversation?



The host families identified that the students often initiated conversation after coming back from class.

Q3) Does your homestay student understand what you say?



Q4) What kind of things does your family and your homestay student talk about?

The following topics were identified as areas of conversation by the homestay parents:

- British/English and Japanese culture, comparisons and differences
- About their respective days
- Everyday topics/General conversation
- Food
- Students' home and family

The topics varied from the cultural differences between the two cultures, British and Japanese, to the exchange of personal information.

Q5.1) What do you find difficult to communicate to your homestay student?

The following situations were identified by the homestay parents:

- Explaining the local bus timetable, and where to get on and off the bus
- Directions
- Plans/Schedules
- General conversation in the evenings
- Advice and instructions on the students' school life seems to be crucial, but hard to convey.

Some parents indicated that they did not really find any problems in communicating with their students.

Q5.2) Would you please give some example situations where you were not able to communicate with your student, make them understand or understand them.

The following situations were identified by the homestay parents.

- Talking about ingredients while cooking
- Making social arrangements

Most parents indicated that they did not really have any situations where there was a complete communication breakdown. Some mentioned using technology, such as translation apps, to help.

Q6) What is the most enjoyable or beneficial part of accommodating students?

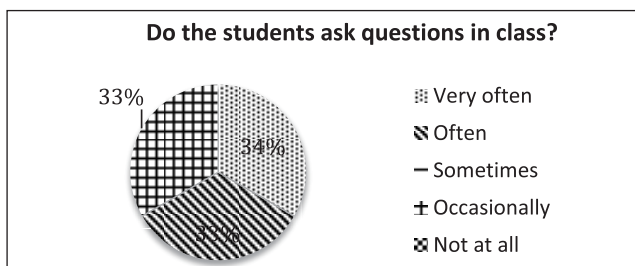
Parents gave the following examples:

- Learning about each other's cultures
- Seeing the student's English improve
- Seeing them interact with their children
- Cooking together
- Seeing them enjoy their stay in the UK

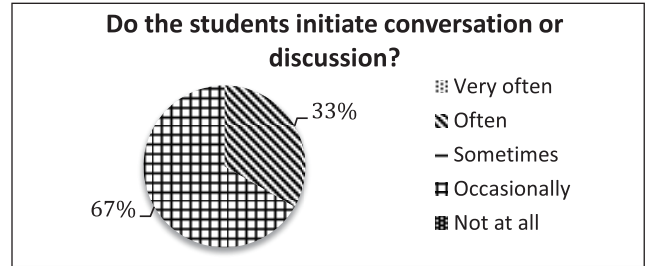
They seem to have felt a great joy in observing the students' growth and improvement in English, as well as learning together about their mutual cultures and sharing knowledge with the students.

3.2 Results from the teachers (Refer to Appendix B)

Q1) Do the students ask questions in the class?



Q2) Do the students initiate conversation or discussion? Q3)



Q3) When the students are communicating with each other in class do they use English?

All of the three teaching members said that the students used English in most cases.

Q4) Do the students understand what you say?

All three indicated that the students understood what was conveyed to them most of the time.

Q5) Do the students understand your instructions, i.e., what to do?

All three teachers thought the students understood their instructions most of the time.

Q6) What have you found to be the main problem areas in terms of the students' English usage?

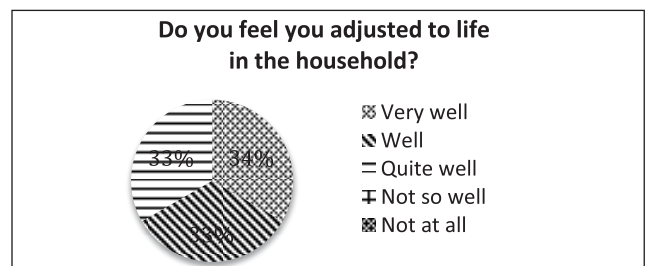
The three teachers involved in this questionnaire highlighted various problems. These were:

- Eliciting answers
- Checking understanding in whole class situations
- Little response to open feedback questions
- Asking questions
- Maintaining discussions
- Slipping back into Japanese in times of difficulty or stress
- General shyness/anxiety

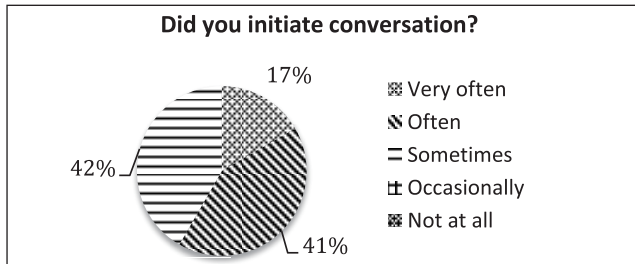
The three teachers found not only some linguistic and communication skill problems, but also some points related to students' attitude.

3.3 Results from the students regarding their homestay setting (Refer to Appendix C-1)

Q1) Do you feel you adjusted to life in the household?



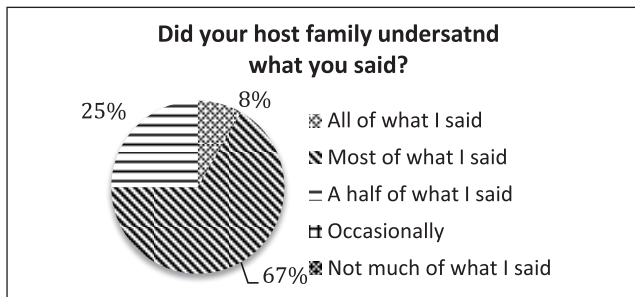
Q2) Did you initiate conversation?



- Expressing opinions
- Talking about Japanese politics
- Speaking frankly
- Expressing likes/dislikes in food

Apart from the topics which were mentioned by the homestay parents, the students found it difficult to state opinions, speak frankly, and answer spontaneously. It shows that the students were concerned about how they speak, as well as what they say.

Q3.1) Did your host family understand what you said?

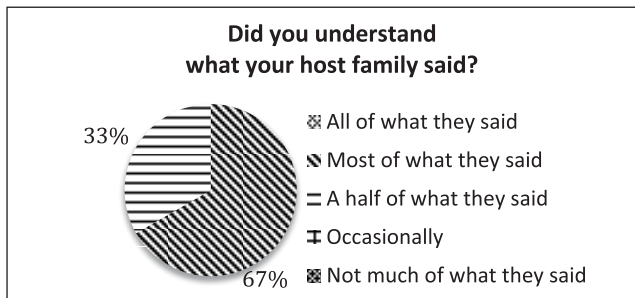


Q5.2) Would you please give some example situations where you were not able to communicate with your host family?

The students gave the following examples:

- Unfamiliar British situations
- Introducing Japanese culture
- Making arrangements
- British teenagers' English
- Explaining ingredients while cooking
- Discussing Japanese politics
- Talking with visiting tradesman
- Explaining their plans

Q3.2) Did you understand what your host family said?



Making social arrangements and talking about ingredients while cooking were mentioned by their homestay parents. They also listed more concrete examples which they found difficult to explain or to be understood.

Q4) What kind of things did you and your host family talk about?

The students identified the following topics of conversation:

- Events of the day
- Japanese and British culture
- Family
- Movies
- TV
- Impressions of the UK
- Hobbies
- Life in Japan

The topics identified by students are similar to the items collected from the homestay parents, although the students identified more leisure topics.

Q6) What is the most enjoyable or beneficial part of the homestay?

The students identified the following benefits and enjoyable aspects:

- Daily exposure to English
- Daily exposure to a different culture
- Experiencing British food
- Forming a good relationship with the family

From these items listed, it can be seen that the students actively and positively enjoyed the British way of living and tried to establish a good relationship with the host parents and their family members.

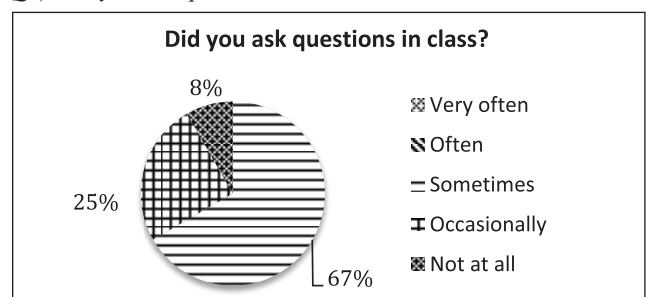
Q5.1) What did you find difficult to communicate to your host family?

The students identified the following areas of difficulty:

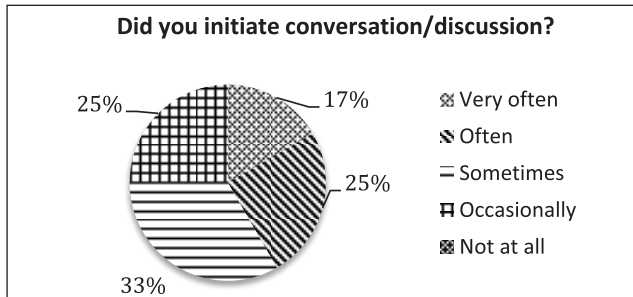
- Making plans
- Answering quickly
- Expressing comments on TV programmes watched together
- Talking about Japanese culture

3.4 Results from the students regarding the classroom setting (Refer to Appendix C-2)

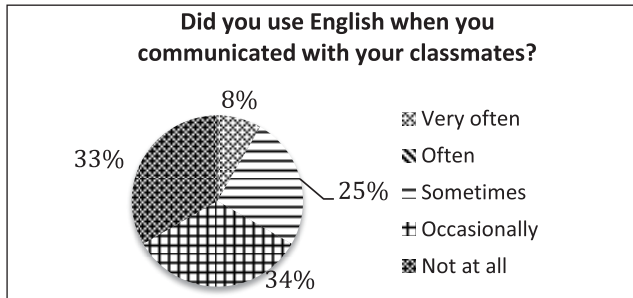
Q1) Did you ask questions in class?



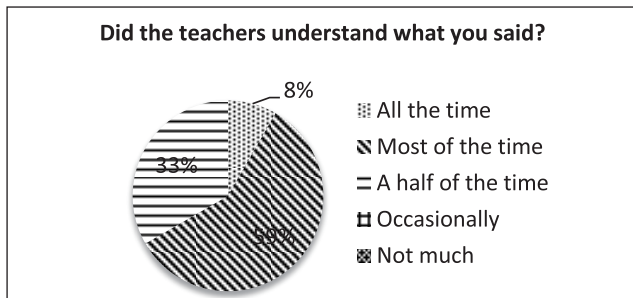
Q2) Did you initiate conversation/discussion?



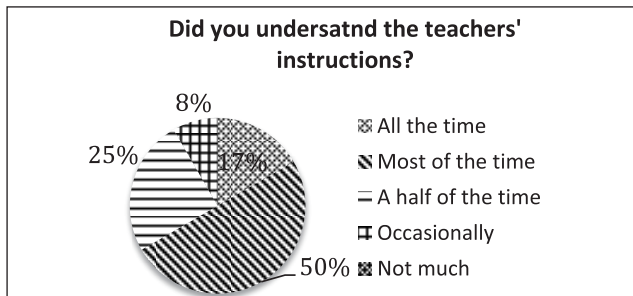
Q3) Did you use English when you communicated with your classmates?



Q4) Did the teachers understand what you said?



Q5) Did you understand the teachers' instructions?



6) What have you found to be the main problems in terms of your English usage?

The students identified the following areas where they had problems:

- Vocabulary
- Communicating in sentences, rather than words
- Pronunciation
- Word stress
- Expressing what they wanted to say
- Lack of confidence
- Anxiety over errors
- Understanding English outside the classroom

Some of the problems the teachers found are caused by the

students' lack of linguistic skills, but the others are more related to their attitude or psychological difficulties in learning a foreign language.

4. Discussions

The feedback from the homestay parents was positive, with universal agreement that the students had adjusted to life in their household 'very well'. This suggests that communication was being made between parent and student, and this is borne out by 73% of parents indicating that their student initiated conversation 'often', with 27% suggesting that they did so 'very often'. 73% also attested that their students understood 'most of what I say' with the other 27% believing that students understood 'all of what I say'.

The most significant result here is that students initiated conversation in their home. The common experience in the Japanese classroom is that students do not tend to initiate conversation, as we can see the findings of Result 3.2 Question 2, but rather have to be asked or prompted. It may be that the more intimate surrounding of a friendly homestay helps the student to overcome this reluctance to speak without prompting, something that will be returned to later.

Topics of conversation included culture differences between Japan and the UK, the students' day, food and the students' life, family and hobbies in Japan. The parents indicated that students had some difficulty discussing making plans, schedules and arrangements. This may suggest that when it came to the exchange of important information, the students' may have suddenly realised that they did not understand all that was being said to them, and that it was important to do so. This in turn suggests that they may not have understood as much as they let on about other topics, but were pretending to understand, so as not to embarrass themselves or upset the host parents. This is something the researchers have noticed in the Japanese classroom; students will indicate that they understand, or at least not ask any clarifying questions, but when tested turn out not to have fully understood what was being said to them.

The three teachers who taught the group were also asked various questions regarding the students' communication skills. The results here are somewhat at odds with those provided by the homestay parents, as mentioned above. On the question of whether the students initiated conversation or discussion in the classroom, 33% of teachers suggested 'often', while 67% maintained that it was only 'occasionally'. When asked if students asked questions in class, 34% said 'very often', 33% said 'often', while 33% indicated that

students only ‘occasionally’ asked questions. These results were not unexpected. As has been mentioned, Japanese students seem reluctant to speak out in the classroom situation in front of their peers. This is partly due to shyness, a lack of confidence, as well as a reflection of the classroom situation in Japan, where classes tend to be teacher-led, with students expected to listen and absorb, rather than question.

More encouragingly, the teachers were unanimous that while communicating with each other in class, the students used English ‘most of the time’. This result was the same when it came to students understanding what the teachers said, and what they instructed students to do. It is probable that as the students were in the UK, they would have made more effort to use English in the class. Coupled with this, they would also have been aware that the teachers would probably not have spoken Japanese so conversing in English would have been the only way to move forward with tasks and exercises. This further reinforces the argument that, at a higher level at least, English classes in Japan should be conducted in English and not Japanese, as so often happens, however, this is a topic for another paper.

The teachers were also asked what the main problem areas were in terms of the students’ English usage. These included eliciting answers, lack of feedback to open questions, asking questions, maintaining discussions, anxiety, and using Japanese in times of anxiety. Once again, these observations were not particularly surprising, as they are similar to the problems faced by English teachers in Japan, and could possibly be rectified, or at least lessened by English classes being conducted in English in Japan, and having students play a more active oral role in the classroom.

The students were also asked to give feedback on their communication experiences both with the homestay family and in the classroom. These results provide some contrast between the two experiences. On the question of whether the students felt that they had initiated conversation, 58% said that they had done so ‘very often’ or ‘often’ in the homestay, while 42% indicated that they had done so ‘very often’ or ‘often’ in the classroom. 42% of students said that they ‘sometimes’ initiated conversation in the homestay, while in the classroom, 33% responded ‘sometimes’, and 25% ‘occasionally’. These results are significant, as they suggest that the students felt more at ease communicating with their homestay parents than they did in the classroom. The reasons for this are varied: Japanese students often do not like to speak out in front of their peers, and may be very reluctant to do so in the classroom situation, however in the more

intimate, less threatening environment of the homestay, they may be more likely to open up, especially as they get to know the homestay family. Furthermore, the homestay parent will not be seen to be ‘judging’ the student’s oral ability as much as a teacher might be, which could ease the pressure on the student, who in the classroom could be worried about making grammatical errors or using inappropriate vocabulary. As noted by Paige, Cohen et al.⁴⁾, a homestay can offer language learners a learning experience and opportunity to obtain the immediate knowledge of what family life is like in the target culture environment and to use the language in an informal setting. The ‘informal’ part is important, as however friendly and relaxed the UK ESL classroom may be, the students will still often see it as a formal classroom, and they are liable to adopt a default, formal classroom attitude. A third point, noticed by the researchers was that a number of the homestay parents were not native English speakers themselves, but rather immigrants who had come to the UK. This can be an advantage for the student as non-native speakers often find communicating with each other in the target language less stressful than they may do when conversing with a native speaker. Once again, the perceived pressure to be ‘perfect’ will not be there, as it would be in the classroom. Of course, the well-trained ESL teacher will not be expecting the learner to be ‘perfect’ or to speak ‘like a native’, however, for the Japanese student used to a grammar translation form of English teaching, the perceived goal is often to be error-free, especially when studying for exams.

When it came to the question of whether the students understood what was being said to them by the homestay parents and teachers, the results were quite similar. 67% of students indicated that they understood ‘most of what they (parents) said’, while 67% understood teacher’s instructions ‘all the time’ or ‘most of the time’. 33% of students thought that they only understood ‘a half of what they said’ for the homestay parents, which is in contrast to the parents’ belief that students understood ‘most of what I say’, or ‘all of what I say’. This may suggest that the students were pretending to understand what the parents said in order to avoid embarrassment, or to prevent the breakdown of the conversation. Or alternatively, it could suggest that the students are being modest. The former argument seems more plausible, especially taking into account the researchers’ experiences in the classroom, where students will indicate that they understand, but when tested are found to have not fully grasped, or only partly grasped what was being said to them. This is backed-up by the fact that the parents indicated that students had problems with schedules, plans, directions, etc., when a full understanding becomes more important.

5. Conclusion

Some of the usual problems with Japanese students seem to have been borne out on this study trip – a reluctance to speak out in class, using single words instead of sentences, falling back on Japanese in stressful situations and pretending to understand what was being said. However, there seems to be no doubt that communication, especially between the individual students and their host families, did take place. The overwhelmingly positive response from the parents also suggests that this communication was, to a certain extent, meaningful and satisfying. It is the researchers' belief that this was to a great extent due to the confidence that being in a comfortable, often probably one-to-one, setting instilled in the students. This confidence to initiate conversation, which the parents indicated that the students did often, is seldom found in the Japanese classroom. This partly goes back to the often-used proverb used to describe Japanese society: 'the nail that stands up gets hammered down', and is much in evidence in a classroom setting. While this may be effective on the factory floor, it does not really help to advance English language communication skills. This homestay experience, therefore, is surely a boon to the Japanese language learner. It is often claimed that short-study abroad programmes do little to improve the students' actual language ability, in terms of increased proficiency. Cadd⁵⁾ notes that immersion in another culture cannot guarantee linguistic and cultural gains. However, that boost to confidence could potentially make a real difference, to the Japanese student, at least. This is borne out in another study of Japanese short-study abroad students, conducted by Van Benthuyzen⁶⁾ where a previously shy student commented that:

'The best experience was the homestay. The reason is my family was so nice. At first I was too nervous to talk, but then the children talked to me a lot. I began to feel less nervous and I thought I have to talk, too. The homestay family gave me self-confidence.'

These sentiments were echoed by the Yamanashi group. Reflecting on their homestay experience, the students had some positive comments regarding the confidence-boosting attributes of a homestay experience. Student 1 said:

'I learned a lot about British culture from my host family through the conversation with them at home. Thanks to them, I have become more accustomed to speaking in English.'

Student 8 reflected:

'It was a great English practice to talk about what I did every day with my host family. I felt very safe, comfortable and relaxed with my host family. I did not need to feel lonely at all.'

Student 9 mentions how the experience helped to overcome

initial shyness and lack of confidence:

'I was not able to start a conversation at first, because of a lack of confidence and shyness, but I have become a good friend with their child, and this was a good trigger to feel settled with the family.'

While the sample size for this study has been constrained by the relatively small number of students taking part in the programme, the findings do suggest that homestay is an integral, and possibly vital part of such short study programmes, and therefore to be encouraged as much as possible. The 'safe' and intimate environment of homestay certainly seems to be beneficial, at least to Japanese students. While it is hoped that homestay remains an option for future Leicester programmes, it may be worth considering having students who have participated in the programme mentoring future groups before they set off. This could be in the form of a 'buddy system', where a previous participant spends some time with a future participant before they depart, and explains various aspects of the Leicester experience. The effectiveness of this could be grounds for further research.

References

- 1) Schmidt-Rinehart, B. C. & Knight, S. M. 'The Homestay Component of Study Abroad: Three Perspectives.' *Foreign Language Annals* 37. 2004, p254-262.
- 2) Di Silvio, F., Donovan, A. & Malone, M. E. 'The Effect of Study Abroad Homestay Placements: Participant Perspectives and Oral Proficiency Gains.' *Foreign Language Annals* 47. 2014, p168-188.
- 3) Iino, M. 'Norms of Interaction in a Japanese Homestay Setting: Toward a two-way flow of linguistic and cultural resources' *Language Learners in Study Abroad Contexts*. Channel View Publications. 2006, p151-174.
- 4) Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. *Maximizing Study Abroad: A program professionals' guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota. 2002.
- 5) Cadd, M. 'Encouraging Students to Engage With Native Speakers During Study Abroad.' *Foreign Language Annals* 45 (2). 2012, p229-245.
- 6) Van Benthuyzen, R. 'Student Perspectives on a Short-term Study Abroad Program: A Comparative Case Study' *Journal of Bunkyo Gakuin University, Department of Foreign Languages and Bunkyo College*. 2012, p241-251.

Questionnaire for Homestay Parents
Private and Confidential

Appendix A

Your family Name _____ Student's Name _____

Question 1 Do you feel your homestay student has adjusted to life in your household?

5 Strongly Agree Very well	4 Agree Well	3 Quite well	2 Disagree Not so well	1 Strongly Disagree Not at all
----------------------------------	--------------------	-----------------	------------------------------	--------------------------------------

Question 2 Does your homestay student initiate conversation?

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

Question 3 Does your homestay student understand what you say?

5 Strongly Agree All of what I say	4 Agree Most of what I say	3 A half of what I say	2 Disagree Occasionally	1 Strongly Disagree Not much of what I say
--	----------------------------------	------------------------------	-------------------------------	--

Question 4 What kind of things does your family and you Homestay student talk about?

Question 5.1 What do you find difficult to communicate to your Homestay student?

Question 5.2 Would you please give some example situations where you were not able to communicate with them, make them understand or understand them?

Question 6 What is the most enjoyable or beneficial part of accommodating students?

Please feel free to write down (draw) anything on homestay programme on the back of the page.

Questionnaire for Teachers
Private and Confidential

Appendix B

Your Name _____

Question 1 Do the students ask questions in the class?

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

Question 2 Do the students initiate conversation or discussion?

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

Question 3 When the students are communicating with each other in class do they use English?

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

Question 4 Do the students understand what you say?

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

Question 5 Do the students understand your instructions, ie what to do?

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

Question 6 What have you found to be the main problem areas in terms of the students' English usage?

Please feel free to write down (draw) anything on the University of Yamanashi students as learners on the back of the page.

Questionnaire for Students
Private and Confidential

Appendix C-1

Your name _____

A. ホームステイ先でのコミュニケーションについて適当な番号に○をつけ、4~6番は自由に感じたことを書いてください。

Question 1 Do you feel you adjusted to life in the household? ステイ先でのやり方に適応しましたか。

5 Strongly Agree Very well	4 Agree Well	3 Quite well	2 Disagree Not so well	1 Strongly Disagree Not at all
----------------------------------	--------------------	-----------------	------------------------------	--------------------------------------

とてもうまく適応できた うまく適応できた まあまあ適応できた あまり慣れなかった 全く適応できなかった

Question 2 Did you initiate conversation? 自分から会話を始めることはありましたか。

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

頻繁にした よくした 時々した たまにした ほとんどしなかった

Question 3 - 1 Did your host family understand what you say? ステイ先のみなさんはあなたが言うことを理解してくれましたか。

5 Strongly Agree All of what they say	4 Agree Most of what I say	3 A half of what I say	2 Disagree Occasionally	1 Strongly Disagree Not much of what I say
---	----------------------------------	------------------------------	-------------------------------	--

全部理解してくれた ほぼ理解してくれた 半分ほど理解してくれた 時々理解してくれた あまりしてもらえなかった

Question 3-2 Did you understand what host family say? ステイ先のご家族が言うことを理解しましたか。

5 Strongly Agree All of what they say	4 Agree Most of what they say	3 A half of what they say	2 Disagree Occasionally	1 Strongly Disagree Not much of what they say
---	-------------------------------------	---------------------------------	-------------------------------	---

全部理解した ほぼ理解した 半分ほど理解した 時々理解した あまりできなかった

Question 4 What kind of things does your family and you talk about? どのようなことを話しましたか。

Question 5-1 What do you find difficult to communicate to your Homestay? 何についてコミュニケーションがむずかしかったですか。

Question 5-2 Would you please give some example situations where you were not able to communicate with them, make them understand or understand them? むずかかった場面をいくつかあげてください。

Question 6 What is the most enjoyable or beneficial part of homestay? ホームステイのいい点は?

Please turn it over.

Appendix C-2

B. クラスでの活動について適当な番号に○をつけ、また6番は自由に感じたことを書いてください。

Question 1 Did you ask questions in the class? クラスで先生に質問をしましたか。

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

頻繁にした よくした 時々した たまにした ほとんどしなかった

Question 2 Do you initiate conversation or discussion? クラスで会話やグループでのディスカッションで自分から口火を切るようなことはありましたか。

5 Strongly Agree Very often	4 Agree Often	3 Sometimes	2 Disagree Occasionally	1 Strongly Disagree Not at all
-----------------------------------	---------------------	----------------	-------------------------------	--------------------------------------

頻繁にした よくした 時々した たまにした ほとんどしなかった

Question 3 Did you use English when you communicate your classmate in the class? クラスでクラスメートと話すとき、英語を使用していましたか。

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

頻繁にした よくした 時々した たまにした ほとんどしなかった

Question 4 Did the teachers understand what you say? 先生方はあなたが言うことを理解してくれていましたか。

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

全部理解してくれた ほぼ理解してくれた 半分ほど理解してくれた 時々理解してくれた あまりしてもらえなかった

Question 5 Did you understand the teachers' instructions? 先生方の指示などは理解しましたか。

5 Strongly Agree All the time	4 Agree Most of the time	3 A half of the time	2 Disagree Occasionally	1 Strongly Disagree Not much
-------------------------------------	--------------------------------	----------------------------	-------------------------------	------------------------------------

全部理解した ほぼ理解した 半分ほど理解した 時々理解してくれた ほとんど理解できなかった

Question 6 What have you found to be the main problem areas in terms of your English usage? 自分の英語を振り返って、何が問題で、改善の余地があると思いますか。