

A Comparison of British and Japanese English Language Teaching Styles: The Learners' Perspective

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Abstract

It has been well documented that the English language learning environment differs, sometimes considerably, between the Western and Asian classroom. With a particular focus on the British and Japanese classrooms, the researchers were interested to discover which setting a group of Japanese university students preferred. An analysis was made of the group's experiences on a study abroad programme to a university in the U.K. and compared to their experiences at a university in Japan. The findings indicated that the group tended to prefer the British style. Particular mention was made of the active rather than the passive style of learning, the variety of materials, and the opportunities presented to use, and therefore reinforce, what they had learned. Possible changes to the Japanese style of teaching, including the instructors using more English in class, the diversification of classroom materials and the facilitation of opportunities to use newly acquired language in a practical way, are suggested.

Key words: English language learning, study abroad, active, passive, teaching style, learners, materials

1. Introduction

The current political administration asserts that Japan will fall far behind its neighbors if it cannot produce more 'global resources' (*groobaru jinzai*) among its youth (Burgess¹). The Ministry of Education, Culture, Sports, Science and Technology, Japan (MEXT²) has recently announced measures that it hopes will help to improve the level of oral and aural English amongst Japanese learners. One of these is to have junior high school English classes be taught in English. It has been pointed out that there may be a problem implementing this rule, as Japanese junior high school English teachers do not have sufficient spoken English skills, or confidence in using the language, to actually teach only in English. McConnell³ cited in Reesor⁴ notes that it is important to remember that many Japanese teachers are not confident in their own communicative English skills.

This is one of several problems often cited when discussing the lack of oral and aural English skills in Japan. Another criticism raised is the continued use of the grammar translation method, over more communicative styles. The problem, as Reesor⁴ observed, is that: 'Since they (Japanese English teachers) are not sufficiently trained in communicative teaching methodology, a more familiar grammar-translation method is then considered 'safer' by many of them.'

Class sizes are often mentioned as hindering language development. In Japan, English language classes can sometimes have as many as 45 to 50 students in them, with

this researcher once having 52. Students not being given a chance to develop their speaking skills in class is yet another issue. Miller⁵ argues: 'Of all the hours of English education, how many of those hours were spent actually listening to and speaking English?' Very often, the student is only a passive listener to the active teacher. In the study, we explored Japanese students' perceptions regarding classroom activities in the U.K. and in Japan. With this in mind, the researchers were keen to find out how a group of students would react to an English language setting where the classes were conducted in English only, the class size was much smaller, and the learners were encouraged to be more active participants.

Hofstede⁶ suggests that there are several cross-cultural dimensions that indicate a clear contrast between East Asian cultures and Western cultures, including that of the U.K. As Jensen⁷ defined, Japan is one of the East Asian countries. He found that East Asian cultures can be labelled as large power distance, low individualism and high uncertainty avoidance, while the U.K. can be marked by low power distance, high individuality and low uncertainty avoidance. The students from a Confucian heritage culture (CHC Phuong-Mai et al⁸) such countries as China, Vietnam, Singapore, Korea and Japan, to contrast with that of the UK, are generally viewed as typically passive, unwilling to ask questions or speak up in the class and learning is normally based on memorising rather than understanding knowledge delivered by teachers. According to Phuong-Mai et al⁹, these students tend to find the Western teaching style culturally

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inappropriate. For instance, they put great emphasis on avoiding disagreement and conflicts and saving both one's and other's 'face' at all risks (Hofstede & Hofstede¹⁰⁾). Accordingly, many East Asian learners avoid stating their opinions, especially confrontational opinions, in class, to avoid humiliating other people.

In the debating style of Western classes, any critical opinions and argumentative questions are welcome and appreciated, but for East Asian learners, they must be big challenges. In the Western classroom, the teacher has a role of facilitator, being closer to students, whereas in the East Asian classroom, the teacher has a leading role with authority (Phung-May et al⁷⁾).

It must be assumed that the group of the University of Yamanashi students will embark on the four-week English Language programme set in the U.K., taking their own particular set of cultural norms, values and beliefs about learning. There must be a cross-cultural gap, which may emerge, and the students will act according to their assumptions on what they think is appropriate to do.

In general, when international students come into the class, they often bring their own cultural attitudes towards learning. Their approaches to learning in their previous course of study, earlier practices and assumptions lead them into an intense state of "learning shock". Their previous educational experiences usually push them into unexpected academic situations. As Carol and Ryan¹¹⁾ suggest, it is always significant to unpack and use their learning experiences and approaches they bring with them. Language is considered one of the greatest academic issues hindering smooth adjustment for international students (Galloway & Jenkins¹²⁾). In the study, the group of students attends an intensive language program in the U.K., however a difficulty in understanding what the teachers say and lack of confidence in their second language can inhibit them from participating in class discussions or group work (Zhai¹³⁾). Teaching styles and approaches could also differ from those to which the students are familiar in their own home culture and be a source of complexity (Zhai¹³⁾). Guidance, teacher's support and peer support will be expected and valuable.

2. Methods

Every year the University of Yamanashi sends students on a four-week study abroad programme "English and British Cultural Programme" at the University of Leicester in the

U.K. The students stay with a Homestay family and attend English language classes at The English Language Teaching Unit (ELTU). In March, 2018, 7 students attended the programme and all of them agreed to participate in this study. The participants' details are shown in Table 1.

Table 1. Samples of the study

Student No.	Male/Female	Grades	Faculties/Specialised fields
S1	F	1	Education/English Education
S2	F	2	Life and Environment/Food Sciences
S3	F	2	Life and Environment/Food Science
S4	M	M1	Education/Second Language Acquisition
S5	M	2	Engineering/Applied Chemistry
S6	F	1	Education/Early Childhood and Developmental Education
S7	F	1	Education/Early Childhood and Developmental Education

It was decided to have the participating students answer a questionnaire (Refer to Appendix A) at the end of the first and fourth weeks of the programme. They would then do another questionnaire (Refer to Appendices B-1 & 2) on their return to Japan. The researchers were interested to find out how the English language teaching methods differed between Yamanashi and Leicester from the learners' perspectives. It was also hoped to determine the group's attitude and reaction to these different styles. There needed to be a margin of error built into this, as some of the participating students were taught by native English speakers at the University of Yamanashi, while others were taught English by Japanese teachers. The methods employed by the Yamanashi native English teachers were more likely to mirror those used by the Leicester teachers, though not in all cases. It should also be acknowledged that at seven the group was very small.

At the end of their first and fourth weeks, the participating students were asked a series of questions relating to the classroom experience at ELTU. The responses to these two questionnaires are here presented side by side.

3. Results

As indicated in Appendix A, students were first asked: *What differences and similarities in teaching style do you notice compared to Japan?*

During week 1, students noted that all the classes were conducted in English. They also highlighted how they were able to review what they had learned and practice forms and expressions in a practical way. Plenty of pair and group work was also something the group commented on. By week 4, all the students were commenting on how much more of an active role they played in the class compared to their classes at Yamanashi. S6 also noted how they did not feel embarrassed to make mistakes, and were actively encouraged to participate. Once again, the emphasis on reviewing and

using what they had learned was mentioned.

The group was then asked: *How do you feel you are adjusting to the classroom?*

Responses were measured using a scale from 1 to 5, with 1 being 'not well', and 5 being 'very well'. Not surprisingly, at the end of Week 1, four of the seven, S1, 2, 5 & 7, were still a little unsure of the different style, and marked '3'. One other student, S6, marked '4', and two, S3 & 4 marked '5'. By the end of Week 4, the group seemed more settled in their new learning environment, with only one, S2, marking '3', four marking '4', and two, S3 & 4, marking '5'.

The next question was: *How often do you interact with the teacher?*

Once again, a scale from 1 to 5 was used, with '1' being 'not at all', and '5' being 'very often'. At the end of Week 1, two S3 & 4 had marked '5', two had marked '4', two had marked '3', and one, S5, had marked '2'. By the end of Week 4, three students S3, 4 & 7 said '5', and four said '4'.

The group was then asked: *How often do you interact with other students?*

For this question, '1' was 'not at all', and '5' was 'very often'. For Week 1, one student, S3, said '5', five said '4' and one S6 chose '3'. By the end of Week 4, three of the group, S3, 4 & 7 marked '5', and four marked '4'.

This question was followed by: *Do you feel more confident in the classroom than before?*

On the 1 to 5 scale, '1' was 'not at all', and '5' was 'very much'. At the end of Week 1 two students, S3 & 6, chose '4', three chose '3' and two S1 & 2 chose '2'. By the end of Week 4, two students, S3 & 4 said '5' and five students said '4'.

The final question asked: *Do you feel that the Leicester style of teaching is improving your English ability? Which aspect is helpful or effective for you?*

After Week 1 students mentioned everything being in English, talking with classmates and shared learning. Being able to use what they had learnt in an immediate and real setting was also noted. The opportunity to convey thoughts and ideas and go into things in more depth impressed one member of the group. At the end of Week 4, all the students mentioned the great advantage of being able to use what they had learnt in a practical way when they gave a talk at a primary school. S6 also mentioned the large amount of teacher interaction they had, as opposed to relying on a dictionary.

On the students return to Japan they were asked to answer a

further set of questions, which were designed to compare the experiences of learning English at Yamanashi and Leicester. Please refer to Appendices B-1 & 2. The responses to both universities are presented side by side.

The first question asked: *In your English language classes at the University of Yamanashi, do you feel that you are mainly passive or active?*

The same question was asked with regards to Leicester.

A scale of 1 to 5 was used, with '1' being 'very passive' and '5' being 'very active'. For their Yamanashi classes, S4, a graduate student, gave a '4', three gave '2', and three gave '1'. On the other hand, for Leicester two, S3 & 4, three gave '5' and five gave '4'.

The second question asked: *In your English language classes at the University of Yamanashi, how much time does your teacher spend talking?*

On a scale of 1 to 5, '1' was 0%, and '5' was 100%. Two students indicated '5' for the Yamanashi classes, while two indicated '4', and three indicated '3'. For Leicester four said '5' and three said '3'.

The next question was only relevant for Yamanashi classes: *In your English language classes at the University of Yamanashi, how much English language does your teacher use?*

Again, on the 1 to 5 scale, '1' was 0% and '5' was 100%. Two students who have been taught by native teachers said '5', one said '4' and four said '2'.

The fourth question looked to determine the following: *In your English language classes at the University of Yamanashi, how often do you interact with other students in English?*

The same question was asked about the Leicester classes.

Using the same 1/0% to 5/100% scale, one student replied with a '5', two with a '3', two with a '2' and two with a '1'. For Leicester, one replied with a '5', five with a '4' and one with a '3'.

Question 5 asked: *In your English language classes at the University of Yamanashi, do you enjoy English language learning?*

Once again, the same question was asked for Leicester classes.

On the 1 to 5 scale, '1' was 'not at all' and '5' was 'very much'. For Yamanashi, three students indicated '5', and four indicated '2'. For Leicester, the results were, five students said '5' and two said '4'.

The next question focused on the following: *In your English*

language classes at the University of Yamanashi, what skills do you acquire?

The same question was asked for Leicester.

For Yamanashi classes, students indicated; new vocabulary/expressions, pronunciation/intonation skills, reading, writing and listening skills, and essay writing and presentation skills. For Leicester, the following were indicated: vocabulary/expressions, listening, reading and speaking skills, pronunciation, intonation and stress skills, and group presentation skills.

Question 7 tried to ascertain the following: *In your English language classes at the University of Yamanashi, what tools or methods are used?*

The same question was asked for Leicester.

All seven students said that their Yamanashi classes were textbook based. One also mentioned repetition and rote learning. For Leicester, the students noted that textbooks, discussion, role-playing, presentations, newspapers/journals and audio-visual materials were all used.

Question 8 asked: *In your English language classes at the University of Yamanashi, please describe what kinds of methods or activities are useful or not useful for your learning?*

The same question was asked with regards to Leicester classes.

For Yamanashi, the students indicated that the following were useful: skimming and scanning, presentations and discussions, vocabulary building, grammar, and if the teacher is a native speaker, increased exposure to English. The following were deemed not useful: classes conducted in Japanese, so difficult to improve listening, speaking and communication skills, as well as not enough exposure to the target language.

For the Leicester classes, the students indicated that the following were useful: encouraged to be active, rather than passive, encouraged to state opinions, confidence to make errors, encouraged to have independent thought, encouraged to initiate questions, group discussions, stress and intonation work, using new words in context, and everything in English, which helped listening skills. The students did not indicate that anything was ‘not useful’.

The final question asked the following: *Considering the Yamanashi and Leicester English teaching styles, what kinds of methods or activities are enjoyable and the most effective for you?*

Only one student, S4, mentioned a Yamanashi activity, and that was reading Second Language Acquisition (Hereafter, SLA) research papers and journals. For Leicester, the students

mentioned: giving presentations, conducting research and interviewing native speakers, analyzing data, group feedback and sharing of opinions, and using practical communicative English.

4. Analysis and Discussion

It should be noted again that the control group of students was very small, due to the limited number of participants in this particular study abroad programme. It should also be noted that while in Leicester, the students were split into different groups, therefore their observations and experiences differed. Finally, it is important to mention that with regards to their Yamanashi English language classes, some students will have been taught by native English speakers, while others will have been taught by native Japanese speakers.

One point made repeatedly by the group was how they felt that during the Leicester classes they were being much more active and much less passive, when compared to their experience at Yamanashi. This is not surprising, given the preeminent teaching style throughout Japanese high schools and in tertiary education. The hierarchical nature of Japanese society means that in many areas of society, whether business, the home, sports or education, people are taught to look up to and respect their seniors. There is even a well-used set of words, *kohai* and *senpai*, for junior and senior respectively. This manifests itself particularly visibly in education. There is a hierarchy between students themselves, and also between student and teacher. Dorji¹⁴⁾ mentions the idea of, *hito ni warawaremasuyo* (People will laugh at you.), if one is seen to stand out from the crowd. This, Dorji maintains, ‘explains the formal atmosphere in the Japanese classroom, where the teacher is considered as superior in hierarchy’. While there is nothing wrong with this in theory, when taken too far it can be detrimental to learning. If the student never questions anything, then they are at risk of not learning, but merely of absorbing and remembering. This may work for certain subjects such as mathematics, but for language learning, it can have disastrous consequences. Shuji¹⁵⁾ cited in Reesor¹⁶⁾ with regards to this passive, almost submissive atmosphere in the classroom concludes that Japanese learners’ poor oral English ability is a result of ‘exclusive emphasis on reception rather than transmission’.

Language is both passive and active; we passively listen and read, and we actively speak and write. The latter usually follows the former in the learning process. All the four skills are obviously important, but for a second language acquirer, one may observe that the desired outcome would most likely be oral and aural English. Wakabayashi asserts that children

want to learn English to 'broaden their horizons' and 'meet new people'. Language is first and foremost a communication tool. Here is where the Japanese language classroom often runs into problems. Students or pupils listen to the teacher explaining the language and then perform tasks, within the narrow boundaries of the patterns learnt. As Wakabayashi¹⁷⁾, quoting Yanase & Koizumi¹⁸⁾ notes, 'they end up being forced to communicate information that they have little interest in transmitting or acquiring simply for the purposes of learning English expressions'. The result is that even after years 'studying' English, many Japanese students can barely string a spoken sentence together because they have learned nothing of any real communicative interest.

This problem is further compounded by the reluctance of some Japanese English teachers to actually teach in English. Another positive of the Leicester classes picked up on by some of the group was that the classes were all conducted in English. This forced them to pay much closer attention to what was being said, and thus improve their listening skills. Japanese language teachers, when asked about this, will sometimes say that they do not feel confident enough in their own English ability to use the language throughout the class. This may be because they have been through exactly the same learning scenario that they are now subjecting their students to. Some will also note that if they have a student in their class who has spent time living in an English-speaking country, or has a native English-speaking parent, they may feel a risk of being 'shown up' in the class. Furthermore, Japanese teachers of English will argue that if they do not 'translate' the English instructions in textbooks into Japanese, some students will not understand what is being asked of them. Miller⁵⁾ notes that this was a major complaint on a Japan subreddit thread on the topic. 'Perhaps one of the biggest complaints was the amount, or lack of English used in the classrooms. The JTEs (Japanese teachers of English) often teach all the grammar in Japanese, and check that the students can follow the textbook by translating the English into Japanese.' While it can be argued that there will be students who are not able to completely follow instructions given in English, they are very unlikely to be able to do so in the future if they are not exposed to the language at some point. The Leicester group seemed to respond well to the more active participation style, and felt that it was beneficial to their learning, suggesting that some students at least welcome being taught in English.

A further advantage of the Leicester experience, noted by some members of the group, was the way in which there was the opportunity for an immediate practical application of

the language skills learnt. Conducting interviews with other Leicester students, giving presentations at a primary school, and talking with their Homestay families, were all given as examples of situations where the language learnt could be used in a practical way. Of course, this is more difficult to do in Japan. However, it is perfectly possible to have students give presentations in front of English-competent audiences.

Although the Leicester stay was relatively short at only four weeks, the group all noticed an improvement in their interaction with the teachers, their interaction with other students and their confidence in class. Between weeks 1 and 4, all the students either noted an increase or improvement, or a consistent score.

On their return to Japan, the group was asked some comparison questions between their experiences in Leicester and their experiences in Yamanashi, with regard to English language learning. Every member of the group acknowledged that they were more active in the Leicester classes and more passive in the Yamanashi classes. The degree of difference was major for everyone in the group, except S4, who is a graduate student doing a Masters course in SLA.

Results on the amount of teacher talking time suggested that in both institutions the teachers spent at least half of the class talking. While the topic of the class, as well as the level of the students' needs to be taken into account, it is usually acknowledged that less teacher talking time and more student talking time is preferable, especially in a communicative style class. In fact, this is one of the topics frequently covered on the CELTA (Certificate in English Language Teaching to Adults) course, as noted by Cooley¹⁹⁾ on the British Council website:

'Reducing the amount teachers talk in the classroom is one of the most frequent issues teachers deal with throughout a training course.'

When asked about how much English their teachers used at Yamanashi, the results were mixed. Two of the group observed that their teachers used English, 100% of the time, while most of the rest noted that it was less than 25% of the time. The disparity in this result is most likely a result of some students being taught by native English speakers and others being taught by non-native speakers. Again, this highlights the problem of Japanese English language teachers either being unwilling or unable to teach in English. Having said that, non-native teachers are often aware of their disadvantages in terms of their target-language proficiency and therefore,

tend to focus on the formal features of the language and the formal registers. Some studies also stress the benefits of the first language as a cognitive tool in aiding foreign language learning, pointing out that first language use can lead to more comprehensible input and target-language production (Cook²⁰). Furthermore, having been target language learners themselves, non-native teachers may be able to introduce learners to relevant and useful learning strategies. If their advantages can be utilised in team teaching together with native teachers of English, that might be ideal.

While it may be easy to blame individual teachers for this shortcoming, it is more likely a result of the system they came through and the system they have to work to. Particularly in high school, the end goal for most students is to pass the university entrance exam. This effectively means learning English to pass an exam that does not include any oral or aural sections. Teachers feel pressured into teaching what will help their students pass the exam, hence the focus on grammar over communicative skills. Reesor⁴) mentions teachers being ‘forced to choose between meeting curricular objectives and delivering the kind of English skills that will help their students succeed when they take their entrance examinations.’ Wakabayashi¹⁷⁾ adds to the argument by arguing that ‘studying for tests is not a bad thing, but it is not the same as improving your ability to communicate in English’.

At university level, however, the justifications for teaching in Japanese rather than English become harder to vindicate. It may be that the teachers feel that their students would not be able to cope with classes conducted wholly in English. While this may be the case for a number of students, it is evident from the responses of the Leicester group, and the experiences of native speaker teachers, that the students would not only prefer to be taught in English, but they also realize how much more beneficial it is for their language acquisition and communicative skills.

Peer to peer communication, using English was also something that the group was asked to compare. In all but one case, the students indicated that they talked to their classmates in English a lot more at Leicester compared to at Yamanashi. It should be noted that in the Leicester classes all the students were Japanese. Again, this is down to the individual teacher to monitor and enforce. It is particularly important when reviewing newly acquired material, as it gives the learners an opportunity to practice the new material.

When asked how much they enjoyed their English classes at

the two institutions, four of the group said that they enjoyed their classes at Leicester more. Only one said they enjoyed them less. This indicates that students enjoy actually using the language in class and challenging themselves to improve.

The reliance on textbooks at the Japanese institution was evident from the responses to what kind of materials and tools were used in the classes at the two universities. The greater variety of resources used at Leicester is important, not only in providing variety within the classroom, but also for exposing learners to different forms and styles of English. Once again, this may be due to a lack of confidence in language usage among native-Japanese English instructors. Textbooks in Japan often have a teacher’s manual with Japanese translations, whereas, other materials, such as newspapers and journals will not be translated. Textbooks can also be counterproductive, as Miller⁵) argues, ‘even more specifically, many people found the choice of grammar included to be suspect, saying it wasn’t grammar used very often in native English.’

5. Conclusion

When asked to sum up their learning experience, the group was very clear about the advantages of the system they encountered in Leicester, compared to what they were accustomed to in Japan. Active learning, classes conducted in English, encouragement to initiate questions and have independent thought, using words and expressions in real-life situations were all cited as positives at Leicester. If the opinions of this, albeit small group, were to be taken, then it seems clear that there are things that can be learned from the U.K. system of language learning. Classes conducted completely, or as near as completely as possible, in English would seem to be of paramount importance. Encouraging learners to be active rather than passive would also seem to be beneficial. Giving learners the opportunity to use what they have studied in real life scenarios, may be harder to achieve in a non-English speaking country, but can be encouraged within the classroom. Widening the resources used, as well as the ways learners use the language will help to not only make the learning experience more enjoyable, but also deepen their knowledge of the language. The first logical step would be to ensure that those teaching English in Japan have the ability and confidence to actually use the language as much as possible, and are able to access a wide range of materials. At some point in the future, MEXT may also have to review the university entrance exam, especially the English section, and assess to what extent it has a negative impact on language acquisition, as well as learning more generally.

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お名前 Name (後で少し詳しくお話を伺いたいときの参考にさせていただきます)

- 山梨大学での英語の授業では、自分は通常受動的だと思いますか。能動的だと思いますか。In your English language classes at the Univ. of Yamanashi, do you feel that you are mainly passive or active?
- 山梨大学の英語の授業では、先生は授業全体のどのくらい話されますか。In your English language classes at the Univ. of Yamanashi, how much time does your teacher spend talking?
0% 25% 50% 75% 100%
- 山梨大学の英語の授業では、先生は話される全体のどのくらい英語を話されますか。In your English language classes at the Univ. of Yamanashi, how much English language does your teacher use?
0% 25% 50% 75% 100%
- 山梨大学の英語の授業では、他の学生とのコミュニケーションで英語を使って話しますか。In your English language classes at the Univ. of Yamanashi, how often do you interact with other students in English?
0% 25% 50% 75% 100%
- 山梨大学の英語の授業では、楽しく学んでいますか。In your English language classes at the Univ. of Yamanashi, do you enjoy English language learning?
- 山梨大学の英語の授業では、どのような力やスキルを身につける学びができていますか。In your English language classes at the Univ. of Yamanashi, what skills do you acquire? (複数回答可)
 - 語彙/表現 vocabulary/expressions
 - 文法 grammar
 - 聴解 listening
 - 読解 reading
 - 発音/イントネーション/ストレスなど pronunciation/intonation/stress etc.
 - 会話/話す力 conversation/speaking
 - 個人発表/プロジェクト力 individual presentation/project
 - グループ発表/プロジェクト力 group presentation/project
 - 書く力/小論文を書く writing/essay writing
- 山梨大学の英語の授業では、どのような方法を使って教えられますか。In your English language classes at the Univ. of Yamanashi, what tools or methods are used? (複数回答可)
 - 教科書 textbook based
 - ディスカッション discussions
 - 個人発表 individual presentation
 - CDなどの音声教材 audio materials
 - ビデオやオンラインの動画教材 video visual materials
 - 新聞やジャーナルなどの読解教材/reading materials from newspaper or journals

とても受動的

とても能動的

- レスター大学での英語の授業では、自分は通常受動的だと思いますか。能動的だと思いますか。In your English language classes at the Univ. of Leicester, do you feel that you are mainly passive or active?

とても受動的

とても能動的

2017 University of Leicester 英語研修中アンケート

お名前 Name (後で少し詳しくお話を伺いたいときの参考にさせていただきます)

今週は? Which weekend? _____ 週目

- レスター大学での英語研修のクラスでは、日本での英語クラスと比較してどのように感じますか。違いや類似点について自由に記述ください。What differences and similarities in teaching style do you notice compared to Japan?
- その英語クラスでの先生方の教授法や教室活動などに自分はいまよく順応していると思いますか。How do you feel that you are adjusting to the classroom?
- 今週の教室では、どの活動がどのような割合で行われましたか。

会話 Speaking	読み Reading	書き Writing
聴解 Listening	その他 Others ()	
- 今週の教室では、どのような形態が、どのような割合で行われましたか。

個人 individual work	ペア pair work	グループ group work
全体 whole class	その他 Others ()	
- 今週、教室では先生とコミュニケーションがとれましたか。How often did you interact with the teacher?
- 今週、教室では他のクラスメートとコミュニケーションがとれましたか。How often did you interact with other students?
- これまでに比べ、クラス活動で自信を感じますか。Do you feel more confident in the classroom than before?
- 今週のレスターの英語研修での教授法、教育内容、やり方や形式は、英語力の向上に役立つと思いますか。どのような部分が自分にどのようなように有益か、効果的か具体的に詳しく書いてください。Do you feel that Leicester style of teaching is improving your English ability? Which aspect is very helpful or effective for you?
- 今週の英語学習の中で、印象に残っている活動、コミュニケーションについて記述ください。Please describe any activity which left an impression on you.

Appendix B-2

10. レスター大学の英語の授業では、先生は授業全体のどのくらい話されますか。In your English language classes at the Univ. of Leicester, how much time does your teacher spend talking?

0 %

25 %

50 %

75 %

100 %

11. レスター大学の英語の授業では、他の学生とのコミュニケーションで英語を使って話しますか。In your English language classes at the Univ. of Leicester, do you interact with other students in English?

全く英語を使わない

全て英語を使う

12. レスター大学の英語の授業では、楽しく学べましたか。In your English language classes at the Univ. of Leicester, did you enjoy English language learning?

全く楽しめなかった

とても楽しかった

13. レスター大学の英語の授業では、どのような力やスキルを身につける学びができたと思いますか。In your English language classes at the Univ. of Leicester, what skills did you acquire? (複数回答可)

1. 語彙/表現 vocabulary/expressions

2. 文法 grammar

3. 聴解 listening

4. 読解 reading

5. 発音/イントネーション/ストレスなど pronunciation/intonation/stress etc.

6. 会話/話す力 conversation/speaking

7. 個人発表/プロジェクト力 individual presentation/project

8. グループ発表/プロジェクト力 group presentation/project

9. 書く力/小論文を書く writing/essay writing

14. レスター大学の英語の授業では、どのような方法を使って教えられますか。In your English language classes at the Univ. of Leicester, what tools or methods are used? (複数回答可)

1. 語彙/表現 vocabulary/expressions

2. 文法 grammar

3. 聴解 listening

4. 読解 reading

5. 発音/イントネーション/ストレスなど pronunciation/intonation/stress etc.

6. 会話/話す力 conversation/speaking

7. 個人発表/プロジェクト力 individual presentation/project

8. グループ発表/プロジェクト力 group presentation/project

9. 書く力/小論文を書く writing/essay writing

15. レスター大学の英語の授業では、どのような教授法や活動があなたに役立っているか、また反対にあまり役立っていないか具体的に詳しく記述してください。In your English language classes at the Univ. of Leicester, please describe what kinds of methods or activities are useful or not useful for your learning?

16. 山梨大学での英語の授業とレスター大学の授業を振り返り、どちらのどのような活動が一番楽しく学びが実感できましたか。Considering the Yamanashi and the Leicester English teaching styles, what kinds of methods or activities are enjoyable and the most effective for you?

- 11 -