

Assessing Students' Perceived Language Needs in a Needs Analysis

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This article will describe a study investigating the perceived English language needs of students at a university in Western Japan as part of a curriculum review. In a curriculum review, students' perceived English language needs are often collected and taken into consideration toward any curriculum revision. But how valid are the students' perceived second language needs? Do students' initial perceptions of English language needs change after taking further English as a second language courses? Validating the students' perceived language needs will be done by investigating the students' initial perceived English language needs with their later selection of English-medium courses available.

Needs analysis in curriculum development and review

English language programs worldwide have become increasingly aware of the need for curriculum review due to both demographic and situational changes taking place. As student populations, societal views, and institutional factors are constantly changing, English language programs need to adapt their curriculum. Therefore, a process of reviewing an English language program needs to be implemented routinely to make the changes necessary to facilitate the desired outcome of the program.

Needs analysis, also commonly called needs assessment, is now often viewed as an integral part of second language curriculum development and review. Determining the needs of a particular institution's students is seen as a direct way to inform the curriculum developers of the possible goals and objectives necessary to create the curriculum. In the field of English as a Second Language (ESL), the growing interest in the needs of the students has primarily focused on what types of linguistic output the students will need, often referred to as an *ends-means* approach to curriculum design. Following the Munby Model of curriculum design (Munby, 1978), this focuses on the specific speech acts necessary in a given situation the learner will encounter.

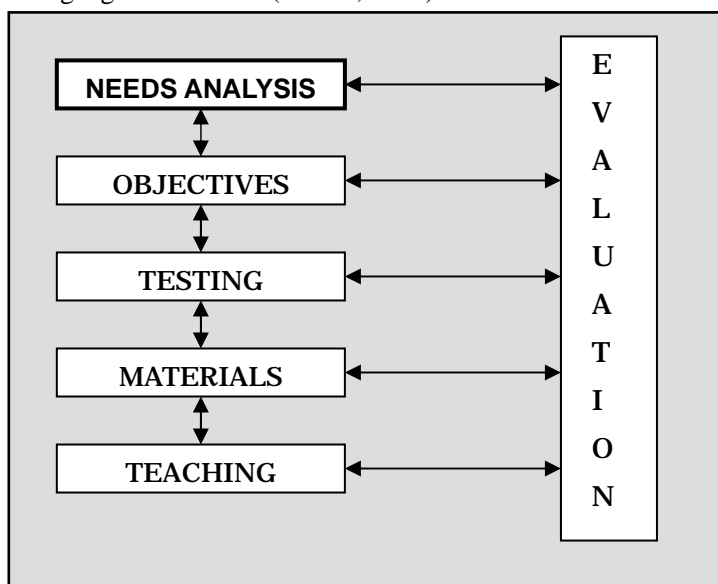
The inclusion of needs analysis in second language curriculum development began in earnest in the 1960's as language programs started emphasizing English for Specific Purposes (ESP) instruction (Richards, 2001). The type of needs analysis for ESP focuses on gathering detailed language used for vocational or other specific language needs. One such specialized language focus is that necessary

for academic purposes, the language needed to perform English-medium coursework at the university level in an English speaking country, such as the United States or England. The language needs for academic or vocational purposes are often collected from professionals in the field in which the learners will be entering.

Besides obtaining the specific language needed in particular situations by asking professionals in the field, it has also become useful to determine the overall needs as perceived by the learners themselves. The term needs here takes on a larger meaning than often considered. In his article of curriculum development, Brindley (1984) provides a wider definition of the term *needs* as it is used in needs analysis for educational purposes. In this context it is sometimes used to refer to wants, desires, demands, expectations, motivations, lacks, constraints, and requirements. The importance of this wider concept of needs is highlighted by the possible conflict that can arise when the curriculum and the students' beliefs and assumptions are not the same. As Nunan (1989, 176) has noted, "...the effectiveness of a language program will be dictated as much by the attitudes and expectations of the learners as by the specifications of the official curriculum."

The inclusion of needs analysis can be seen in various curriculum development models that have been developed over the past 20 years, such as the one by Brown (1995) in figure 1. Note that the needs analysis is the first element of Brown's curriculum approach and that through evaluation of the program, the needs analysis is part of a system that returns to the needs analysis again.

Figure 1. Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995)



In reference to statements made by Pratt (1980) about needs analyses, Brown (1995) points out that

“... needs are not absolute, that is, once they are identified, they continually need to be examined for validity to ensure that they remain real needs for the students involved.” It can be seen that English language programs need to conduct needs analyses as part of routine review of its curriculum. The curriculum initially developed for a program may not be adequately addressing the changes that have occurred over time and thus need to be renewed.

It is important to understand how students’ perceived language needs change over the course of their English language studies at one institution. This is possible by identifying the students’ background and then conducting repeated measures of the students’ perceived English language needs. Furthermore, determining the factors that cause changes in the perceived language needs would also serve as constructive information to curriculum review.

Purpose of the Study

Prompting of the curriculum review

The necessity of a curriculum review of the ELP, and the subsequent needs analysis, has come from both routine maintenance as well as feelings from the curriculum designers and teaching staff that the current curriculum is not appropriate for a portion of the student population. A description of the program’s initial curriculum development and the demographic and situational changes that have occurred since the program started is useful.

Initial ELP program development

The ELP was created 10 years ago as a required two-year English language program for university students enrolled in a new department of Policy Studies. All students majoring in the department of Policy Studies are required to take four 90-minute courses a week for the 2 years. The Policy Studies program at the institution has largely focused on instruction of policies of various environmental and social science issues and students were also required to take a course on human ecology lectured by a native English-speaking specialist as part of their overall curriculum. With the intent of having further opportunities to enroll in upper-division courses conducted in English, the ELP was design with an English for academic purposes curriculum in mind.

Particularly unique to university English language programs in Japan, the ELP was designed to have a strong coordination of courses with a common syllabus for all courses. This means that while students are streamed into different levels of classes based on institutional TOEFL component scores, all the main required assignments are the same for all classes. Instructors, including part-time staff, are expected to use primarily the materials developed by each course coordinator, one of the full-time instructors. In order to accommodate the wide spread of proficiency levels in the ELP, course coordinators include varying elements of activities from which instructors can choose to use

to best fit their class. Another important element of the ELP curriculum was the decision to not use commercial textbooks, but instead to require course materials to be made by a group of curriculum developers.

Situational and Institutional Changes

Richards (2003) points out the importance of taking into consideration any situational effects toward curriculum design. This includes the society at large as well as the specific institution being worked on. In the institution being evaluated, there have been some important program changes which further emphasize the need for review of the existing curriculum.

One of the main changes to occur at the program level since the initial curriculum design has been the elimination of a required Human Ecology course given in the second semester by a native English professor. The Human Ecology course is now taught in Japanese by a Japanese professor. The Bridge course, which focused on helping the students gain the listening and reading skills necessary for the Human Ecology course presented in English, has been substantially modified. While there is still a focus on listening to academic lectures, the Human Ecology content now only makes up a small portion of the present listening course which replaced the Bridge course.

Another important change of the program has been the inclusion of students who have lived overseas and have had English-medium instruction for a period of time, known as “returnees”. When the program started, “returnee” students who were admitted to the program through a special entrance exam, there were special classes specifically for this “returnee” student group. In 1999, it was decided that even returnee students who did not get over 500 points on the institutional TOEFL exam when entering the program would have to take ELP courses. At the same time, students who got 500 points or more on the institutional TOEFL exam when entering the program were allowed to start in the second year of the ELP. Since the inclusion of the returnee students, curriculum planners have had to create materials which

A final change which has a big effect on the current ELP curriculum is the addition of students of a newly developed Information-technology department on the same campus. While teaching resources have been increased, the different content orientation of the students makes an impact on the materials that should be used. Many of the listening and reading activities focus on environmental and social issues which may not be of interest or future need of these students.

Research Questions

The current study thus focuses on the following three research questions.

1. What are the perceived English language needs of the learners in the English Language Program?

2. Is the present curriculum for the current learners in the English Language Program appropriate? If not, what curriculum should be implemented in the ELP?

3. Do the perceived English language needs of the learners change over time? If there is a change, what factor(s) effect this change?

Method

The student profiles and perceived English language needs of first-semester students were gathered using a 54-item survey (See Appendix 1). The survey was constructed using modified sections of previously made needs analysis surveys by Richards (2001, 86) and Brown (1998, 62). Additional items were added to collect data appropriate for the particular institution being reviewed as well as those that would allow for the particular analyses of the research being carried out, including their present affective feelings of English language learning. A Japanese version of the survey was made by translating the English version. Two separate back-translations were done to check for translation accuracy. A pilot of the survey with 57 second-year students who would not be in the main survey participant group was done to check for any problems of item wording or general construction of the survey. A factor analysis of the data of the pilot survey resulted in the removal of some items and the modifying of others. The final version of the survey comprised of 40 6-point Likert-scale items and 14 other items which could be tallied. Students were asked to write in their student identification numbers at the beginning in order to later analyze the data with student TOEFL scores and GPAs.

The survey was administered to 363 first-year ELP students during a reading course in the fifth week of first semester. The 6 instructors of the 18 classes, all taught on the same day, were given instructions to have students complete the survey at the beginning of class. The surveys were then collected and given to the researcher following each class. The mark-off sheets were scanned to compile the data in a Microsoft Excel format. Using student identification numbers, previously collected initial TOEFL scores of the students were then added to the data set. The larger data set was then entered into SPSS 8.0 for analyses.

In order to answer the third research question, a longitudinal study format is necessary. The results of the initial survey will be compared to a follow-up survey to be administered at the beginning of the students' second year in the ELP program. Finally, results of a second follow-up survey as well as records of the students' enrollment into self-chosen upper-division courses taught in English.

Current Results and Discussion

At present, the initial survey of English language needs has been collected and analyzed.

Frequency counts for non-Likert-scale items are given in Table 2 followed by descriptive statistics for the Likert-scale items provided in Table 1.

Table 1. Frequency counts for non-Likert-scale items.

Frequency counts						Frequency counts						
Item	1	2	3	4	5	Item	1	2	3	4	5	
(1)	163	199				(8)	40	17	1	6	14	13
(2)	272	90				(9)	74	0	15			
(3)	358	3	2			(10)	181	106	55	11	8	
(4)	56	299				(11)	182	178				
(5)	23	6	20	1	5	(22)	316	41	3	1	1	
(6)	7	6	43			(26)	76	111	173	1		
(7)	91	271				(27)	25	76	231	28	1	

Table 2. Descriptive statistics for 6-point Likert-scale items (n = 362)

Item	Range	Mean	(SD)	Item	Range	Mean	(SD)
12	1 – 6	3.37	(1.51)	35	1 – 6	4.08	(1.37)
13	1 – 6	4.18	(1.20)	36	1 – 6	5.33	(.96)
14	1 – 6	3.47	(1.19)	37	1 – 6	4.92	(1.19)
15	1 – 6	4.48	(1.35)	38	1 – 6	4.79	(1.32)
16	1 – 6	4.38	(1.26)	39	1 – 6	5.38	(.90)
17	1 – 6	3.56	(1.31)	40	1 – 6	4.80	(1.27)
18	1 – 6	2.70	(1.01)	41	1 – 6	4.87	(1.28)
19	1 – 6	5.31	(.84)	42	1 – 6	4.41	(1.46)
20	1 – 6	5.12	(1.05)	43	1 – 6	4.84	(1.29)
21	1 – 6	5.06	(1.08)	44	1 – 6	4.90	(1.18)
23	1 – 6	4.91	(.92)	45	1 – 6	4.74	(1.28)
24	1 – 6	5.08	(.89)	46	1 – 6	4.93	(1.15)
25	1 – 6	5.28	(.97)	47	1 – 6	5.12	(1.06)
28	1 – 6	4.01	(.91)	48	1 – 6	4.51	(1.25)
29	1 – 6	3.67	(.94)	49	1 – 6	4.40	(1.35)
30	1 – 6	4.91	(1.10)	50	1 – 6	4.25	(1.34)
31	1 – 6	4.98	(1.07)	51	1 – 6	4.70	(1.36)
32	1 – 6	4.28	(1.49)	52	1 – 6	4.48	(1.28)
33	1 – 6	4.96	(1.13)	53	1 – 6	4.46	(1.42)
34	1 – 6	4.84	(1.26)	54	1 – 6	4.68	(1.25)

Frequency Count Items

The main items of interest with frequency counts are items 11 and 26. The response outcome of item 11 which indicates that nearly half of the students did not know they would be required to take 2 years of English classes before enrolling at the university was quite surprising. Previous results of surveys to students in the ELP have shown that students often chose the particular School of Policy Studies program based on the reputation of the good English program it had (Anderson, et al., 2000). In response to item 26 which asked them to choose one of three forms of instruction they would want to take if given the choice, a majority chose General conversational English over both academic and vocational English. This indicates a difference in the desired type of English skills by current first-year ELP students and that of the initial program which emphasized academic language skills.

Other frequency counts that are potentially useful for further research are those that describe the background experiences of the learners. Note that from the responses to item 7 that almost a quarter of the students in the ELP have had some experience living overseas. While these are of varying lengths of stay, as can be evaluated by items 8, it is possible to check for differences in various perceptions among those who have lived overseas and those who have not. Differences among these groups and others may indicate a more complex situation of the ELP and depending on the differences may involve offering different forms of instruction to different groups of students.

Likert-scale Items

A look at the overall means of the Likert-scale items is also informative toward understanding the general perceptions of the first-year students. Some of the items targeting the students' feelings about learning English and their motivation, such as items 19, 20 and 21, all were on the more positive side with means of (5.31), (5.06), and (5.12) respectively. This indicates that students in the program see English as being valuable for general knowledge and future work as well as having a view that while learning English is challenging it is also enjoyable.

Another two items with higher than average means are 24 (5.08) and 25 (5.28). These items focused on the how useful certain types of English instruction would be for their future English language needs; the first of vocational language needs and the later of general conversational needs. The high means of these items further confirms an interest in English for their future work or conversational English over academic English needs.

A final group of Likert-scale items with high means are items which focus on specific English language skills future needs. Two of the items, 39 (5.38), and 47 (5.12), reveals that students feel

learning English should help them watch movies or TV program in English or for use at hotels or restaurants when traveling overseas. Item 36 (5.33) details the believed importance that learning English should be done to in order to help with listening in meetings or small-group discussions at work with English-speaking members. These responses are useful indicators of what specific English language skills the students feel they should be learning.

Only one item is notably on the negative side of the Likert-scale. The overall mean for item 18 (2.70), is indicative of the general feeling by students that they don't have an adequate level of English ability. While the students enrolled in the program are often considered slightly above average compared to average university students in Japan, many of them obviously feel they are not at a level which they should be.

While the information gathered from these analyses is already informative and needs to be taken into consideration when making curriculum decisions of the ELP, more detailed information is being collected through follow-up interviews with some of the students.

Factor Analysis of future English needs items

The 25 items asking about future English skills needs, 30 to 54, were subjected to factor analysis using SPSS 8.0. The Kaiser-Meyer-Olkin value was .938, well beyond the recommended value of .6 (Kaiser, 1970) and the Bartlett's Test of Sphericity (Bartlett, 1954) was statistically significant, supporting the factorability of the correlation matrix.

Using Varimax rotation to improve interpretation, four factors exceeding an eigenvalue of 1 were extracted. The four factors accounted for 66.54 percent of the total variance. The loadings of the items to the factors is shown in Table 3. Loadings under .45 were removed from table 3 to help make identifying the factors easier and because it has been argued that .45 is only a fair loading and those below this are poor (Comrey and Lee (1992), cited in Tabachnick and Fidell (2001).

Factor Foci from Factor Analysis

Factor 1	Academic and Vocational English Needs
Factor 2	Presentation and Discussion Skills Needs
Factor 3	General Conversational English Needs
Factor 4	Reading English Needs

Table 3. Factor Analysis of future English needs items (30 – 54)

ITEM	FACTOR			
	1	2	3	4
49	.803			
48	.721			
50	.706			
42	.681		.454	
53	.652			
54	.585			
38	.590			
52	.536			
37	.530			
44		.701		
43	.551	.662		
46		.653		
45		.652		
36		.522		
40			.688	
47			.600	
39			.583	
41			.575	
51			.547	.518
34				.707
30				.563
33				.653
31				.566
35				.479
32				.459

Extraction Method: Principal Axis Factoring. Rotation Method: Varimax with Kaiser Normalization. a Rotation converged in 9 iterations.

When the survey was designed, the items of the future English needs section was made to focus on 3 factors; academic English, vocational English, and conversational English. The factor analysis did not support these initial conceived factors. The factor with the largest group of items loading on it,

factor 1, is a combination of academic and vocational English needs. The group of items focusing on general conversational English needs did gather into one factor. Two other unexpected factors were extracted from the analysis, factor 2 which is made up of the need to give presentations and have discussions in English and factor 4 which is about English necessary to read different forms of text. This has made interpretation of the results slightly more complex than originally planned.

The final step of the analysis thus far has been to identify which students loaded most onto each of the four factors. Using SPSS Factor, students' loadings to the factors was performed through regression. The results of the loadings for different groups of the student participants are displayed in Table 4.

Table 4. Tallies of participants to factors.

	Factor 1	Factor 2	Factor 3	Factor 4
TOEFL Group				
1	7	32	51	8
2	8	44	40	19
3	10	29	39	12
Gender				
Male	19	53	53	14
Female	6	52	77	25
Major				
Policy Studies	5	82	91	29
Information-tech	20	23	39	10
Previous English-medium				
Yes	5	20	11	6
No	20	83	117	32
Have lived overseas				
Yes	6	28	21	11
No	19	77	109	28

Future analyses to be done

Further analysis of the initial survey is still to be done. This includes performing T-test for certain pairs of variables, particularly those with different types of background information and the difference of majors.

The longitudinal part of the study will require follow-up surveys both at the beginning of the second year and the third year for the same students. Other information will also be gathered, including TOEFL test scores and grade point averages for the classes in the ELP. Records of the students' enrollment into self-selected English-medium courses offered after the 2-year program will also be looked at. With this information, an ANCOVA will be done using TOEFL scores and GPAs as covariates.

Conclusion

The process of collecting English language learner needs, including real linguistic needs as well as wants and desires is now viewed increasingly important in the creating of English language programs. Due to ever changing learner, societal, and institutional factors, current English language programs need to also include needs analysis as part of routine program review. Identifying and confirming the various perceptual needs and wants of the students' at one institution. It is hoped that the description and analyses of the current needs analysis being conducted at a private university in Western Japan serves as a model to what should be done in order to address curriculum development and review.

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ELP Needs Analysis Questionnaire

Dear ELP Student,

The English Language Program (ELP) would like to know some information about our new students to help plan future courses. It would be appreciated if you would take some time to answer the following questions on this questionnaire. Your answers will be important to create the type of English classes most useful for you. Your answers to this questionnaire will be confidential and only used by the ELP for this research - it will not be available to any other person. Answering this questionnaire is voluntary. If you do not want to take part in this questionnaire research, leave the questionnaire blank.

Please use the computer mark sheet to answer this questionnaire. Mark the appropriate circle using an HB pencil.

Part 1. Background Information

❖ Student number: Write your student number in the box on the left side of the answer sheet and mark the circles for those numbers.

1. Gender: (1) Male (2) Female

2. Major: (1) Policy Studies (2) Media – Information

3. Nationality: (1) Japanese (2) Chinese (3) Korean (4) Other

4. Have you ever studied in an English-medium school? (1) Yes (2) No

5. If your answer to question #4 is 'yes', how many years did you study in an English- medium school?
(1) 1 year (2) 2 years (3) 3 years (4) 4 years (5) 5 years or more

6. If your answer to question #4 is 'yes', which level of school was it? (If 2 or more answers apply, chose the one which includes the last year of your study in the English-medium school)
(1) Kindergarten – 6th grade (2) Junior high school (3) high school

7. Have you ever lived in a foreign country? (1) Yes (2) No

8. If your answer to question #7 is 'Yes', how long did you live in a foreign country before starting at KSC?
- (1) less than 6 months (2) 6 months – 1 year (3) 1 year – 18 months
 (4) 18 months - 2 years (5) 2 years - 3 years (6) 3 years or more
9. If your answer to question #7 is 'Yes', what type of country was it? (If there are multiple answers, choose the one you lived in the longest.)
- (1) An English speaking country (eg. Australia, Canada, Great Britain, New Zealand, U. S. A)
 (2) A country where English is widely used (eg. Singapore, India,)
 (3) A non - English speaking country
10. What choice was Kwansai Gakuin University when you were applying for universities to attend?
- (1) 1st choice (2) 2nd choice (3) 3rd choice (4) 4th choice (5) 5th choice or lower
11. Did you know that 2 years of English courses were required here at KSC before you enrolled?
- (1) Yes, I knew (2) No, I did not know

Part 2. Interest in English

12. I chose to attend KSC because of the opportunity to take upper-division English-medium courses (not including English Language Program classes).

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

13. I have a goal to take elective courses taught in English in my 3rd and 4th years of university.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

14. I have a goal to take my 'zemi' course taught in English in my 3rd and 4th years of university.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

15. I am interested in doing a study abroad program in an English-speaking country while I am a university student.

not at all	somewhat not	slightly not	slightly	somewhat	very
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interested	interested	interested	interested	interested	interested
1	2	3	4	5	6

16. I have a goal to get a job which requires English after graduating from university.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

17. I have a goal to work in an English-speaking country after graduating from university.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

18. I feel my current overall level of English ability is ...

(1) very poor (2) quite poor (3) poor (4) OK (5) good (6) very good

19. Learning English is a challenge that I enjoy.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

20. I want to learn English to be more educated.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

21. I believe learning English is important to get a good job after graduating from university.

strongly disagree	somewhat disagree	slightly disagree	slightly agree	somewhat agree	strongly agree
1	2	3	4	5	6

22. If taking English courses in the ELP (EC classes) were optional, I would choose...

(1) to take them (2) to not take them

Part 3. Necessary English skills for your future

23. How useful do you feel academic English instruction (English needed for English-medium university courses) is for your future English language needs?

not at all	not so	slightly not	a little	somewhat	very
useful	useful	useful	useful	useful	useful
1	2	3	4	5	6

24. How useful do you feel vocational English instruction is for your future English language needs?

not at all	not so	slightly not	a little	somewhat	very
useful	useful	useful	useful	useful	useful
1	2	3	4	5	6

25. How useful do you feel general English instruction (Everyday conversational English and travel English) is for your future English language needs?

not at all	not so	slightly not	a little	somewhat	very
useful	useful	useful	useful	useful	useful
1	2	3	4	5	6

26. If you could only choose one of the following types of English instruction, which would you want to take?

- (1) Academic English (English used in English-medium university courses)
- (2) Work-related/ Vocational English
- (3) General English (Everyday conversational English and travel English)

PART 4. Your future English goals.

27. Which of the following skills do you feel would be most useful to learn and practice for improving your overall English ability?

- (1) Reading
- (2) Listening
- (3) Speaking
- (4) Writing

28. How important is it to have vocabulary practice in English classes?

not at all	somewhat not	slightly not	slightly	somewhat	very
important	important	important	important	important	important
1	2	3	4	5	6

29. How important is it to have grammar practice in English classes?

not at all	somewhat not	slightly not	slightly	somewhat	very
important	important	important	important	important	important
1	2	3	4	5	6

For questions 30 through 54, how much do you feel each of the skills is a goal toward using English in your future. Use the following scale for your answers.

strongly	somewhat	slightly	slightly	somewhat	strongly
disagree	disagree	disagree	agree	agree	agree
1	2	3	4	5	6

- | | | | | | | |
|---|---|---|---|---|---|---|
| 30. Reading English business documents/business e-mail | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. Reading English articles on the Internet | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. Reading English novels for pleasure | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Reading English newspapers | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. Reading e-mails from foreign friends written in English | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. Reading English Textbooks | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. Listening in meetings or small-group discussions
at work with English-speaking members | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. Listening to take notes of a class lecture in English | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. Listening to a speech in a conference given in English | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. Watching movies or TV programs in English | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Listening to English language music | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. Speaking informally in English with foreign tourists | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. Giving formal speeches / presentations in English
at international conferences | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. Giving small speeches / presentations in English
at work | 1 | 2 | 3 | 4 | 5 | 6 |
| 44. Giving small speeches / presentation in English
in your university classes | 1 | 2 | 3 | 4 | 5 | 6 |
-
- | | | | | | |
|------------|--------------|--------------|-----------|-----------|-----------|
| not at all | somewhat not | slightly not | slightly | somewhat | very |
| important | important | important | important | important | important |
| 1 | 2 | 3 | 4 | 5 | 6 |
-
- | | | | | | | |
|---|---|---|---|---|---|---|
| 45. Having discussions about general topics and | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|

	current events in English with classmates						
46.	Having discussions about general topics and current events in English with foreign people	1	2	3	4	5	6
47.	Speaking to hotel and restaurant staff in English while traveling overseas	1	2	3	4	5	6
48.	Writing in English for university course papers	1	2	3	4	5	6
49.	Writing business documents in English	1	2	3	4	5	6
50.	Synthesizing information from more than one source	1	2	3	4	5	6
51.	Writing e-mail letters in English to foreign friends	1	2	3	4	5	6
52.	Writing e-mail business letters in English to foreigners	1	2	3	4	5	6
53.	Getting the ability to research information in English	1	2	3	4	5	6
54.	Doing group research with classmates or co-workers in English.	1	2	3	4	5	6

Thank you very much for answering this questionnaire.

- Any other comments? Please write any other comments, in either English or Japanese, that you have about the information asked in this questionnaire.