
Attitudes to Language Learning:

A Case Study

MADOKA MIMURA, BRUCE MONK and KEN OZAWA

Over the past five years, the Foreign Language Faculty at Nagoya University of Commerce and Business (NUCB) has been developing a Self-Access Center (SAC). At the same time, the university has been running a study abroad program (Frontier Spirit Program). As both the Self-Access Center and Frontier Spirit Program have matured, there has been an ongoing and growing need to gauge student attitudes to various aspects of the language learning process. A series of questionnaires has been administered with the aim of giving us a clearer profile of our student population and their attitudes, and ultimately of improving the quality of the overall language program. The results of these questionnaires form the basis of this article.

Introduction

In a previous article (Monk and Ozawa, 2002) we traced the development of the Self-Access Center (SAC) at Nagoya University of Commerce and Business (NUCB). We looked at the resources that have been built up in terms of hardware and materials and how the materials are linked to the various courses in the curriculum. We also looked at a certain amount of data relating to SAC attendance and use. In the article we drew on the experience of experts on self-access development and especially the works of Sheerin (1989), and Gardner and Miller (1999). From the literature on the subject, it is clear that, in recent years, self-access has become a very important part of many language programs. Following the precepts that are generally promoted as advantages in the establishment of self-access centers, we have found from our experience at NUCB that, as the Self-Access Center has matured with the development of more materials and the addition of further hardware, students have potentially been given a greater degree of freedom to choose and use materials on their own.

In common with much of the debate in Gardner and Miller, a great deal of the recent discussion on the NUCB Self-Access Center has centered on the notion of the quality of activity that goes on in the SAC rather than just the total number of hours that students spend there. To make more sound judgments about what is actually going on in the language learning process of NUCB students as regards both self-access and study abroad, and to plan future developments, it was felt necessary to go back to basics and ask the students in a more systematic manner what they feel about certain aspects of their language learning.

Even though this study is still at the initial stages, we have already begun to obtain a much more precise profile of our student population and their attitudes. In this article we look

at the results of the study thus far.

Results from the Questionnaires

Although a number of questionnaires have been administered to NUCB students over the past few years through both the Self-Access Center and at the beginning and end of the study abroad programs (Frontier Spirit) to gauge student attitudes, the data have not really been used for any particular goal. Before the start of the current academic year (2003/2004) a firm decision was made to attempt a more precise study of student attitudes. More detailed questionnaires in Japanese were administered to 524 students through the Self-Access Center at the beginning of the academic year in April 2003 and to 35 Frontier Spirit students in July and September 2003. The results of both questionnaires are published below. The original questionnaires in Japanese can be found as Appendices A (Self-Access) and B (Frontier Spirit Program) at the end of this article.

As we were concerned with gathering information rather than testing the students on their English ability, we decided to administer the questionnaires in Japanese. Also, we were administering the Self-Access questionnaire to students of Chinese and other Asian languages as well.

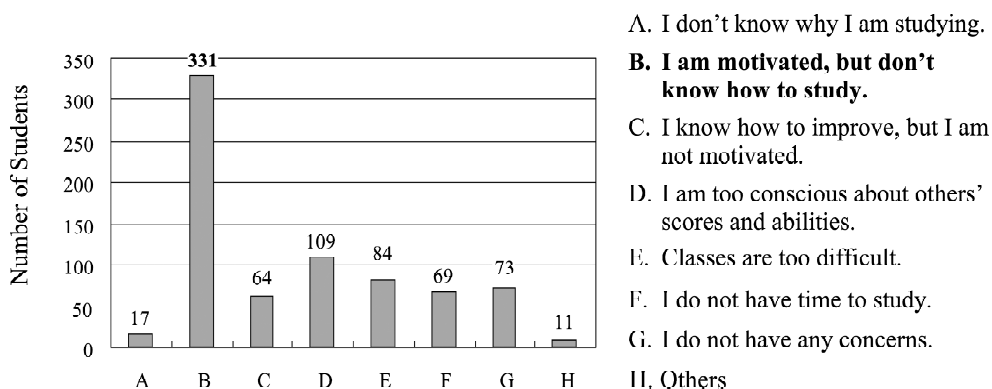


Chart 1: Concerns Relating to Language Study
(Question A in the SAC Questionnaire)

In answer to question A (Chart 1) in the questionnaire students were free to make as many choices as they wished. It can be seen from Chart 1 that, although 331 NUCB students at the beginning of the academic year 2003 felt that they were motivated in their language learning, they did not in fact know how to study (B: *I am motivated, but don't know how to study*). There were three times as many students who chose letter B as compared with the second choice D, *I am too conscious about others' scores and abilities*.

The majority of the students questioned appear to lack any real plan or strategies in their language learning. Does this also indicate a lack of initiative and autonomy in independent study on their part? If students are not sure how to use the greater freedom of choice that self-access brings, then perhaps the whole notion of autonomous learning for these students is in

fact questionable.

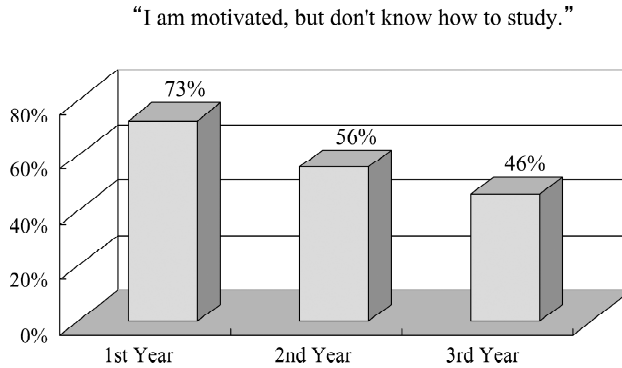


Chart 2: Concerns relating to Language Study by Year
(Question A in the SAC Questionnaire)

Looking more carefully at the responses to question A (Chart 2) we found that 73% of first-year respondents chose B, *I am motivated, but don't know how to study*. 56% of second-year respondents and 46% of third-year respondents also selected B. One would expect that the first-year students would have less idea about how to plan their own study. However, although there is a definite decrease between the years, indicating that students begin to have clearer study plans in mind in the second and third years, the figures show that nearly 50% of the third-year students who answered the questionnaire still did not have any real study plans.

Chart 3 shows the results from the question, *Which of the following are important to improve language skills?* Students could have two choices out of 6 options. *Study Abroad* was seen by 350 students as important in the improvement of language skills. Can we infer from this that there is positive feedback from the Frontier Spirit Program run by NUCB? Choice B was closely followed by *Consistent learning* (Choice C). *Having friends from foreign countries* was also seen as important although the score was only about half that of the other

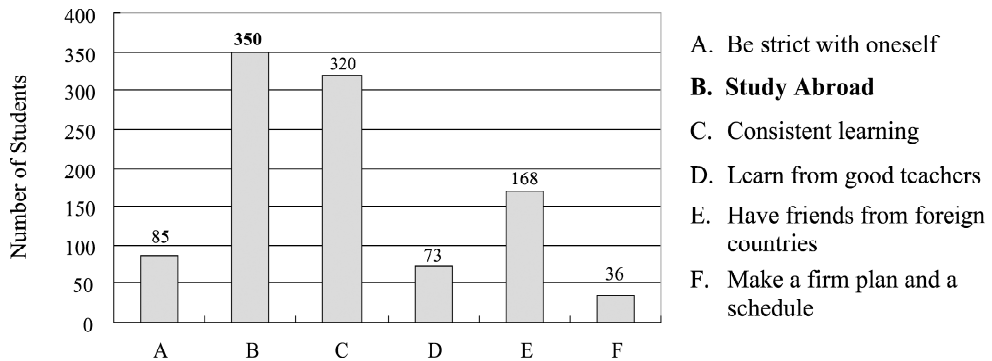


Chart 3: Which of the Following are Important to Improve Language Skills?
(Question B in the SAC Questionnaire)

two. Both the idea of *being strict with oneself* and *learning from good teachers* were ranked well below the other three. Interestingly in terms of the Self-Access Center, the notion of *making a firm study plan and a schedule* was ranked lowest of all, although this might be compensated for, to a certain extent, by many students' realization that improvement of language skills requires consistent learning (Choice C).

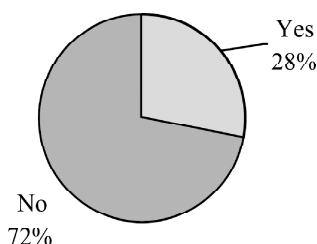


Chart 4: Do You Have a Specific Score and Plan for the Next TOEIC/TECC?
(Question C1 in the SAC Questionnaire)

In common with many other Japanese universities, the TOEIC (Test of English for International Communication) has taken a central role in much of the language planning and activity at NUCB. The influence of the TOEIC score on future employment prospects has continued to grow in Japan. NUCB is in many ways forced to follow the national trend. Even though criticism of the uses of the TOEIC examination by Japanese companies has been made (Childs, 1995), students increasingly need to take the examination and achieve what would be seen as good scores in order not to be at a disadvantage when looking for work within the Japanese economy. The English-major students of the Faculty of Foreign Languages and Asian Studies took TOEIC twice in the 2003 Spring Semester, once at the beginning of the semester and once at the end. They will take the examination again in the Fall Semester.

Students of Chinese took the TECC (Test of Communicative Chinese) examination for the first time at the end of the Spring Semester 2003 and will now be taking TECC on a regular basis. The students were, therefore, asked a question relating to TOEIC and TECC to ascertain if they had specific goals or strategies relating to these two central examinations. Chart 4 clearly shows that, in answering 'NO' to this question, 377 of 524 students asked, or 72%, had in fact neither a specific score in mind nor a plan for revising for their next TOEIC or TECC examination.

The 377 students who had answered 'NO' to the question, *Do you have a specific score and plan for the next TOEIC/TECC?*, were asked why they had no score in mind or study plan. They could choose as many options as they liked. Chart 5 shows that 72 students felt they could not carry out a plan.

A similar number said that they did not have time to prepare for the examination. The overwhelming majority, however, said that they did not in fact know how to make a plan. This again emphasizes the notion that although the NUCB Self-Access Center might, in common with the principles and function of other self-access centers, give students a greater degree of freedom to choose and use materials on their own, NUCB students are not sure how to use that freedom unless given clear guide-lines. It is interesting to note that only seven students

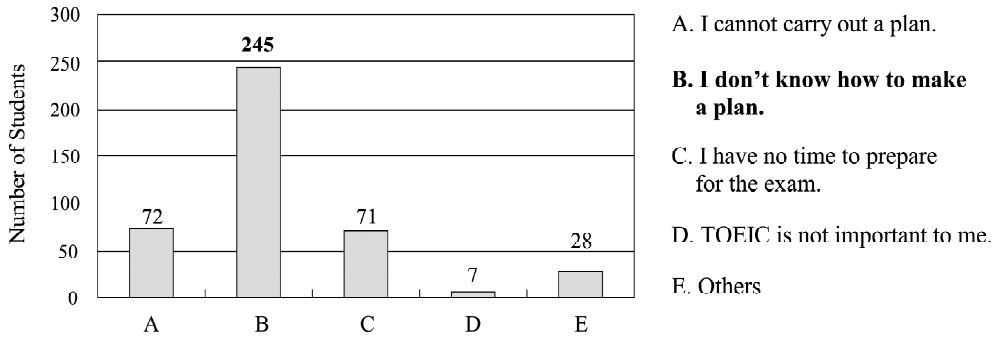


Chart 5: Why Don't You Have a Specific Score and Plan for the Next TOEIC/TECC?
 (Question C2 in the SAC Questionnaire)

thought that TOEIC was unimportant to them, clearly indicating the inroads that the examination has made into the students' consciousness.

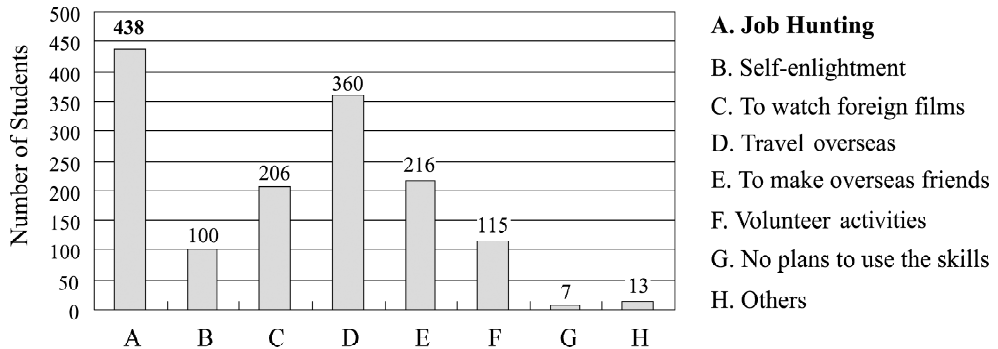


Chart 6: How Do You Want to Make Use of Your Language Skills in the Future?
 (Question E in the SAC Questionnaire)

Chart 6 gives the results of the answers to Question E in the questionnaire, *How do you want to make use of your language skills in the future?* The highest score was recorded for *Job Hunting*. Many students see their language skills as instrumental in their future search for work. *Travel overseas* had the second-highest score. Both *To watch foreign films* and *To make overseas friends* had similar scores at just over 200 and *Self-enlightenment* and *Volunteer activities* scored around 100. It is encouraging that most students have a definite idea about what they can do or want to do with the language. *No plans to use the skills* scored a very low seven.

Even though Chart 6 shows that students may have clear ideas about how they want to use their language skills in the future, Chart 7 again reinforces the notion that they do not in fact have any precise idea as to how to go about improving those skills. A clear majority of 68% answered 'NO' to the question, *Do you know effective methods to improve your language skills?* It would follow from this that precise guidelines are necessary to help

students to use self-access resources to greater benefit.

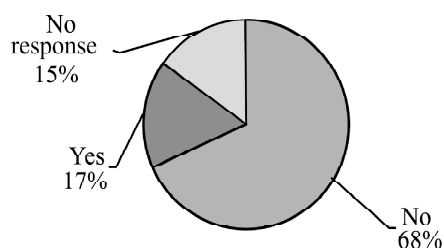


Chart 7: Do You Know Effective Methods to Improve Your Language Skills?
(Question H in the SAC Questionnaire)

Table 1: Ranking by Skills Students Enjoy
(Question J in the SAC Questionnaire)

	#1	#2	#3	#4	#5
Listening	94	229	71	41	20
Reading	59	83	200	76	20
Writing	16	47	97	246	49
Conversation	279	73	44	36	23
Grammar	9	15	32	56	343

In the general SAC survey students were also asked to rank the various skills with regard to enjoyment. Table 1 shows the ranking in relation to skills preferences. The students were asked to choose which of the following they enjoy the most: *Conversation, Listening, Reading, Writing* and *Grammar*. Conversation is by far the most popular skill among the NUCB students who gave responses to this question. Among the first choices of students, conversation is nearly three times as popular as the next skill, listening. Following conversation, the order of preference for the skills overall is listening in second place, reading in third place, writing in fourth place and grammar as the least popular.

Table 2: Skills Ranked According to Need for Improvement
(Question K in the SAC Questionnaire)

	#1	#2	#3	#4	#5
Listening	70	79	80	109	116
Reading	18	63	128	111	133
Writing	37	149	103	101	63
Conversation	111	91	74	92	85
Grammar	228	69	65	38	54

Table 2 gives the results when students were asked to rank the skills according to need for improvement. Interestingly, even though grammar was rated as the lowest skill in terms

of enjoyment, it is ranked by the students who gave responses to this question as the one that they perceive as being the most necessary for them to improve. Conversation is still ranked quite high and writing moves up fairly strongly as a skill that is in need of improvement.

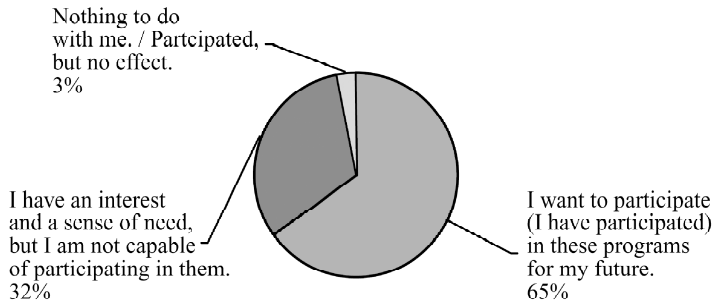


Chart 8: About the FSP/International Volunteer Project
(Question H in the SAC Questionnaire)

Chart 8 gives the results to Question H in the general SAC questionnaire. Students were asked if they would like to participate in either the Frontier Spirit Program or the International Volunteer Project. The Frontier Spirit Program has been running for the past five years at NUCB. This four-month study abroad program in the United Kingdom includes home-stay, compulsory language classes, work experience and the opportunity to travel in Europe. Students are selected on specific criteria and by interview in Japanese and English. The criteria are: 1) a TOEIC score of over 500, 2) over 90% class attendance and 3) a Grade Point Average of 1.5 out of a maximum possible GPA of 3.0. The university funds a major part of the program.

The International Volunteer Project is of much shorter duration, usually lasting two to three weeks. There are no specific criteria for participation except a desire to work in a foreign country. Again the university provides some financial support in the form of travel scholarships.

As can be seen in Chart 8 both programs are extremely popular with 65% of the students answering that they would like to participate. A further 32% answered that they had an interest and a sense of need but did not feel capable of doing so; this is mainly because they feel that the criteria are currently beyond them. Underlying these responses is a common acceptance among NUCB students that study abroad will improve their language skills. Only 3% of the students showed no interest in either the FSP or International Volunteer Project.

Charts 9 to 12, and Tables 3 and 4 give some of the results from the questionnaire answered by the Frontier Spirit Program participants. Chart 9 shows that 72% of those who went on the Frontier Spirit Program in April 2003 felt more motivated towards language study when questioned on returning from the program. 12% answered that their motivation remained the same but 16% said that they felt less motivated. When questioned further, some students explained that they felt less motivated on their return because they no longer had any language classes. Again this may show too much dependence upon others rather than the initiative to continue their study for themselves.

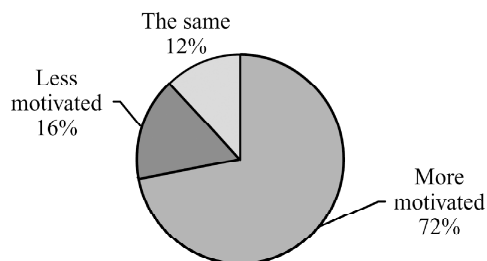


Chart 9: Motivation After Completing the Frontier Spirit Program
(Question 5 in the FSP Questionnaire)

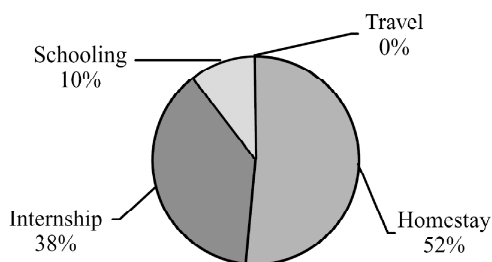


Chart 10: What Helped You the Most to Improve Your English?
(Question 3 in the FSP Questionnaire)

Chart 10 shows the results from question 3 in the Frontier Spirit Program questionnaire. The returning Frontier Spirit students were asked to evaluate what part of their experience of study abroad had most helped to improve their language skills. 52% chose *Homestay* and 38% said the *Internship* had had the most beneficial effect. When questioned further about their choices, students stated that being in an English-speaking culture had forced them to speak. They felt this most strongly in the contexts of the homestay and internship. Despite difficulties, this had given them a sense of enjoyment and satisfaction as it gave meaning to their study of English. Interestingly, the formal schooling component of the program was only chosen by 10% of the returnees as being the most helpful. It should be noted that the travel component of the program was very much curtailed because of various international problems.

From the figures illustrated in Chart 11 it appears that, unlike the majority of the students

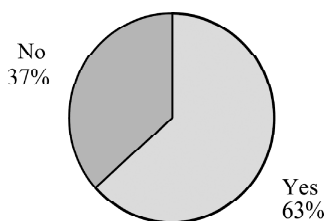


Chart 11: Did You Have Any Study Strategies Before the FSP?
(Question 1 in the FSP Questionnaire)

who answered the general SAC questionnaire, the Frontier Spirit Program students felt that they did have definite strategies for studying the language before they started the study abroad program. 63% of those questioned answered 'YES' to the question, *Did you have any strategies before the FSP?*

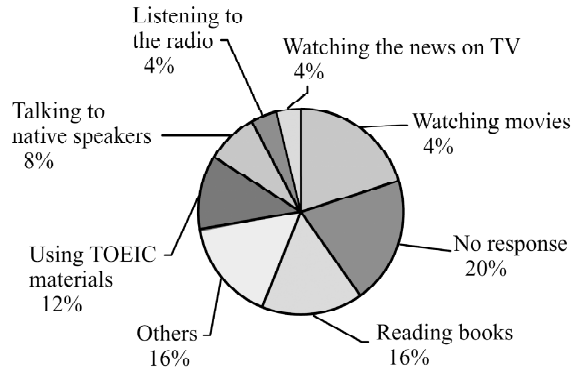


Chart 12: What Are Your Present Study Strategies?
(Question 7 in the FSP Questionnaire)

Chart 12 illustrates the Frontier Spirit Students' strategies for language learning on their return from study abroad. *Watching movies* was the most popular strategy at 20%, although *No response* achieved a similar figure. *Reading books* was the next most popular strategy at 16%, then *Using TOEIC materials* at 12% and *Talking to native speakers* at 8%. Both *Listening to the radio* and *Watching the news on TV* were at 4%.

Table 3: FSP Students - Ranking by Skills Students Enjoy
(Question 10 in the FSP Questionnaire)

	#1	#2	#3	#4	#5
Listening	5	15	2	0	0
Reading	3	2	12	3	2
Writing	0	0	1	14	7
Conversation	14	3	5	0	0
Grammar	0	2	2	5	13

When asked about skills preferences, it was found that the returning Frontier Spirit Program students still ranked the skills in exactly the same way as the students questioned using the general SAC questionnaire (See Table 1). In Table 3 it can be seen that conversation was ranked as the most popular skill followed by listening, then reading, writing and finally grammar.

Table 4: FSP Students - Ranking According to Need for Improvement
(Question 11 in the FSP Questionnaire)

	#1	#2	#3	#4	#5
Listening	0	5	3	7	7
Reading	3	2	9	3	5
Writing	3	9	4	4	2
Conversation	8	2	3	5	4
Grammar	7	4	4	3	4

Table 4, however, shows that, unlike the general SAC questionnaire (See Table 2), conversation still remained top among the first choices of skills that the Frontier Spirit Program students felt they needed to improve, closely followed by grammar. In common with the general SAC questionnaire, writing was ranked highest in the second choices and reading in the third choices.

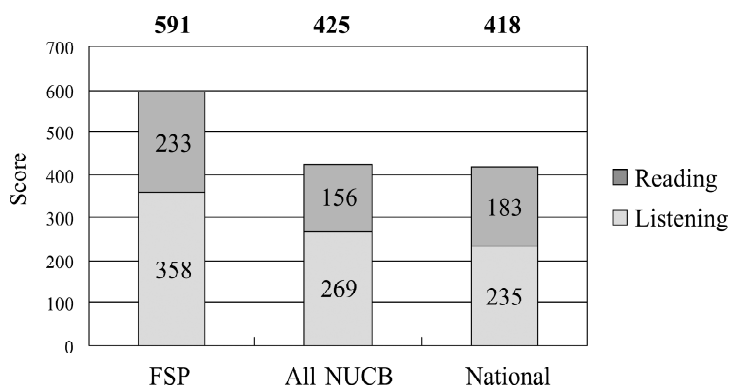


Chart 13: TOEIC Score Comparison

Chart 13 gives the TOEIC scores of the 519 NUCB students who answered the general SAC questionnaire and 29 students who answered the Frontier Spirit Program questionnaire. These are compared with the university students' TOEIC average for the whole of Japan. It is important to note here that the NUCB students are all language majors whereas the national figures are for students of other majors as well. The figures for the three groups are: national average 418, all NUCB students' average 425, and FSP students' average 591. Although the listening scores for the all NUCB group are higher than the national average, the reading scores of the all NUCB group are below the national average.

Chart 14 underlines the differences between the national scores and those of both the all NUCB group and the Frontier Spirit Program group. The national average shows a more even balance between the scores for listening and reading. A weakness in the reading scores for both the all NUCB group and the FSP group is evident.

The FSP figures may illustrate a degree of complacency among FSP students after obtaining scores higher than the national average. The listening score makes up 61% of their

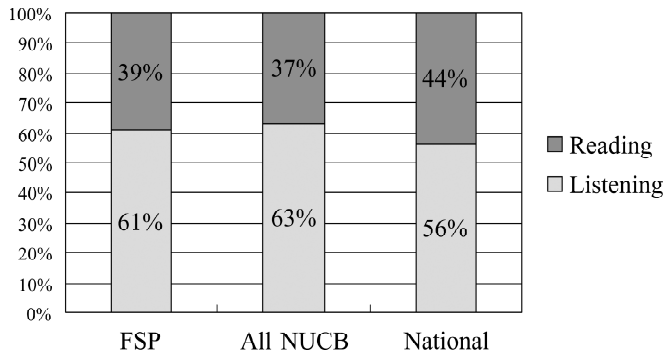


Chart 14: The Components of the TOEIC Scores

total score. The FSP students could still do more work on their reading skills so that their listening and reading scores are more balanced. Perhaps even FSP students remain too passive in the sense that they are not prepared to invest sufficient time to improve their reading skills and raise their reading scores. They depend too much on the skills they have already acquired.

Final Comments

The data from the questionnaires have given us much to think about. Among other things, we were very interested to see if we could detect a change in attitudes and strategies between the students who had been on the Frontier Spirit Program and those who had not. Also, did the FSP students have more definite study goals and plans? From the responses to the questionnaires it is clear that the FSP students did seem to be more motivated on being chosen to take part in the study abroad program. Moreover, the FSP students also seemed to show the beginnings of what has been described by Gardner (1985) as *integrative motivation* in the enjoyment and success they felt with the development of their language skills during the homestay and internship. However, on their return the FSP students indicated fundamentally the same skills preferences as their peers and an underlying lack of concerted effort to improve other skills. The FSP students' preferences indicated that they felt they should improve conversation whereas, in fact, their reading is still not strong, as is shown by the imbalance in skills in their TOEIC scores.

The responses on both questionnaires highlight problems that face the language program as a whole, namely:

- 1 How do we make our students more autonomous in their language learning?
- 2 How can they be taught to develop strategies that will help them to work more effectively?

The Self-Access Center clearly has a fundamental role to play in this. In our previous article (Monk and Ozawa, 2002) we had looked at certain models of learner predisposition in relation to autonomous learning as put forward by Riley (1988). Riley wrote in terms of whole identifiable groups and nationalities rather than just of individuals, and found, for instance, that different nationalities had different reactions to a self-access project. Basically, some

nationalities were more successful at organizing and completing a project than others. We have found in the case of our students that they often lack the basic self-analysis necessary to organize their self-access activities and depend greatly upon teacher intervention in the form of set tasks.

Given this situation, we decided in April 2003, at the beginning of the academic year 2003/2004, to intervene more actively in the students' language learning. This has taken two definite directions. The first is the reorganization of certain of the core courses such as first- and second-year reading which require students to complete definite tasks including worksheets on selected graded readers in the Self-Access Center. The second is the organization of regular seminars by the Self-Access Center Coordinator to help students to learn how to approach their language studies. The seminars have been on the following topics:

- 1 Independent Study Skills
- 2 Self-Analysis Skills
- 3 Goal Setting
- 4 How to Use Graded Readers
- 5 Use of the On-line TOEIC Site

The Self-Access Center Coordinator chooses two of the topics per month and then schedules the number of seminars according to the number of students who express an interest.

There is no lack of literature on the theory and practice of developing learner strategies (Brown (1993); Ellis, G. and Sinclair, B. (1989); Oxford, R. (1990); Rubin, J. and Thompson, I. (1982); Wenden, A. and Rubin, J. (1987), etc.). The organization of our Self-Access Center seminars and other SAC activities are based on some of this material. For example, Brown (1993) suggests that informal self-check lists that can serve as focal points for discovery and discussion are useful to raise student awareness. He also proposes impromptu teacher-initiated advice. This is a way of getting students to think about strategies through frequent impromptu reminders of 'rules' for good language learning and encouragement of discussion or clarification. These methods are to be tried in the NUCB SAC in the near future.

Harada (1998) argued that the more strategies that students develop in relation to language learning, the more successful those language learners usually are. Better students very often have many strategies. However, Vann and Abraham (1990) add a note of caution in that the strategies must be appropriate. If they are not, the language learning can still be unsuccessful. It is our aim in the further development of the NUCB Self-Access Center that there be an improvement in the quality of what we do. Making students aware of appropriate language learning strategies so that they make better use of the resources available is a major step towards that goal.

References

- Brown, H. D. (1993). Some Practical Suggestions for Learner Strategy Training. *The Language Teacher*, XVII, 8: 3–5.
- Childs, M. (1995). Good and Bad Uses of TOEIC by Japanese Companies. *Language Testing in Japan*. JALT Applied Materials, 66–75.
- Ellis, G. and Sinclair, B. (1989). *Learning to Learn English*. Cambridge: Cambridge University Press.
- Gardner, D. and Miller, L. (1999). *Establishing Self-Access. From Theory to Practice*. Cambridge Language

- Teaching Library. Cambridge: Cambridge University Press.
- Gardner, R. C. (1985). *The Role of Attitudes and Motivation*. London: Edward Arnold.
- Monk, B. and Ozawa, K. (2002). Establishing a Self-Access Center in a Japanese University. *NUCB Journal of Language, Culture and Communication*, 4, 2: 49–58.
- Oxford, R. (1990). *Language Learning Strategies: What every teacher should know*. Rowley, MA: Newbury House.
- Riley, P. (1988). The Ethnography of Autonomy. In A. Brookes and P. Grundy (Eds.), *Individualisation and Autonomy in Language Learning. ELT Documents*, 131. London: Modern English Publications in association with the British Council (Macmillan).
- Rubin, J. and Thompson, I. (1982). *How To Be a More Successful Language Learner*. Boston, MA: Heinle and Heinle.
- Sheerin, S. (1989). *Self-Access*. Oxford: Oxford University Press.
- Vann, R. J. and Abraham, R. G. (1990). Strategies of Unsuccessful Language Learners. *TESOL QUARTERLY*, 24, 2: 177–198.
- Wenden, A. and Rubin, J. (1987). *Learner Strategies in Language Learning*. Englewood Cliffs, NJ: Prentice Hall International.
- 原田早苗 (1998). 「効果的な外国語学習ストラテジーとは？」 『フランス語教育26』 (日本フランス語教育学会) 57–63.
- TOEIC Official Website in Japan: <http://www.toeic.or.jp/toeic/data/index.html>

Appendix A

SAC

The NUCB Self-Access Center

学年： ____年生 性別： 男 / 女 一ヶ月以上の留学経験： ある / ない

TOEIC スコア： _____点 (過去一年間の最高点, 未受験者は0と記入して下さい。)

A. 語学習に関する悩みで、あてはまるもの全てに○を付けて下さい。

- | | | | |
|---|------------------------------|---|----------------|
| 1 | なぜ語学を勉強しているか分からない | | |
| 2 | やる気はあるが、効果的な学習法が分からない | | |
| 3 | 学習法は分かっているが、やる気がでない | 4 | 他人の点数, 能力が気になる |
| 5 | 授業が難しい | 6 | 学習する時間がない |
| | | 7 | 悩みはとくにない |
| 8 | その他 () | | |

B. 語学を習得する上で、効果的と思われるもの2つに○を付けて下さい。

- | | | | | | |
|---|------------|---|-----------|---|-------------|
| 1 | 自分自身に厳しくする | 2 | 留学 | 3 | ほぼ毎日の継続的な学習 |
| 4 | いい先生に教わる | 5 | 外国人の友人をもつ | 6 | 計画をしっかりたてる |

C. 6月に行われる TOEIC の目標スコアと、それを達成するための学習計画はありますか？

はい / いいえ

前の質問で“いいえ”と答えた方は、あてはまる理由全てに○を付けて下さい。

- | | | | |
|---|---------------|---|---------------------|
| 1 | 計画しても実行できないから | 2 | 計画の仕方が分からないから |
| 3 | 忙しくて準備ができないから | 4 | TOEIC のスコアは重要ではないから |

5 その他 ()

D. TOEIC についてどう思われますか？ 該当するもの全てに○を付けて下さい。

- | | |
|------------------|-------------------|
| 1 TOEIC について知らない | 2 語学力のレベルを知る目安となる |
| 3 就職に大切な資格である | 4 留学に大切な資格である |
| 5 自分には必要のないものである | 6 その他 () |

E. 語学力を将来どのように活用したいですか？ 該当するもの全てに○を付けて下さい。

- | | | | |
|-------------|------------|-------------|--------|
| 1 就職 | 2 自己啓発 | 3 字幕なしの映画鑑賞 | 4 海外旅行 |
| 5 海外の友人をつくる | 6 ボランティア活動 | 7 活用する気はない | |
| 8 その他 () | | | |

F. SAC にある教材、機材で特に役に立っている（役立ちそうな）もの2つに○を付けて下さい。

- | | |
|-----------------------|------------------|
| 1 リスニング用ブース | 2 スピーキング用ブース |
| (ヘッドフォンにマイクがついているブース) | |
| 3 リーダーズ (レベル別洋書) | 4 TV ラウンジの海外ニュース |
| 5 各種参考書 | |
| 6 ビデオ | |

G. 自分の悩み（授業，友人関係，就職，他）を信頼して相談できる相手がいいますか？

はい / いいえ

H. 留学や国際ボランティアプロジェクトについて，該当するもの1つに○を付けて下さい。

- 1 自分とは関係がない。別に何も変わらない（なかった）。
- 2 興味や必要性は感じるが，自分には難しいと思う。
- 3 自分の将来のため，参加したい（した）。

I. 自分にあった語学力を向上させる方法を理解していますか？

はい / いいえ

J. 以下の分野において，楽しめるものから順に番号を付けて下さい。

() リスニング () 読み () 書き () 会話 () 文法

K. 以下の分野において，自分に欠けていると思われるものから順に番号を付けて下さい。

() リスニング () 読み () 書き () 会話 () 文法

ご協力ありがとうございました。

Appendix B

Frontier Spirit Program

中国／英国 平成 年度前／後期（該当部分に○および記入をしてください）

次の質問にお答え下さい。

1. フロンティア参加前、語学力向上のために自分なりの勉強方法がありましたか？

はい 具体的に ()
 いいえ 例) 本を読む, CD/テープを聴く, オフィスアワーを利用する etc.

2. フロンティアに参加してどの分野が最も向上しましたか？

読む / 書く / 聞く / 話す / 文法

3. 何が最も語学力向上に役立ちましたか？

1 ホームステイ/寮生活 2 スクーリング 3 自主旅行 4 インターンシップ

4. FSP 終了直後と現在では、語学力は同程度だと思いますか？

はい / いいえ (上達した/低下した)

—「低下した」と答えた方、何が原因だと思いますか？
やる気 / 興味を失った / 勉強する時間がない / 語学の授業がない /
学習の仕方がわからない
その他（具体的に ）

5. FSP 終了直後と現在では、語学学習への意識は変化しましたか？

はい（意識が上がった／意識が下がった） / いいえ

— 「はい」と答えた方、どう変化しましたか？
 興味を失った / 勉強する時間がない / 語学の授業がない /
 学習の仕方がわからない
 その他（具体的に ）

6. 現在、語学における目標がありますか？（例：各種検定試験、職業等）

はい 具体的に ()
いいえ

7. 現在、語学力向上のための自分なりの勉強方法がありますか？

はい 具体的に ()
いいえ

8. 現在も SAC を利用していますか？

はい / いいえ

—「はい」と答えた方，SAC では主に何をしますか？

—SAC にある教材，機材で特に役に立っているもの 2 つに○を付けて下さい。

1. リスニング用ブース 2. スピーキング用ブース 3. リーダーズ (レベル別洋書)
4. TV ラウンジの海外ニュース 5. 各種参考書 6. ビデオ

「いいえ」と答えた方，利用しない理由を教えてください。

9. 今後，どのように SAC を利用していきますか？

10. 以下の分野において，楽しめるものから順に番号を付けてください。

() リスニング () 読み () 書き () 会話 () 文法

11. 以下の分野において，自分に欠けていると思われるものから順に番号を付けて下さい。

() リスニング () 読み () 書き () 会話 () 文法

ご協力ありがとうございました。