Creating a real context of English use in EFL

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This study concerns a content-based English program that the authors of this study initiated at the university they are affiliated with. The program, termed Preliminary English Training (PET), provides its participants (Japanese EFL learners) with quasi-English immersion contexts to prepare for an authentic English-only lecture course, *HIROSHIMA and PEACE* (H&P), which they subsequently take together with international students from more than 10 countries. This paper will first introduce the PET program, focusing on the objectives and task activities of the program. Following this, results of two questionnaire surveys that have been conducted longitudinally to assess the program for the last several years will be presented. Based on the introduction and assessment of the program, the study will discuss the importance of offering opportunities to use English, even in EFL contexts, to nurture EFL learners as *autonomous language users* toward their urgent or future English use.

　本研究は筆者たちが所属先の大学で始めた内容中心の英語プログラムについてである。事前英語研修（PET）と称するこのプログラムは、HIROSHIMA and PEACE（H&P）という科目を受講するのに先立って行う準英語イマージョンプログラムである。H&Pは海外10カ国以上の国からの学生が参加する科目であるが、PETプログラムはH&Pに先だって行う日本人英語学習者向けの英語準備コースである。本稿では、最初にこのプログラムの目的と指導内容について言及する。続いて、PETプログラムで経年的に実施しているアンケート調査の結果に触れる。PETの紹介と評価結果に基づいて、本研究では、EFLの状況と言えども、間近に迫った英語使用や将来的なそれに備えて「英語使用者としての自律」を学習者に促すためにこうした英語使用の機会を提供することが重要であることについて論じる。

UNARGUABLY, ENGLISH is a foreign language (EFL) in Japan typologically; however, the borderline between an EFL context and that of English as a second language (ESL) has been growing more opaque throughout the world as global "hybridization" is spurred in cross-cultural communication. Under such circumstances, English knowledge, which used to be a monopoly for social elites or English grammarians in a country like Japan, has become a *de facto* communication means for many ordinary people. In response to such necessity, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) proposed, for example, an action plan of "Cultivating Japanese with English Abilities" in 2003, and nurturing English learners' practical capacity has become an urgent issue even in Japan, which is about a decade behind neighboring countries such as Korea and China in terms of English education policy (Iwai, 2008; Nunan, 2003). The realization of this MEXT plan still

appears to be rather idealistic to the many English teachers and policy makers in this country; however, there must be many things that we can do as language teachers before giving it up as an unachievable goal. Our attempt through the English program presented below can be, we believe, one small, but meaningful step toward this goal.

The purposes of the present study are threefold. First, we would like to share, in a practical sense, the English program that we initiated at the university where we are affiliated in order to offer an authentic context of English use. The second purpose is to show how and to what extent the program affected the participants in the program. For this purpose, findings from questionnaire surveys given to the participants before and after the program will be illustrated. The third, and most important, is to discuss, on the basis of the theoretical perspective of communication strategies (CSs), the necessity of pedagogical emphasis on learners' autonomy as "language users" (see below for its definition) beyond their autonomy as language learners, even in EFL contexts.

Preliminary English Training (PET) program
Preparation for Intensive Summer Course: HIROSHIMA and PEACE (H&P)

In 2003 our university instituted an intensive summer course *HIROSHIMA and PEACE* (H&P) to offer students from the University of Hawaii at Manoa, one of our sister universities, a chance to study in English about Hiroshima and its legacy of peace. In the next few years, it quickly developed into a challenging, highly competitive peace studies course that attracts students from all over the world. Last summer, 29 students (20 undergraduates and 9 graduates) from 16 different countries studied alongside our own students (see below for more about them) majoring in International Studies.

All the lectures, discussions and extra-curricular activities in H&P are conducted in English. To receive credit the undergraduate students have to participate actively in the course and pass a final examination, also all in English (more detailed information about the program is available at <http://www.hiroshima-cu.ac.jp/Hiroshima-and-Peace/index.htm>).

PET program

The present study is concerned with an English program called Preliminary English Training (PET). This is a one-semester program to help Japanese participants from our university prepare for the H&P course. The program was conceived during the first year after H&P began as a response to the reported frustration among many of our students who found themselves unable to contribute effectively to discussions with overseas students.

Since the program was initiated, the specific activities have changed somewhat as the program has evolved; however, the main goals for the students continue to be the same: (1) to be active participants; (2) to be effective, logical, and confident speakers; and (3) to be good strategy users.

With respect to these goals, positive effects measurable directly by conventional means (questionnaires described below in this study) are expected from the PET program. In addition to these effects, it has always been desired that the program will eventually contribute to facilitating the learners' volitional involvement in actual language use, which is tentatively termed as *autonomy as language users* in this study (see below for more about this notion). The term 'actual language use' in this context represents a practical and urgent necessity for the participants toward the up-coming H&P program after the PET program; however, it can also be interpreted as representing learners' English use in general, although this study does not intend to extend its notion so widely since this cannot be verified directly

from its survey outcomes. Along with these goals, the program is considered to be not only necessary for the Japanese H&P participants but also important for us teachers to think about teachers' roles in training such English learners with urgent need of English use and to develop teaching skills and task materials for language use.

This last year (2009) we had 24 participants, whose English proficiency levels ranged from intermediate to low advanced level (mean TOEIC score about 640). The program consisted of twelve 90-minute sessions at the university and a 2-day session at an overnight accommodation facility (explained below). The students received one academic credit for their participation in the PET program, in addition to three credits for successful completion of the H&P course itself.

Task-based and project-based activities for PET

We see our role as teachers in the PET program to be that of creators of opportunities for language use rather than mere conveyors of knowledge. Thus, we attempt to involve students in meaningful interaction and language production through task-based and project-based activities that are increasingly learner-centered. The activities, which we have drawn from other sources and developed ourselves, range from very simple ones in the early stages to complex projects in the later stages. By the end of the program, students have undertaken the major responsibility for organizing activities and events, developing their own learning materials, and creating visual materials (e.g., PowerPoint, posters, and handouts).

Following is a brief overview of the main activities that we have found to be effective.

1. Speaking practice/voice development: These activities provide group and individual practice with pronunciation, intonation, fluency, and volume. Examples of exercises include tongue twisters (the Internet is a treasure box of tongue twisters), jazz chants (e.g., from Graham, 2000), and peace-related songs.

2. Creation of a strategy inventory: This entails giving the students a list of communicative functions (such as asking for clarification or repetition, and expressing opinions), along with one or two examples of appropriate expressions for each and then asking the students to come up with as many other alternatives as they can think of. The creation of the inventory was based on several CS studies such as Dörnyei and Scott (1997), Nakatani (2006), and Iwai (2006).

3. Strategy training: In order to give practice with basic lexical and conceptual strategies, we use such tasks as spotting the differences in nearly identical pictures and suggesting possible interpretations of ambiguous pictures taken from the Internet.

4. Strategies for interaction and for expressing opinions: These activities require students to express their opinion and provide a rationale (logical support) for their position. For example, they can explain why they think politically or socially critical cartoons taken from the Internet are (or are not) funny. Similarly, they are asked to use their imagination and creativity to think of several alternative interpretations of a sequence of photos.

5. Basic discussion skills: In order to provide opportunities for students to summarize arguments (e.g., basic pro and con positions) and express their own opinions, we use short news articles from such sources as VOA (Voice of America, http://www.voanews.com/english/index.cfm) and VOA Special English (http://www.voanews.com/specialenglish/), which utilizes a core 1500-word vocabulary and short, non-idiomatic sentences.

6. Self-diagnosis: Based partly on our own past cross-cultural research on speech acts (e.g., Iwai, Rinnert, Yokoyama,

Zamborlin, & Nogami, 2006; Rinnert, Nogami, & Iwai, 2006), we have devised a series of pragmatic awareness-raising activities on requests (for details, see Rinnert & Iwai, to appear) and disagreements based on scenarios from TV dramas and movies. The learners are encouraged to evaluate their own and others' ideas of appropriate responses in specific contexts.

7. English Only Village (EOV): This supplementary session has proved to be a key experience for many students, especially those who have never experienced overseas travel. During the two-day session, including an overnight stay, all the participants pledge to speak English only (they even have to pay a 100-yen fine each time they speak a word from another language). Student volunteers serve as organizers for most of the activities, and several foreign student assistants are employed to simulate the multi-cultural environment for which the students are preparing.

8. Group research project: Oral presentations, based on library and Internet research conducted in groups, compete for awards at the EOV. Five conditions are specified for the project. First, it should be concerned with peace, war, conflict, and/or ideology. Second, it should be related to Hiroshima. Third, the group should be able to state opinions on the basis of the research outcomes. Fourth, nobody is allowed to read a script in the presentation. Finally, each presentation is limited to 10 minutes, and the use of a PowerPoint file is required.

Literature review on communication strategies and autonomy

The key terms of this study are *strategies* and *autonomy*. Regarding the former, most of the PET class activities mentioned above base their theoretical background on recent studies on CSs.

Strategies in this line cover various types of intrapersonal and interpersonal strategies (Kasper & Kellerman, 1997), such as compensation for lack of linguistic knowledge (Poulisse, 1990), pragmatic strategies to express opinions or to establish rapport with other participants (Rose & Kasper, 2001), and interactive strategies to make conversation flow smoothly (Nakatani, 2006).

In teaching CSs, we should notice that several researchers have straightforwardly opposed any kinds of strategy-based instruction. Such researchers include Bialystok (1990), Cook (1993), Kellerman (1991), Skehan (1998), and Rees-Miller (1993, 1994). When reviewing these studies, we should be careful to note that they have presented their criticism from the perspective of second language acquisition, that is, whether strategy instruction can be a direct cause to change L2 learners' interlanguage system, rather than whether such instruction affects learners' L2 performance. In fact, since the criticism in the 90s, a vast number of follow-up CS studies testing their instructional effects empirically have provided us with ample evidence of positive instructional effects in learners' performance in language use (see Iwai, 2006, for a summary of these studies) even within a short period. It is in this sense of performance that the strategy training through the PET program is considered to be effective in this study.

The second important notion of the study, *autonomy*, is being used in recent applied linguistics as a kind of ultimate goal of language education. Teaching L2 has shifted from the stage of exploring effective methods to a "postmethod" stage (Kumaravadivelu, 2001), where L2 instruction is not seen as a one-directional knowledge delivery from a teacher to students anymore. How we motivate learners and improve their metacognitive ability is considered to be a key in recent L2 pedagogy so that the learners will be able to, for example, monitor their learning, plan it, and engage in learning actively, and such ideals are represented by the term "autonomy" (Benson, 2001).

This notion is by no means easy to define, and its interpretation differs from researcher to researcher (Kojima et. al., forthcoming). Furthermore, this term is usually used with "learner" as "learner autonomy".

Despite this popular usage, this study prefers to use the term to refer to autonomy as "language users", which is defined roughly as "the learners who actively try to seek opportunities to use their target language and to manage to communicate strategically by compensating for their lack of linguistic knowledge or enhancing their communicative intentions" (Iwai, forthcoming). As mentioned above already, autonomy in this sense was not empirically measured in this study, but the importance of nurturing such autonomy will be discussed in the final section as part of the implications from the study.

Assessment of the PET program

Research questions

Since the first PET program, it has been our interest as its promoters and as language researchers to determine whether the program has been functioning adequately to achieve our goal. Thus, keeping our interest and expectations for the program in mind, we have conducted questionnaire surveys (see details below). The data collection through these surveys was not for an experimental purpose but was intended mainly for our practical, pedagogical interest. For this reason, the research questions of the study are loosely formulated in this study as follows:

1. Did the PET program help the participants become more willing to use English? If yes, to what extent?
2. Did the PET program facilitate the participants' use of strategies for authentic communication? If yes, to what extent?

Two questionnaire surveys

The questionnaire surveys in the PET program are made up of two different kinds. One is based on a questionnaire created by ourselves specifically for the PET program (PET-Q), which is composed of 40 multiple-choice questions with a five-point Likert scale (ranging from 1 point signifying "Not at all" to 5 points meaning "Yes, definitely") regarding the learners' attitude toward oral communication in English, in addition to several open-ended questions to ask about, for example, their past experience of actual English use. The survey using PET-Q has been conducted in the past five years, and 124 participants (an average of 24.8 participants per year) responded to it before and after the PET program; thus, the total number of completed responses is 248.

The second survey, which has been given for the last three years, relied on a ready-made questionnaire produced by Nakatani (2006), and the results of this survey are used to answer the second research question above. This questionnaire, termed Oral Communication Strategy Inventory (OCSI), consists of 32 questions to measure learners' use of strategies in production skills (speaking) and 26 questions on perception skills (listening). Since learning activities in the PET program are dominated by production skills, only the results of the former questions are displayed below. These questions, also in a five-point Likert scale with 1 point representing "never or almost never true of me" and 5 points meaning "always or almost always true of me", are further grouped into eight categories (see details in the next section) by the developer on the basis of a factor analysis, and this study relies on those categories to interpret the collected responses.

Both questionnaires were given as one set on the same days: the first survey was conducted in the middle of April as a pre-program survey, and the second survey in the middle of July immediately after the PET program as a post-program survey.

The results of these two questionnaires are displayed one by one in the next section.

Results of the two surveys

Results of the PET-Q survey

Using all the responses ($N = 248$) to the PET-Q, a factor analysis (principle component analysis with a Varimax rotation) was first conducted to bundle the questions in TEP-Q, and, as a result, 10 factors were obtained. Due to space restrictions, only the three main factors directly related to the first research question will be adopted in this study to answer it (see Appendix for more details). The three factors are concerned with "willingness to talk in class" (Factor 1), "confidence in expressing opinions" (Factor 2), and "group discussion" (Factor 3).

These factors are composed of 7 questions under Factor 1, 5 questions under Factor 2, and 5 questions under Factor 3. For the ease of making comparisons between questions, the combined participants' means for each factor were converted to a 5-point scale by dividing the group mean by the total number of questions (thus, minimum 1 to maximum 5 points) for each factor. Figures 1, 2, and 3 illustrate the longitudinal shift of participants' means in the last five years.
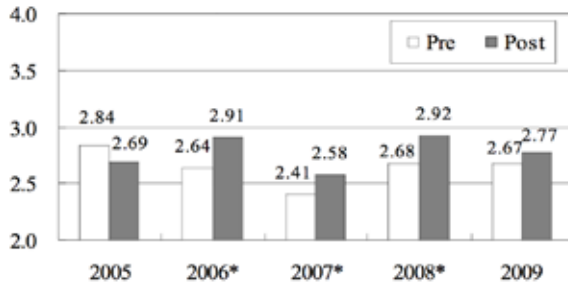

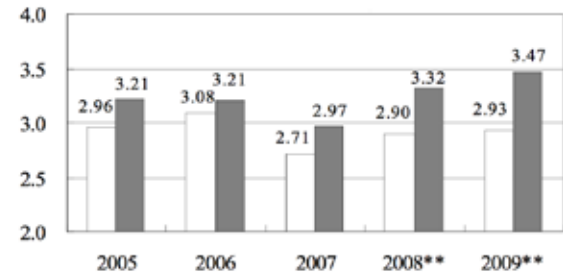Figure 1. Factor 1 – Willingness to talk in class

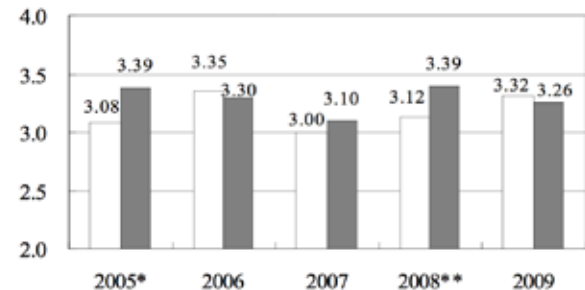Figure 2. Factor 2 – Confidence in expressing opinions

Figure 3. Factor 3 – Group Discussion

N.B.: The numbers of respondents are $N = 15$ (2005), 24 (2006), 23 (2007), 26 (2008), and 24 (2009).

 * $p < .05$, ** $p < .01$

Overall, the means of the post-survey are higher than the pre-survey in all years, even though there are some exceptions (PET program 2005 on Factor 1 and PET programs 2006 and 2009 on Factor 3). To examine if the difference of means between the pre- and post-surveys in each year is statistically significant,

a paired-sample *t*-test was conducted (only statistically signifi-cant results are shown in the figures above to save space). The results of this analysis revealed that the extent of the program effects was apparently not equal in the last five years: "Willing-ness to talk in class" (Factor 1) was significantly improved in the years 2006 to 2008, whereas "confidence in expressing opinions" (Factor 2) improved in the years 2008 and 2009, and "group discussion" (Factor 3), in 2005 and 2008. The differing degrees of the program effects appear to be attributable to where the instructional emphasis was placed: for example, in the last two years, we provided the learners with many different tasks to allow them to state their opinions and to give logical accounts for them.

Results of the OCSI survey

Participants' responses to the OCSI were analyzed and dis-played in Figures 4 to 11 longitudinally (from 2007 to 2009) and cross-sectionally (pre- and post-surveys) in the same way as those in the PET-Q. A paired-sample *t*-test was also conducted between the annual pre- and post-surveys for each factor (again only statistically significant results are shown in this section).
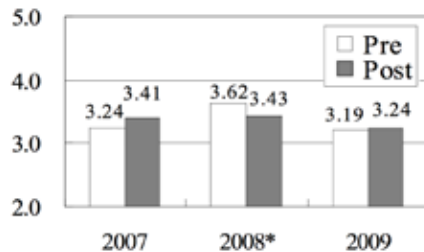

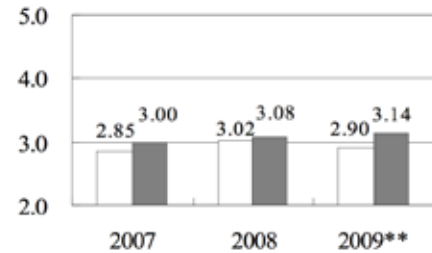
Figure 4. Factor A – Social affective strategies

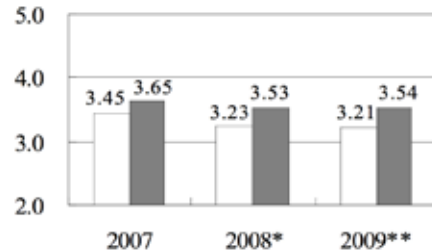Figure 5. Factor B – Fluency-oriented strategies

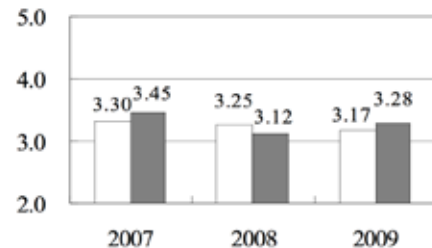Figure 6. Factor C – Strategies for negotiation for meaning while speaking

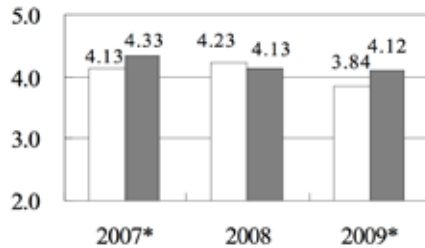Figure 7. Factor D – Accuracy-oriented strategies

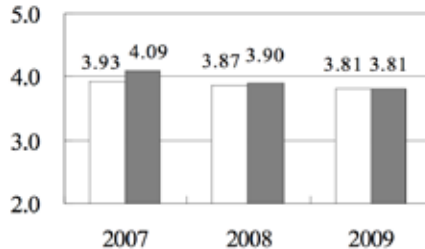Figure 8. Factor E – Strategies for message reduction and alteration
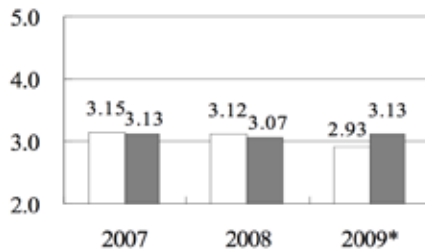

Figure 11. Factor H – Attempt to think in English

Figure 9. Factor F – Nonverbal strategies while speaking

N.B.: The numbers of respondents are $N = 23$ (2007), 26 (2008), and 24 (2009).

$p < .05$, ** $p < .01$

Figure 10. Factor G – Message abandonment

If we look at the program holistically, the participants' strategy use concerning Factors B, C and E appears to be facilitated more than that with the other factors. The improved strategy use is, to some extent, interactive (Factor C) and is related to conceptual processing (Factors B and E), and, in this sense, they could be said to be more psycholinguistic than sociolinguistic (i.e., social components in Factor A), linguistic (i.e., accuracy in Factor D and direct thinking in English in Factor H) or non-linguistic (i.e., nonverbal strategies in Factor F and abandonment in Factor G).

In the longitudinal comparison, the program in 2009 brought about significant differences in four factors out of eight, which was the largest in the last three years. The significant change in Factor G is somewhat peculiar since the result indicates that the participants abandoned their utterances more often after the PET program. This negative image toward strategy use is, however, mainly due to an inaccurate naming of this factor by its producer. The questions corresponding to this factor are four

in total, and two of them do not represent abandoning strategies (one question is about a strategy of relying on other interlocutors, and the other is a strategy in which the speaker mentions some known words even if he or she cannot say everything in a well-formed sentence). Thus, we have to be careful that the significant gain in Factor G in the post-survey in 2009 does not necessarily mean the participants gave up their utterances more easily at the post-PET stage than at the pre-PET stage.

Discussion and implications

The two research questions formulated in this study will be answered prior to the discussion in this section. With respect to the first question (i.e., willingness to use English), the analysis outcomes from the two questionnaires yielded, as shown in the preceding section, fairly promising results overall. Thus, after the PET program, the participants became more willing to talk (Factor 1), more confident in expressing opinions (Factor 2), and more favorable toward group discussion (Factor 3) (the drop in 2009 could be due to fewer opportunities for group discussion that year). With respect to the second question (i.e., strategy use), the results indicate that the PET program has been effective in improving participants' oral performance in using interactive negotiation skills and their conceptual processing. These answers to the research questions convinced us of the value of giving strategy-based instruction to our PET participants even though cause-effect relations between class activities and survey results are not specifiable from the data of this study alone. Theoretically, these answers further support the main controversy in teaching CSs (see the section of Literature review above); that is, strategy-based instruction will facilitate L2 learners' performance of language use, apart from a strong claim for the influence on learners' interlanguage change.

These outcomes of the PET program provided us with rich opportunities to consider the possibility and necessity of creating a real context of using English in our EFL situation. A *real context* in this case represents classroom circumstances where there are certain motives for the learners to use English for meaningful purposes. Our efforts to create such circumstances through PET activities in the last several years have consisted of a reiteration of a trial and error approach. As its providers, our primary concern has been to ascertain whether the program emphasizing English use is worth continuing in our EFL context and, if so, how it could be integrated into English education as part of the curriculum offered at the university. Before initiating the PET program, we thought that orthodox teacher-centered English classes would be of limited help to the H&P participants since what they needed was not to accumulate new English knowledge but rather to learn how to use their accumulated knowledge. In addition, we also had to take into account the restriction of a one-semester English course (in total 15 classes) held only at a once-a-week interval due to the traditional standard for Japanese college curricula, as well as the participants' proficiency levels. Our question was, then, how the competence necessary for the H&P participants can be achieved within a short period of time.

In this sense, we would like to stress that the program has actually provided us teachers with remarkably invaluable pedagogical implications beyond practical quasi-immersion contexts for the participants. Of various implications, we consider the following three to be of particular importance.

The first implication is that, even if the learners' English is inadequate, we should not hesitate to let them use it. When the learners are exposed to a context like the PET program, they can learn what is necessary, beyond mere linguistic knowledge, for actual L2 communication. Furthermore, once the learners experience the pleasure of using English (and its difficulty, too), they appear to become more eager to seek further opportunities to study and use it, even without being required to do so by

others. Such willingness by the learners to take initiative was defined as "autonomy as a language user" in this study. In fact, this tendency was observed, along with the quantitative analysis presented above, in the participants' responses to two of the additional open-ended qualitative questions. These questions asked if they had started studying English on their own initiative through the PET program, and 16 out 24 participants (66%) in the 2009 PET program answered "Yes". The types of studying they reported include rather sophisticated activities, such as "watching CNN or BBC or reading English newspapers" (9 students) and "practicing reading aloud or shadowing for oral skills" (4 students). Neither of these self-studying options was specifically encouraged in class.

The second implication is the importance of creating meaningful tasks for communicative activities as reported in this study. The goal of PET is to provide opportunities to convey meaning through verbal interaction with other people. In creating such tasks, it is also crucial to adjust their difficulty levels and order of presentation, as necessary, to raise their effectiveness.

The third is to respect learners' initiative in studying. The group research project is a typical case of this. In fact, the participants amazed us in the quality of their research outcomes and oral presentations. Our role as teachers in such study activities is mainly that of mediators or providers of opportunities, as well as evaluators. We have also tried the role of coaches but found that a more hands-off approach provides a richer experience for the students.

Conclusions

The lack of real contexts of English use in EFL situations is certainly a bottleneck, and it is often referred to as an excuse for one-way teacher-centered instruction. However, the bottleneck is not an impassable tube. The PET program has been a series of small but highly challenging attempts for us, and as researchers of CSs, we have desired and struggled to put theory into practice. We have no intention of boasting that the strategy training in PET is the best among various other instructional possibilities since no comparison with them is made. Even so, we can verify the value of practical strategy-based instruction through the PET program.

Finally, we do not want to forget to emphasize, on the basis of our attempts through the program, that the purposes of teaching English has been changing remarkably in our EFL contexts as its use becomes real rather than virtual. Naturally, the teachers' roles cannot be the same as in the past, and teachers' creativity in constructing real or quasi-contexts of English use is becoming more important than any time in the past.

Acknowledgements

Bio data

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Appendix

Questions on the PET-Q and the factor analysis results

#	Questions	F1	F2	F3
*5	I hesitate to speak English in class even though I know this is not good.	-0.764		
7	I am rather eager to speak in English class when an utterance is requested by a teacher.	0.694		
*8	I am rather unwilling to talk in class regardless of speaking in English or in Japanese.	-0.618		-0.426
1	I am accustomed to speaking English in front of others.	0.601		
40	If I am treated unfairly due to my English as a non-native speaker, I do not hesitate to object to it (not a mere desire, but you actually say so).	0.562		

#	Questions	F1	F2	F3
6	I try to take a risk and speak English even if I do not have enough confidence.	0.472		
9	I often test my English intentionally in English class.	0.416		
14	I can object in English to a teacher's opinion "The Japanese society is still exclusive."		0.741	
12	I can explain in English my college major and its features immediately when I am requested to do so.		0.738	
15	I can express my agreement in English with a teacher's opinion "The role of Hiroshima will become more important from now on."		0.652	
11	I can introduce myself (e.g., college major, hobby, family, future plans, etc) without any preparatory planning.		0.560	
13	I can explain in English how to use DVD equipment. (Suppose you know how to use it.)		0.519	
*23	I hesitate to object against others' opinions.			-0.676
24	I do want to mention my opinions in class.			0.647

#	Questions	F1	F2	F3
*22	I take part in group discussion rather passively.			-0.608
21	I like English discussions in a small group.			0.526
25	I usually manage to find a chance to utter my opinions.			0.471
	Rotation Sums of Squared Loadings	3.469	3.086	2.402
	Factor loadings	9.377	8.341	6.492
	Cumulative factor loadings	9.377	17.718	24.210

N.B.:

1) The table summarizes only the PET-Q questions that constitute Factor 1 (F1), Factor 2 (F2), and Factor 3 (F3) due to space restriction. The other questions are listed below.

2) The question with an asterisk (*) represents a reverse-item.

<Other PET-Q questions>

*2 I always feel anxious about pronunciation or grammatical accuracy when I speak English in class.

3 I often try to paraphrase or find alternative expressions flexibly to make up for the lack of my English knowledge.

4 I often attempt different ways to say what I can't say in English.

10 I have made intentional efforts to find a chance to use English.

16 I can make a request in English to a teacher whose explana-tion on religious rituals is too abstract to understand.

17 I can ask my teacher in English to confirm that I understand the teacher's explanation about the UN Security Council correctly.

18 I can make a request to my teacher in English to speak slowly when he/she talks too fact.

19 I can complain to my teacher when I think I won't able to complete homework by the next class due to its excessive amount.

20 I can explain in English why I decided to take the summer intensive program.

27 I can ask my interlocutor without hesitation to speak clear-ly when I can't understand his/her opinion or explanation.

28 I can request my interlocutor to talk louder when his/her talking is too soft.

29 I can interrupt a speaker who goes on talking for a long time and monopolizes a discussion.

30 I can request a person who tries to break into my talking to listen to my opinion until I finish it.

31 English is often said to be an international language, and I think this is absolutely correct.

32 I would like to study English from American or British native English speakers rather than from Asian English teachers, no matter how high their English proficiency is.

*33 There should be more Asian English teachers (such as Fili-pinos or Singaporeans) in Japanese schools.

34 College students should have more chances to listen to non-native varieties of English and to use English with them.

35 When I see someone who speaks English fluently, I feel it's 'cool' or terrific'.

36 When I see someone who speaks Korean or Chinese fluently, I feel it's 'cool' or terrific'.

37 Beyond just speaking English, I would like to behave like an English-speaking American or Briton by studying it.

38 We should not feel ashamed of 'Japanese English' (e.g., Japanese accent) if we can make ourselves understood in English.

39 As a target of my study, I would like to study such 'standard English' as American or British English.