University EFL Misaligned Expectations: Overcoming Learning Disjuncture

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The transition from pre-tertiary to university EFL classes in Japan reveals disparity between instructional methodology, classroom culture, learning perspectives, and expectations of both students and university instructors. This issue of misaligned expectations, if not addressed immediately, can result in negative consequences far beyond simply being a hindrance to language instruction. In order to successfully overcome these challenges, it is essential for university EFL instructors and students to be aware of the learning environment variances from the outset. This study examined student attitudes and experiences towards EFL learning and the transition to tertiary education through administered questionnaires. From the data, responses were grouped into three general categories: comprehension, NET behavior, and disjuncture of expectation. Results identified trends in student attitude and five areas of instructor-student misaligned expectations. When these results are understood, they can aid instructors in overcoming these learning variances and enhance student learning in the EFL classroom.

日本の高校までの教育から大学での外国語としての英語授業（EFL）への移行は、教育方法、教室文化、学生と大学講師の両側からの学習に対する考え方とその期待に関する不同性を明らかにしている。この異なる期待から引き起こされる問題は直ちに対処されなければ、言語指導の障害になるだけでなく更に大きな悪影響を引き起こす可能性がある。この問題を克服するためには、大学のEFL講師とEFLを受講する学生間の学習環境に関する考えの食い違いを認識する事が必要不可欠である。この研究ではEFLの学習に対する学生の心構えと経験、義務教育からの移行に関してアンケート調査を実施した。そのデータを基に、得られた回答を、理解力、NET（ネイティブ講師）の行動と、講師と学生間の期待格差の3つのカテゴリーに分けた。結果として、学生態度の傾向と、NETと日本人学生との期待格差の5つの分野が明らかになったが、それらを理解することは、講師にとって学習の不同性を克服しEFLで学ぶ学生の能力を高めるのに役立つであろう。

THE TRANSITION from pre-tertiary to university EFL classes in Japan reveals a disparity between instructional methodology, classroom culture, learning perspectives, and expectations of both students and university instructors. Pre-tertiary English classes are often taught in the students' L1 (Japanese) by a nonnative English teacher (NNET), with the primary focus being students' preparation for university entrance exams. Students spend most of their school years studying English, but not for communicative purposes, and, in most cases, upon graduation they transition to university with limited practical oral fluency.

In addition, freshman students often encounter significant difficulties stemming from differences in the instructional methodology and classroom culture. Unlike their earlier English education, university EFL classes are usually taught by native English teachers (NETs), classes and content are

often entirely in English, and there is a strong focus on communicative activities. Yet NETs often expect a level of oral proficiency from students at the outset that is not aligned with the realities of Japan's pre-tertiary education system. In addition to instructors' misaligned expectations, students also often have inaccurate expectations of what university EFL classes are like and of the time and effort that will be required of them.

The term *misaligned expectations* in this paper refers to instances where student–instructor (socioeducational) expectations are at odds with each other or the classroom reality. This issue of misaligned expectations, if not addressed immediately, can result in negative consequences far beyond simply being a hindrance to language instruction. For instructors, this can take the form of stress, frustration, anger, or apathy. For students, loss of motivation, classroom withdrawal, frustration, or quitting are common outcomes. It is essential for *both* university EFL instructors and students to be aware of the learning environment variances before they can hope to overcome them. Only then can reasonable expectations be established and appropriate learning goals worked towards.

Secondary English Education in Japan: *Juken Eigo*

The goal of secondary English education in Japan is to promote English proficiency, but despite well-intentioned revisions over the years, critical obstacles remain. Most prevalent of these is the continued university entrance exam-focused nature of classes, which tend to fixate on receptive skills, rote-memorization, and an over-reliance on grammar-translation activities (Kikuchi & Brown, 2009).

The university entrance exam system in Japan greatly influences not only which university students will be able to attend, but often their future career and social status as well. *Juken eigo* (English for the purpose of entrance examinations) has become the preeminent goal of English classes throughout high school, and learning for

communicative purposes is superseded by exam preparation language courses. The importance placed on entrance exams throughout students' pre-tertiary education has the unintended result of hindering their English communication and critical-thinking skills. Ogawa (2011) explained that this system "leaves few opportunities for students to apply the English they've learned in a practical way . . . learners don't develop vital debate and persuasion skills that are the cornerstone of communication in English" (p. 1).

In a nutshell, upon graduating from high school, despite 6 or more years of instruction, the typical student's proficiency is usually not what native English university instructors instructors would expect, especially those unfamiliar with pre-tertiary English education in Japan. This often results in significant expectation and learning issues when students' transition to university EFL classes.

Transition to University: Disjuncture Between Learning Expectations and Reality

Jarvis (1999) defined *disjuncture* as disharmony between a person's experiences and the current situation. There can be serious disjuncture occurring during the transition between HS and university EFL classes for both students and teachers. Previous researchers in this field have put forth various explanations for the cause of this learning disjuncture. Among these are sociocultural issues (Harumi, 2011), lack of student motivation and initiative (Paul, 1996), student unfamiliarity regarding learning styles (Reid, 1998), and student–instructor cultural gaps (Hadley & Evans, 2001).

In contrast to the students' high school (HS) English experience, university EFL classes and content are generally in English, and there is often an increase in volume and difficulty of homework assignments, a need for learner autonomy, and an immediate focus on critical thinking and communicative activities (McVeigh, 2002; Saito & Ebsworth, 2004). Taniguchi (2006) stated that students may need a transition period to adapt to all of these differences (see Table 1).

There are also cultural norms inherent in Japanese secondary education that influence, and sometimes act as barriers to, students' overall approach to English language learning. For example, the passive transmission of learning is a stronger cultural value in Japan than the notion of inquiry-based learning (Tomizawa, 1990). Holthouse (2005) explained that in Japan,

> to stand out in any way is hazardous for students, as it invites ridicule and being ostracized from the group. . . . students learn to try to remain as invisible as possible. The school system teaches children to view the teacher as the fountain of wisdom and themselves as passive vessels waiting to be filled. (p. 72)

Table 1. Key Differences Between High School and University English Classes

Feature	High school English classes	University English classes
Instructor	Predominantly nonnative English teachers (NNETs)	Predominantly native English teachers (NETs)
Class language	Predominantly conducted in the L1	Predominantly conducted in the L2
Activities	Largely note taking and grammar-translation	Largely communication based
Tasks	Passive learning tasks	Critical thinking-based tasks

Students are coming from an educational background where they studied mainly to pass entrance exams and instruction was dominated by form-focused methods. Thus, students are often unfamiliar with how to be both (a) an active participant in their own learning, and (b) a self-regulating learner who studies for the purpose of language proficiency.

NETs who have taught tertiary level courses outside of Japan often have an inaccurate understanding and expectation of the skill-set of incoming students. If not appraised of Japan's education system and cultural norms beforehand, their expectations regarding student performance may drastically differ from the classroom reality, resulting in shock and confusion. Adjustment to this "false expectation shock" varies from teacher to teacher, if it happens at all, and can lead to negative consequences such as frustration and stress, apathy, quitting, or even leaving Japan. Moreover, students can sense an instructors' negative attitude and may respond accordingly—by losing confidence, withdrawing from class activities, or simply giving up or dropping out.

It is hoped that this study will add to the literature and shed further light on this issue from the perspective of student–instructor misaligned expectations through student perspectives.

Methodology

An anonymous questionnaire (Appendix A) was administered to 79 freshmen English-major students at a private university in Nagoya where students are required to take a prescribed set of core English courses, consisting of English Reading, Listening, Writing, Communication, and Presentation Skills. The university does not stream 1st-year courses, so students of all ability levels are together in a given EFL classroom.

The questionnaire was given in class during the final week of the first semester. The survey asked students about their university EFL experiences, drawing from all their current classes and instructors. The questionnaire consisted of 10 total questions with multiple parts. Nine questions were closed, consisting of a yes/no option, a multiple-choice option, and responses on a 5-point Likert scale. The survey also included seven open-ended questions, for students to talk in more detail about their experiences and opinions. Survey questions were crafted by drawing from previously conducted

surveys in the existing literature, as well as from noticeable issues arising in the researcher's classroom environment.

The questionnaire was designed to seek answers to the following research questions:

1. What were the main challenges/difficulties students encountered upon entering university EFL classes? (Questions 1-6)
2. What things did/didn't their NETs do that hindered learning and/or made them feel uncomfortable? (Question 7)
3. What things did/didn't their NETs do that supported learning and/or made them feel comfortable? (Questions 8-10)

Student responses to questions that showed relevant trends are analyzed below. The survey is in Appendix A and survey data is in Appendix B.

Results

RQ1: The Transition: Expectations and Experiences

Overall, 71% of respondents (see Appendix B, question 1) stated they had experience (before entering university) of being taught by a NET. However, nearly one third had never had such an opportunity, which likely played a part in the misaligned expectations students had regarding perceived difficulty of classes.

Many in the freshmen population did not have a clear understanding of what classes entailed, nor of what kind of effort would be required. As shown in rows 1 and 2 of Table 2, 55% of respondents felt English classes were more difficult than their perceived expectations of them prior to entering university. The main open-ended reasons given were (a) all class content and explanations were solely in English, (b) it was their first experience learning from a NET, (c) it was hard to understand the NET, and (d) it was difficult not being allowed to use Japanese in class. It appears students were uninformed about university EFL, which in many cases led to them carrying misaligned expectations into their classes.

Table 2. Student Ratings of English Class Difficulty*

Level of class difficulty	Student responses
Very difficult	14 (18%)
Somewhat difficult	29 (37%)
Approximately the same	11 (14%)
Somewhat easy	16 (21%)
Very easy	8 (10%)

Note. *Actual question asked: Compared to your expectations, how much more difficult are (all) your university English classes? The question was asked during the final week of the first semester of the freshman year.

On the other hand, 55% of respondents felt English classes were more difficult than their perceived expectations of them prior to entering university. The main open-ended reasons given were (a) all class content and explanations were solely in English, (b) it was their first experience learning from a NET, (c) it was hard to understand the NET, and (d) it was difficult not being allowed to use Japanese in class. It appears students were uninformed about university EFL, which in many cases led to them carrying misaligned expectations into their classes.

RQ2 & RQ3: NET Classroom: Positive and Negative Learning Factors

Respondents were also asked about their opinions and positive and negative experiences in their NET classrooms. Student responses were tabulated, then based on trends that emerged, organized into the following three categories: comprehension-related, NET-behavior related, and disjuncture of expectation-related (Tables 3 and 4).

Table 3. NET Negative Classroom Factors (*n* = 47)

Students' responses	Number of responses
Comprehension related	19 (40.4%)
• speech too fast	
• lexicon too difficult	
• poor handwriting	
• can't understand NET questions/instructions	
• NET doesn't address misunderstandings before moving on	
NET behavior related	13 (27.6%)
• too strict	
• irritability/anger	
• prohibition of L1	
• puts down/ridicules students	
• talks too much	
• expects instantaneous responses	
Disjuncture of expectation related	20 (42.5%)
• lesson/class moves too quickly	
• class lessons/activities have no purpose	
• homework annoying/too much	

In terms of comprehension, students struggled with the English-only classroom environment and their instructors' mode of speaking and teaching. Furthermore, students were frustrated when prohibited from using their L1 in class. Responses indicated instances of negative NET behavior taking the form of frustration and anger towards students. Disjuncture of expectations occurred in various forms: the speed and purpose of class lessons, the amount of participation expected, and the quantity or quality of homework.

Table 4. NET Positive Classroom Factors (*n* = 64)

Student reasons	Number of responses
Comprehension related	39 (60.9%)
• speech and lexicon appropriate	
• fully addresses misunderstandings (uses simplified language)	
• gives hints if misunderstanding occurs	
• provides one-to-one assistance (when confused)	
• teaches in an easy-to-understand way	
• can understand/use students' L1	
NET behavior related:	20 (31.2%)
• kind/friendly/polite/easy to talk with	
• enthusiastic	
• encourages/praises students	
• sense of humor	
• remembers student names	
• smiles (especially if student is confused/gives wrong answer)	
• shares information about his/her life	
Expectation related	5 (7.81%)
• practical/useful class content	
• pair/group work aids learning	
• interesting activities	
• provides office hours for assistance/practice	

Positive student comments were nearly all related to their NETs' effectively using comprehension strategies and behaviors for low-level learners: being cognizant of speaking speed, using an appropriate lexicon level that matches the level of their students, and always being friendly and respectful. In addition, student responses indicated

that the best instructors were those who had a genuine interest in the student's understanding and well-being, for example, remembering student names and interacting with students outside the classroom. Student responses showed that positive reinforcement, praise, smiling (especially when students made mistakes), and use of humor by instructors went a long way towards making them feel relaxed and more motivated to participate and take risks during class.

The largest positive student response to question 8 regarded the NET's understanding or actual use of students' L1 as a teaching tool. This is not surprising given that most Japanese students are accustomed to HS English classes being conducted in Japanese by a NNET. Teachers that understand the students' L1 are better able to utilize immediacy behavior (Simonds & Cooper, 2010), which is behavior meant to create a sense of physical or psychological closeness between the teacher and students, to get positive results. In support of L1 use, Carson & Kashihara (2012) stated that for students, using the L2 exclusively in the classroom may "not only lower motivation and morale, but also invite feelings of rejection, alienation and denigration of their own language and culture" (p. 9).

This issue relates to Krashen's (1982) *affective filter hypothesis*— that a learners' ability to acquire language can be impeded if they are experiencing negative emotions. If students are nervous, their affective filter will be high and the amount of input they can absorb and retain is greatly reduced, as they are focused on factors other than learning. This can result in students having lower self-confidence and choosing not to participate in class tasks. One way to reduce this anxiety is for teachers to use the students' L1, effectively lowering their affective filters and helping to create a comfortable classroom environment.

NET L1 Ability: Bane or Boon?

The next series of questions (9-10) provide more data regarding student's experience and opinions of NET L1 usage during learning.

For question 9, 97% of respondents during their first semester indicated that their NET had some level of Japanese ability and used it in the classroom as a scaffolding tool. When asked their opinion of this, the majority of student open-ended responses were positive: "I can relax," "If the class is only in English I won't understand, but using a little Japanese makes it easy to understand," and "Using a little Japanese is a life saver." Negative responses pertained to the extent of instructor L1 usage: "Limited usage is helpful, but overuse by instructors detracts from English learning opportunities."

In question 10, respondents were asked their preference of having a NET with or without (some level of) proficiency in their L1. Seventy-five percent answered affirmatively, explaining that: "It's just too confusing if they aren't capable," "I can understand more of what we learn in class," and "It's easier to talk with a teacher who I know understands Japanese." Nine percent answered negatively, stating that their English wouldn't improve if they or the instructor spoke Japanese. The final 16% answered impartially, explaining that "It's ok if they don't speak Japanese, as long as the teachers are skilled at making themselves be understood."

These results evince that as long as it isn't abused, using the L1 as a scaffolding tool in tandem with other effective EFL teaching strategies during the initial transition can lower students' affective filters. This aids them in acclimating to their new (predominantly English-only) environment.

Discussion

Although this survey was conducted on only a small sample of freshmen university students, relevant themes emerged that illustrate there are clearly issues regarding student transition into university EFL classes. The main challenges and difficulties students faced upon entering university EFL classes can be divided into two general categories: the classroom environment and NET teaching and behavior. The potential to address each of the issues identified

by the respondents is clearly there—but the onus to do so falls on the instructor.

Current research in the field and this study's results indicate five key areas where student–instructor expectations are misaligned; if left unaddressed they will continue to cause difficulties for students during the transition phase between HS and university EFL classes. In the next section I will state the misaligned expectations and posit some recommendations (Rs) for NETs that can aid in addressing these issues.

Misaligned Expectation #1: (Inaccurate Assumption of) University Students' English Skill Set

R1: Gain familiarity with the Japanese education system and student characteristics.

R2: Set and explain clearly classroom expectations (for instructor and student) at the very beginning of the term.

In order to correctly align expectations and begin instruction from an accurate starting point, NETs must be versed in the experiences their students have had within the Japanese education system. This entails reading up on the subject, talking with a wide range of experienced instructors (to avoid bias), as well as surveying one's own students. It would also be ideal for newly hired NETs to be provided with essential information during their initial university orientation process to adequately prepare them for their classroom reality and average expected level of student proficiency. If the misaligned expectation is left untreated, instructors risk building their entire curriculum on a shaky foundation of inaccurate student socioeducational assumptions.

Misaligned Expectation #2: NET Classroom Culture and Teaching Style

R3: Learn about and effectively use (low-level) EFL teaching strategies.

R4: Explain the rationale and method for all learning activities (take nothing for granted regarding student understanding).

The expectations of the communicative EFL classroom will be unfamiliar to the majority of incoming Japanese students. Many students arrive with vocabulary and grammar knowledge they do not know how to access and minimal communicative experience to perform and meet expectations without instructor guidance. Thus, it is crucial to ease students into the English-only learning environment by utilizing a scaffolded teaching methodology that will guide and support students in a step-by-step manner. Furthermore, conditioning from years of studying for the university entrance exam may have left many students focused on studying for the sake of recording the correct answer, rather than learning for the sake of understanding and knowledge. Instructors need to carefully identify expectations and gradually scaffold tasks that allow students to shift their own expectations about learning.

It is also important not to assume that students are familiar with commonly used classroom and instructor jargon (e.g., "Discuss with your partner"). Student responses (see Table 3) as well as this researcher's own experiences show that this is an area that can cause students confusion and lead to continued miscommunication. Key classroom vocabulary and directions should be explained systematically or be provided in handout form. Furthermore, the rationale for activities and assignments needs to be thoroughly communicated so students understand that they have been carefully chosen by the instructor for their importance and usefulness in acquiring the L2, not just for the sake of a "getting a grade."

Misaligned Expectation #3: Time Required for Studying and Homework

R5: Be cognizant of the amount and purpose of homework assigned.

One of the most common misaligned expectations from freshmen university students is the amount of homework they are assigned (Fukuda & Yoshida, 2013). Responses to question 4 showed that 69% claimed to only spend between 1 and 4 hours on homework for their English-related classes each week. This is based on the 10-course student load common in the university context, but the amount of time they spent is insufficient to effectively learn a foreign language. For the vast majority of L2 Japanese learners, autonomous learning is not something they are familiar with, and they don't realize how crucial autonomous study time is to become proficient. It's important for students and instructors to have aligned expectations right away, and this requires clear and explicit instruction (on multiple occasions) on not just how to complete assignments, but also how much time should be spent doing so. It is also crucial for instructors to make a concerted and consistent effort to check students' homework each week, or else their words and the value of homework will lose credibility.

However, NETs should keep in mind that in addition to their large class loads each semester, students often also have various clubs, sports, or part-time job responsibilities vying for their time and attention. Given such factors, it is not always possible for them to put in the amount of study time instructors may expect. Requiring independent study is important for solidifying students' L2 learning and should be utilized, but only when it has a clear and meaningful purpose. Overall, independent study needs to have clearly defined goals whereby both students and teachers understand the rationale and expectations.

Misaligned Expectation #4: (Judicious) Use of L1 Is OK

R6: Allow students use of their L1 for clarification purposes (initially).

R7: If possible, use students' L1 as a scaffolding tool.

There are two schools of thought regarding L1 usage in the EFL classroom. Although students' time on task in the EFL classroom is generally one of the only opportunities they have to be exposed to English, responses in this study indicated that L1 usage is not only helpful, but preferred by freshmen students. In support of this, Storch and Wigglesworth (2003) explained that use of the L1 provides students with "additional cognitive support that allows them to analyze language and work at a higher level than would be possible were they restricted to sole use of their L2" (p. 760).

Data from questions 8-10 showed that L1 usage can facilitate students reaching higher cognitive adjustments while learning a new language. Thus, judicious use of students' L1 can act as an effective scaffolding tool and provide initial support to low-level language learners, allowing for an incremental tapering off of use as student L2 abilities improve.

Misaligned Expectation #5: Instructor-Student Relationship

R8: Always treat students with kindness, patience, and respect.

R9: Try to create a rapport with students, both in and out of the classroom.

Initially easing students into an English-only classroom and creating a safe and supportive environment is very important to students' overall success. Data from questions 7-8 illustrated that negative NET behaviors such as irritation, anger, and strictness lead to an increase in student affective filters, which hinders learning. In contrast, positive behaviors such as kindness, politeness, and humor lead to lowered student affective filters, which aid learning. Thus, results support the claim that it can benefit instructors to bridge the gap between the instructor–student dichotomy and make an effort to create a friendly learning environment based on complementary expectations of treatment and behavior.

Macintyre (2007) argued that "The major motivation to learn another language is to develop a communicative relationship with people from another cultural group" (p. 566). NETs are in the best position to foster student motivation by taking on the role not just of educator, but also of mentor and role model. By striving to always be professional yet caring, NETs can improve the communicative relationship between teacher and student, as well as improve student's confidence in speaking with English speakers both in Japan and abroad. Learning students' names and educational background, asking them about their other classes and personal lives, or simply saying "hello" to them outside the classroom go a long way in lowering affective filters and creating a more conducive learning environment for all.

Conclusion

There are inherent discrepancies between English pre-tertiary and university education in Japan, which contribute to differences in student–instructor expectations and classroom agency in the new university EFL classroom. However, if instructors are aware of students' past education and learning perspectives, it is possible to greatly minimize this disjuncture. To do so, however, misaligned expectations must be addressed and aligned at the outset.

The results of this study showed that NETs who used their knowledge of EFL teaching, of Japan's education system, and of the students' L1 were able to effectively utilize strategies that allowed students to feel relaxed and supported, that promoted a well-functioning classroom, and that enhanced and aided instructor support of students' learning in the EFL classroom.

Bio Data

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Appendix A
University English Class Transition Survey

　このアンケートは「高校生の英語の授業と大学の英語の授業」についてNUCBの学生の意見や考えを調査するためのものです。できるだけ正直に全ての質問に答えてください。答えは日本語と英語、どちらでも構いません。あなたの名前は未記入でお願いします。調査結果は調査の目的以外には利用しません。

　This survey is intended solely to learn your opinion and experience regarding university English classes. As much as possible please answer all the questions fully. You can answer in either English or Japanese. This survey is anonymous, and results will not be used for anything else besides this research study.

1. Were your university English classes the first time you learned English from a foreign teacher? Yes　No

外国人の先生から英語を習うのは、大学の英語の授業が初めてですか? はい・いいえ

2. Compared to your high school English class, how much more difficult are (all) your university English classes?

a. very difficult　　b. a little more difficult　　c. about the same

d. easier　　e. much easier

高校の英語の授業と比べて、今大学で受けている全ての英語の授業はどの程度難しいですか? 高校の英語の授業より:

a. とても難しい　　b. 少し難しい　　c.同じぐらい

d. 少し簡単　　e. とても簡単

3. Compared to your expectations, how much more difficult are (all) your university English classes?

a. very difficult　　b. a little more difficult　　c. about the same

d. easier　　e. much easier

Why?

大学入学前も予想していたものと比べて、今大学で受けている全ての英語の授業はどの程度難しいですか?

a. とても難しい　　b. 少し難しい　　c. 同じぐらい

d. 少し簡単　　e. とても簡単

それは何故ですか?

4a. How many hours a week on average do you spend doing English homework now?

a. 0　　b. 1-2 hours　　c. 3-4 hours　　d. 5-6hours　　e. 7+ hours

現在、週に平均何時間ぐらい英語の宿題をしていますか?

a. 0　　b. 1-2時間　　c. 3-4時間　　d. 5-6時間　　e. 7+時間

4b. Do you find the homework useful to learn English? Yes　No

Why?

英語の宿題は英語の上達に役立つと思いますか? はい・いいえ

それは何故ですか?

5. What English class(es) are most difficult for you? (Circle all that apply.) Why?
   どの英語の授業が一番難しいですか?(該当する答え全てに丸をつけてください)

   a. English Reading   b. English Communication

   c. English Listening   d. English Writing

   e. Presentation Skills   f. Other: _____

6. Overall, how well did ALL your English professors help you transition to an all-English class?

   a. very well   b. pretty well   c. so-so

   d. not so well   e. poorly

   皆さんが英語だけの授業に慣れるのに先生達はどのくらいサポートしてくれましたか?

   a. とても満足 b. 満足 c. まあまあ d. 不満 e. とても不満

7. What were some things that your English professors did that made learning difficult, or made you feel uncomfortable, nervous, or confused in class?
   英語の先生達が授業で皆さんが英語を学習する上で不快感じさせたり緊張、または混乱させたことは何ですか?

8. What were some things that your teachers did that made learning easier, or made you feel more comfortable and relaxed in class?
   英語の先生達が授業で皆さんが英語を学習する上で勉強しやすくしたり、安心させたりしたことは何ですか?

9. Do any of your English professors use Japanese in class while teaching?   Yes No
   If yes, what is your opinion of this?
   英語の授業中に日本語を使う先生はいますか?　はい・いいえ
   それに対してどう思いますか?

10. Do you prefer an English professor who can understand or speak Japanese, or one who can't? Why?
    日本語ができる英語の先生、日本語ができない英語の先生、どちらのほうがいいと思いますか? それは何故ですか?

Appendix B
Survey Data (Closed Questions)

Question	Yes/a	No/b	c	d	e	other	Total ($n =$)
1	23	55	0	0	0	0	78
2	22	30	8	12	6	0	78
3	14	29	11	16	8	0	78
4a	2	22	31	14	8	0	77
4b	71	3	0	0	0	0	74
5	11	8	13	34	42	3	78
6	15	38	21	2	2	0	78
9	76	2	0	0	0	0	78
10	59	7	12	0	0	0	78