

Freshman International Students' English Study at a Japanese University

Regan Tyndall
Asia University

Reference Data:

Tyndall, R. (2015). Freshman international students' English study at a Japanese university. In P. Clements, A. Krause, & H. Brown (Eds.), *JALT2014 Conference Proceedings*. Tokyo: JALT.

This paper reports survey results (collected over a 2-year period) from 63 Asian international students in their freshman year at Asia University in Tokyo. The survey concerns the importance of English study to the students, comparisons of norms in the students' home country to norms in Japan, and international students' perceptions of the English abilities of their Japanese classmates. Anecdotal information obtained in student interviews is also discussed. Results suggest that international students' impressions of English study with Japanese classmates is relatively positive overall, but that Asian international students have difficulty understanding Japanese students' spoken English—something some international students attribute to *katakana* dependence. I also suggest ways in which university English teachers can both aid Japanese students in their appreciation of Asian international students and address the concerns raised by the international students about English study in a Japanese classroom.

本論文では、東京都にある亜細亜大学において1年次の63名のアジア系留学生を対象とした(2年間にわたって収集した)調査について報告し、論ずる。本調査は、学生が英語を勉強することの重要性、留学生の母国と日本における規範の比較、そして日本人学生の英語能力に関する留学生の認識に関するものである。また、学生へのインタビューにより入手した事例についても論じる。結論としては、全体的に外国人留学生が日本人学生とともに英語を学ぶことに関して抱く感情は比較的良いのだが、アジア系留学生は日本人学生の話す英語、つまりカタカナ依りの英語を理解することに困難を感じているということがわかる。また、本論文では、大学の英語教師が日本人学生がアジア系留学生に対する理解を深めるための援助をし、日本の学校における英語教育について留学生が抱く疑問に対処し得る手段を示唆する。

As of May 2012, Japan was host to 137,756 exchange students. The Japanese government's plan, since 2008, has been to attract 300,000 exchange students from abroad by 2020 (Kamida, 2013). Most of these international students are, and will continue to be, from Asia (Clavel, 2014). The 2008 plan includes numerous goals, including “drastically increasing the number of courses in English” and “increasing the number of foreign faculty members” (Shao, 2008, p. 10). Although the first of these goals also suggests “mak[ing] it possible to obtain degrees in English” (Shao, 2008, p. 10), the vast majority of universities in Japan do not offer such degrees. Therefore, most of the international students are enrolled in degree programs with courses taught mainly in Japanese.

Asia University, in Tokyo, normally has between 400 and 500 international students—all from Asian countries—at any given time. Of these, a much smaller number are freshmen. During the 2013-14 school year, 33 freshmen were international students, and during the 2014-15 school year,



38 freshmen were international students. All freshman students—Japanese and international students—at Asia University study English as a requirement, normally four times per week, with a native English-speaking teacher. In this paper, I report the results of a survey and interviews with Asia University's freshman international students. Topics addressed include (a) How do they feel about learning English amid a large majority of Japanese students? (b) How do they perceive the English classes to be similar or different from those they have taken before in their home countries? (c) What are the positive or negative aspects for international students studying English with Japanese students?

The purposes of this investigation were to learn more about the experience of international students' English-study in Japan and to learn if commonly-held conceptions about Japanese students learning English (e.g., they do not speak out; they are afraid of making mistakes) are true from international students' perspectives; and to start thinking about specific ways in which university English programs in Japan can contribute to making Japanese universities more attractive to international students.

Background

According to *The Japan Times*, Japan has faced criticism in its higher-education sector because it has undergone an “Asianization” more than an “internationalization” (Clavel, 2014). Today, several years after the Government's 2008 stated goals for international student enrollment, about 90% of Japan's international students come from other Asian nations. Again according to *The Japan Times*: “A commonly cited obstacle to studying in Japan is the predominance of classes conducted in Japanese. Because of language similarities, this is a less intimidating hurdle for students from Northeast Asia” (Clavel, 2014, para. 13). The future English communication of Japanese students is more likely to be with people from Asia than from Europe or the Americas. Therefore, Asian international students, who are the entire international student body at Asia University, are

the exclusive focus of this study. Freshman international students continue their English education, but now do so in Japanese-language classrooms with Japanese classmates.

Few studies exist on this emerging topic. Some focus on short-term exchange students who are *not* from Asia, with already advanced English skills. For example, Seki (2011) wrote about cross-cultural communication at Shizuoka University in her class of 31 Japanese and five international students. However, Seki's international students were European, South American, or Middle-Eastern exchange students. Citing the 2006 work of Mita, Shirao, Martin, Hatagaki, and Dendo, Seki (2011) noted that “Japanese students are sometimes characterized [by international students] as passive, introverted, unmotivated, inactive, and unresponsive” (p. 407), and also that international students dominated the discourse in her classes. Seki further noted the cultural factors that differentiate Japanese students: Her students were “not used to speaking up in class, even in Japanese” and this became “a source of frustration” (p. 407) for the international students in her class.

Though such studies are valuable, the more relevant focus from the Japanese perspective will be studies that focus on Asian international students—a much larger and more important demographic.

Terminology

For purposes of this study, the term “international student” as designated by Asia University is used. Therefore, an international student (with rare exceptions) is simply a student who does not possess a Japanese passport. However, in practical terms, the distinction between who is “international” and who is not is occasionally blurred because some designated international students have actually been in Japan several years. Nevertheless, the vast majority of those officially considered international by Asia University, and thus included in this study, are relatively new to the Japanese education system. In nearly all cases of the freshman students represented in

this study's survey and interviews, the 2013-2014 academic year or the 2014-15 academic year was the student's first year of degree course study in Japan.

Method

Freshman international students were surveyed via a series of written questions (see Appendix). Not all students were surveyed, but 63 of 71 freshman international students were. Of these 63, 43 were Business Administration majors, seven were Economics majors, five were International Relations majors, six were Multicultural Communications majors, and two were Law majors. Corresponding with Japanese universities in general (Clavel, 2014), a large majority of the recent or current freshman international students at Asia University were Chinese nationals (42, or 67% of the total who responded). Additionally, six students were from Myanmar, three were from Malaysia, three were from Thailand, two were from Mongolia, two were from South Korea, two were from Taiwan, and one was from each of India, Indonesia, and Sri Lanka.

The surveys were undertaken near the end of term one of the 2013-14 and the 2014-15 academic years and therefore captured student impressions mid-course. The questions were submitted to students in: (a) Japanese and English, (b) traditional Chinese, or (c) simplified Chinese, depending on the given student's language of preference. It was not possible to translate the survey into other languages, but all non-Chinese-speaking students were at a sufficiently high level of Japanese (or English) to understand the Japanese and English survey with no difficulty. The surveys were distributed to students by their respective classroom English teachers.

Survey Results

Ten survey-items were given to all 63 students in this study. The students selected responses from Likert scales.

1) Importance of English Study

The international students were asked to rate the importance of English study to them when compared to their other degree-requirement courses at Asia University, on a 4-point scale of *very important* to *very unimportant*. Of the respondents, 98% said that English study was at least *important* to them, with 60% specifying that it was *very important*, and only 2% saying it was *unimportant*. This is despite the fact that none of the students surveyed were language majors, and only ten of the 63 majored in International Relations or Multi-Cultural Communications (the only programs that have an English test level requirement for graduation). Clearly, Asia University international students place great importance on English.

2) Comparison of Asia University English to Home-Country Experience

The international students were asked three questions about their perception of the relative willingness of their Japanese classmates compared to that of students in their own countries to speak English in class, on a 3-point scale (see Table 1).

The students were first asked to compare the willingness of their classmates to speak English to the English teacher. Of respondents, 40% replied that their classmates at Asia University were more willing to speak English to the English teacher than were students in their home countries, while 36% responded that the degree of willingness was the same. Just 24% responded that classmates in their home countries had been more willing to speak English to the teacher.

Next, the students were asked to compare the willingness of their classmates to ask questions of the English teacher. Of respondents, 35% replied that their classmates at Asia University were more willing to ask the teacher questions than were students in their home countries, while a similar number (38%) responded that the degree

of willingness was the same. Again, only a relatively small number, 27%, responded that classmates in their home countries had been more willing to ask questions.

Finally, the students were asked to compare the willingness of their classmates to speak in English to other students in class. The results were very similar to the preceding question, but even fewer students (22%) said students had been more willing to speak English to classmates in the students' home countries.

I view these results as largely positive for Asia University's freshman English program in that Asian international students generally do not perceive their Japanese classmates as less willing to speak out in class. The results do not suggest that Asian international students are coming from a vastly superior classroom English environment in their high school or undergraduate-level English classes.

Table 1. International Students' Perception of Classmates' Willingness to Use English (N = 63)

Statement	Response (%)		
	More in my home Country	The same	More at Asia University
Students are willing to speak in English to the teacher.	40	36	40
Students are willing to ask questions of the teacher.	27	38	35
Students are willing to speak in English to other students in class.	22	43	35

3) Studying English with Japanese Students

The freshman international students were given six opinion statements for this topic and asked to score them on a four-level Likert scale, from *Strongly agree* to *Strongly disagree* (see Table 2).

Table 2. International Students' Opinions About Studying English With Japanese Students (N = 63)

Statement	Response (%)			
	Strongly agree	Agree	Disagree	Strongly disagree
Compared to students of my nationality, or students of other nationalities, Japanese students are shy to speak in English.	21	40	31	8
Japanese students' spoken English (pronunciation, accent, etc.) is difficult for me to understand.	25	57	18	0
My English speaking ability is higher than most of my Japanese classmates'.	8	41	48	3
My English listening ability is higher than most of my Japanese classmates'.	8	39	50	3
My English study this term has benefitted from being in a classroom with a majority of Japanese students.	6	59	30	5
My English study this term has suffered from being in a classroom with a majority of Japanese students.	3	5	71	21

They were first asked to respond to a statement about the degree to which their Japanese classmates were shy in speaking English, as compared to students of their own or other nationalities. Somewhat surprisingly (given the results of part two of the previous question), a total of 61% of respondents agreed. It is probable that several international students inferred a semantic distinction between the preceding statement's "willingness to speak" and this statement's focus on the more practical characteristic of being shy to speak. It appears that a majority of international students perceive their Japanese classmates as theoretically willing to speak English in class (i.e., possessing a positive attitude) but also shy to speak in practice. Although 61% agreement is not an overwhelming statistical result, responses to this question are more in accordance with previous studies, such as Seki's (2011), in which (non-Asian) international exchange students were frustrated by their Japanese classmates' passivity in class. Indeed, even within an entirely East Asian context, Littlewood's (2010) research has suggested that Japanese students are unique in *not* preferring communication-based English lessons.

Students were next asked to respond to a statement about how difficult Japanese students' spoken English is to understand. Of the respondents, 82% agreed with this statement. Not one student selected *Strongly disagree*. The strength of the agreement suggested an obvious question regarding comprehensibility to be raised in the interviews conducted after the survey (see next section).

The results of the two preceding questions are clearly *not* positive from the perspective of Asia University's English program. International students perceive their Japanese classmates, when speaking English, as both shy and difficult to understand.

The international students were then asked to respond to two statements regarding the relative strength of their own speaking and listening abilities compared to most of their classmates. Opinions were fairly evenly divided on these two points, which is preferable from Asia University's perspective (a majority response—whether agree or disagree—would have suggested poor

level placement within our program). Asia University freshmen are given an English placement test upon entry to the university. The survey results suggest (especially as there was no *Just right* option on the Likert scale) that international students are at relatively the same English level, on average, as the Japanese students in their classes. Very few students (only 11% for both speaking and listening) strongly agreed or disagreed.

The general perception among staff in Asia University's Center for English Language Education (CELE) is that international students have greater experience using foreign languages for practical purposes and have more confidence in a foreign language (Japanese foremost, but in many cases English also) than do most of the Japanese students. This experience and acquired confidence in foreign language use is reflected in the disproportionate number of international students in the higher level English classes. Most of Asia University's English courses have, per faculty of major, between 13 and 17 leveled classes of English. Of the freshman international students between 2013 and 2015, 53% were in the upper five levels of Freshman English or are in the designated "Super-Course," which comprises students with the very highest English levels. That is, 53% of the total international students attend English classes in the top third of those offered at Asia University.

The final two survey statements were strongly worded to draw out students' most essential impressions—positive or negative—of studying English with Japanese classmates at Asia University. The positive statement ("My English has benefitted") resulted in 65% agreement—a not overwhelming but solid majority. Even more positive for Asia University's English program, the results of the negative statement ("My English has suffered") are not even a simple inverse of the first statement. Only 8% of students expressed agreement with the negative statement (that is, 92% disagreed that their English study has suffered).

The best conclusion to draw from these two offset items is that the international students do not seem to have particularly strong

impressions of how their English study has been affected by studying with Japanese students. In general, the survey suggests that their impressions are more positive than negative, with the notable exception of their ability to comprehend Japanese students' spoken English.

Student Interviews/Anecdotal Information

Following the surveys in 2013 and in 2014, I informally interviewed several freshman international students, representing four Asian nations. The general questions and topics the students were invited to respond to or comment on were the following.

1. Compare your English study at Asia University to your former high school/university study.
2. How are your Japanese classmates in your English class different from your classmates in (your home country)?
3. Compare your English ability to your Japanese classmates'.
4. Does your English teacher use methods that are more (particularly) suited to Japanese students than to international students, or are the lessons well suited to you?

The following are comments by five students, identified by country of origin.

Ms. Sri Lanka believes that her English listening skills are better than those of her classmates. She said that “Japanese are scared of English” and that they often do not understand the teacher's instructions. In fact, she said that after instructions are given, her Japanese classmates often turn to her to ask what the teacher meant. According to her, however, under normal circumstances, “[Japanese students] don't like to talk to me. They're scared of me.” She observed particularly that it was the boys in her English class who were “scared to speak to me.” Ms. Sri Lanka also observed that although she speaks almost 100% English in the English classroom,

her Japanese classmates speak about 50% English and 50% Japanese. She also explained that she often cannot understand her classmates' spoken English because of their *katakana*-based pronunciation.

Mr. China 1 felt that “Chinese students speak [English] more” in class than his Japanese classmates. He said that his Japanese classmates' pronunciation “isn't good.” Like Ms. Sri Lanka, he attributed the problem of pronunciation to the Japanese students' *katakana*-based English pronunciation. Mr. China 1 also felt that his classmates were shy, and he suggested that this may be because they know their English pronunciation is not strong and are therefore hesitant to speak. Similarly, Mr. China 1 said that while he likes to answer the teacher's questions in class, he feels that most of his Japanese classmates do not.

Mr. China 2 observed that his classmates “don't want to say English. They often speak Japanese in class.” He said that he speaks only English in class. He also felt that his pronunciation is better than that of his Japanese classmates. He expressed the opinion that it is somewhat more difficult for him to learn English now that he is at a Japanese university because of his classmates' *katakana*-based pronunciation. Partly because of this, he said that in the future he would like to learn English “in different countries, like Europe.”

Ms. Myanmar said, “For the speaking, [international students] aren't used to the [Japanese] pronunciation.” She further noted that “In Japan, I don't know why, but I feel they are afraid of English.” She contrasted this with the university students in her own country, who she said are “very willing to speak and read,” more particularly in recent years. Similar to Ms. Sri Lanka, Ms. Myanmar discussed the difference in female and male students' speaking English in class: “I feel some of the guys are not speaking loudly. I feel they didn't want to speak. [However], most of the girls are willing to.”

Mr. Malaysia said that English is used practically, not academically, in Malaysia. In his words, “We use English to talk to people of other races.” Mr. Malaysia said that “International students can speak better [English] grammar [than Japanese students]. Local

Japanese students can speak well, but not so well with grammar.” However, when I asked him about *katakana*-based pronunciation of English, and if he could understand it, he said, “Sometimes I can’t.”

The international students interviewed were generally positive about the style of classes they experienced at Asia University when compared to those in their home countries. Though all of the international students surveyed are from Asia, their home-country experiences of English study were not exactly alike. Ms. Sri Lanka said that the style of classes at Asia University was very similar to that of classes she had taken in Sri Lanka, while Mr. China 1 and Mr. China 2 both said that the Asia University style was different and that they practiced speaking English much more in their Asia University classes. The two Chinese students were also pleased that they could hear and learn “local words” (meaning contemporary slang or everyday expressions) from a “local teacher” (meaning a teacher from an English-speaking background). While Ms. Myanmar was also happy with the style of English classes at Asia University, she pointed out that she was accustomed to students being more highly motivated and enthusiastic about English practice than were many of her Japanese classmates.

Katakana-Based English in the Classroom

Katakana is the Japanese syllabary used to write foreign words. Because all syllables in the Japanese language end in a vowel, except for syllables ending in *n*, when foreign words are written in *katakana*, vowels are inserted at the end of most syllables, resulting in so-called *katakana* pronunciation.

Several of the international students interviewed identified *katakana* pronunciation as a limitation to understanding in their English classroom and a large majority of the students responded that Japanese students’ spoken English was difficult for them to understand.

There has been much discussion and study of the merits and demerits of *katakana*’s role in Japanese language education. Japanese educators are not unaware of the potential limitations *katakana*-derived pronunciation places on English. Some Japanese teachers have even referred to “*katakana* English” as “our national nemesis” (McNeil, 2013). Though a detailed treatment of it is beyond the scope of this paper, it should be noted that amongst *katakana*’s detractors in English education, several academics and teachers (e.g., Daulton; 1998; Sonda, 2012) have recommended the explicit teaching of the contrast between *katakana*-derived pronunciation of English loanwords and regular pronunciation. Daulton (2008) identified the “*katakana* filter,” which is a phonetic decoder natural to Japanese native speakers but of course not shared by international students (or international teachers). Daulton also evaluated students’ pronunciation after teaching about English loanwords in *katakana* and concluded that there was significant improvement.

In my view, English teachers in Japan should focus students’ attention on the correct pronunciations of English-derived *gairaigo* (foreign loanwords commonly used in Japanese), which is likely to be beneficial for both Japanese and international students. The presence of international students, combined with a foreign teacher’s focus on correct pronunciation, should make Japanese students more aware of the weakness of depending on *katakana* in international situations, while at the same time the international students in the Japan-based classroom will appreciate more emphasis on the native English pronunciation they seem to miss when working with Japanese students. Thus, a focus on correcting *gairaigo* should benefit both Japanese and international students. Focusing on foreign loanwords is likely to lower Japanese students’ reliance on *katakana* pronunciation in foreign-language situations. It is also conceivable that steps in this direction might have a positive effect on international students’ perception of English study with Japanese classmates. However, as my survey demonstrated, the opinions of the international students about Asia University’s English program and about their Japanese classmates are already largely positive.

Conclusion

The Asian international students viewed English skills as highly important. Generally speaking, they did not notice that their Japanese classmates were any more or less willing to speak English than the students in their home countries were. However, a majority of the international students felt that Japanese students were shy about speaking English, a view supported by previous research. An even larger majority had difficulty understanding Japanese students' spoken English, and some of the students attributed this specifically to their classmates' reliance on *katakana* pronunciation. In general, while the international students were not overly positive about studying English with Japanese classmates, they did not feel their English was suffering either.

Given teacher perceptions of international students at Asia University as being less afraid to speak out and more willing to make mistakes than are the Japanese students, the results of the survey were perhaps more positive than expected. Nevertheless, given the increasing numbers of Asian international students likely to be present in our classrooms in the coming years (should the Japanese government reach its stated goal of attracting more international students), we should ask ourselves: Can teachers in Japan make any positive contribution to the impression international students have of the English education available at Japanese universities?

I believe teachers can. First, Asian international students should be considered, by teachers and students, as an asset in the foreign-language classroom. Classroom teachers can encourage an awareness of this on the part of their students by discussing it openly.

Second (and accordingly), English instructors at Japan's universities should make clear to Japanese students, most particularly freshmen, that in their future, they will potentially use English in communication not only with native speakers, but also with non-native speakers of linguistically diverse nationalities. Asian international students provide the opportunity to practice this. As Matsuda (2002) noted of Japanese secondary school students, "the terms

foreign countries and *abroad* were [for them] synonymous with 'the West'" (p. 436). By contrast, presenting English as an international language, she argued, provides opportunities for exposure to various parts of the world.

Third, English teachers in Japan should explicitly teach corrected English-derived *gairaigo* and discuss the problems with *katakana*-based pronunciation. Doing so will be to the mutual benefit of both Japanese and international students.

Taking these three steps may contribute, however slightly, to building a better reputation for and increasing attractiveness of Japanese universities in the views of Asian international students.

Bio Data

Regan Tyndall is a visiting faculty member and the assistant Vice-Director at the CELE, Asia University. He has a BA, MA, and BED (all in English) from the Universities of Calgary and British Columbia. His current research interest is the internationalization of Japanese education. He can be contacted at <regan@asia-u.ac.jp>.

References

- Clavel, T. (2014, October 26). Japan struggles to keep up as China woos international students. *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/community/2014/10/26/issues/japan-struggles-keep-china-woos-international-students/#.VWwbX5dKqpbC>
- Daulton, F. E. (1998). Japanese loanword cognates and the acquisition of English vocabulary. *The Language Teacher*, 20(1), 17-25.
- Daulton, F. E. (2008). The "katakana filter" and cognate recognition in Japanese EFL. *The Ryukoku Journal of Humanities and Sciences*, 30(1). Retrieved from <http://hdl.handle.net/10519/270>
- Kamida, M. (2013, August 26). Recruit foreign students to fuel growth, panel says. *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/news/2013/08/26/national/recruit-foreign-students-to-fuel-growth-panel-says/#.VWboeNKqpbC>

- Littlewood, W. (2010). Chinese and Japanese students' conceptions of the 'ideal English lesson.' *RELC Journal*, 41(1), 46-58.
- Matsuda, A. (2002). "International understanding" through teaching world Englishes. *World Englishes* 21(3), 436-440.
- McNeil, B. (2013, December 15). The war on katakana starts at school. *The Japan Times*. Retrieved from <http://www.japantimes.co.jp/community/2013/12/15/issues/the-war-on-katakana-starts-at-school/#.VWbOOD-KqpBc>
- Mita, K., Shirao, M., Martin, S., Hatagaki, Y., & Dendo, G. (2006). The impact of foreign Asian students in Japanese university EFL classrooms. *Asian EFL Journal*, 8(1). Retrieved from http://asian-efl-journal.com/March06_kmmssmyhgd.pdf
- Seki, S. (2011). Learning cultures with international students. In A. Stewart (Ed.), *JALT2010 Conference Proceedings* (pp. 405-418). Tokyo: JALT.
- Shou, C. F. (2008). Japanese policies and international students in Japan. In *Proceedings of the 17th biennial conference of the ASAA*. Melbourne, Australia. Retrieved from <http://artsonline.monash.edu.au/mai/proceedings-17th-asaa-conference>
- Sonda, N. (2012). Relating *katakana* English to the English original or equivalents: Implications for English education in Japan. In A. Stewart & N. Sonda (Eds.), *JALT2011 Conference Proceedings* (pp. 555-563). Tokyo: JALT.

Appendix

The English Version of the Questionnaire

NOTE: The questions on this survey relate to your JAPANESE CLASSMATES ONLY. (That is, the questions are *not* concerned with other international students who may be in your class.)

1) Importance of English Study. Please circle one number:

a) How important is English study to you, when compared to the importance of other degree-curricular study at Asia University?

1	2	3	4
very important	important	unimportant	very unimportant

2) Compare the norm of study in your home country with the norm of study you have so far experienced at Asia University.

Please circle one answer:

a) Willingness of students to speak in English to the English teacher:

- (a) More in my home country
- (b) The same
- (c) More at Asia University

b) Willingness of students to ask questions of the English teacher:

- (a) More in my home country
- (b) The same
- (c) More at Asia University

c) Willingness of students to speak in English to other students IN CLASS:

- (a) More in my home country
- (b) The same
- (c) More at Asia University

3) Circle one number, based on how much you AGREE with each statement:

a) Compared to students of my nationality, or students of other nationalities, Japanese students are shy to speak in English.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

b) Japanese students' spoken English (pronunciation, accent, etc.) is difficult for me to understand.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

c) My English SPEAKING ability is higher than most of my Japanese classmates'.

1	2	3	4
strongly agree	agree	disagree	strongly disagree
		disagree	

d) My English LISTENING ability is higher than most of my Japanese classmates'.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

e) My English study this year has BENEFITTED from being in a classroom with a majority of Japanese students.

1	2	3	4
strongly agree	agree	disagree	strongly disagree

f) My English study this year has SUFFERED from being in a classroom with a majority of Japanese students.

1	2	3	4
strongly agree	agree	disagree	strongly disagree